

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: La Mesa-Spring Valley School District

CDS Code: 37 68197 0000000

School Year: 2021-22

LEA contact information:

Guido Magliato

Assistant Superintendent, Leadership & Learning

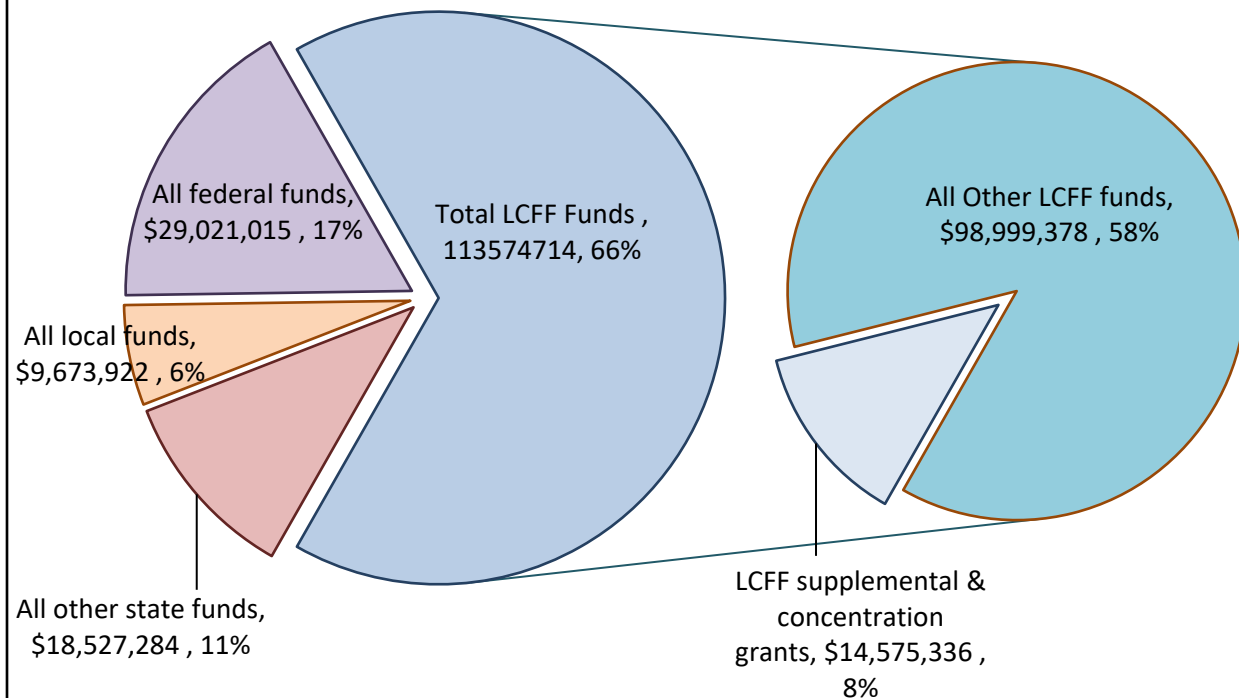
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(619) 668-5700

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

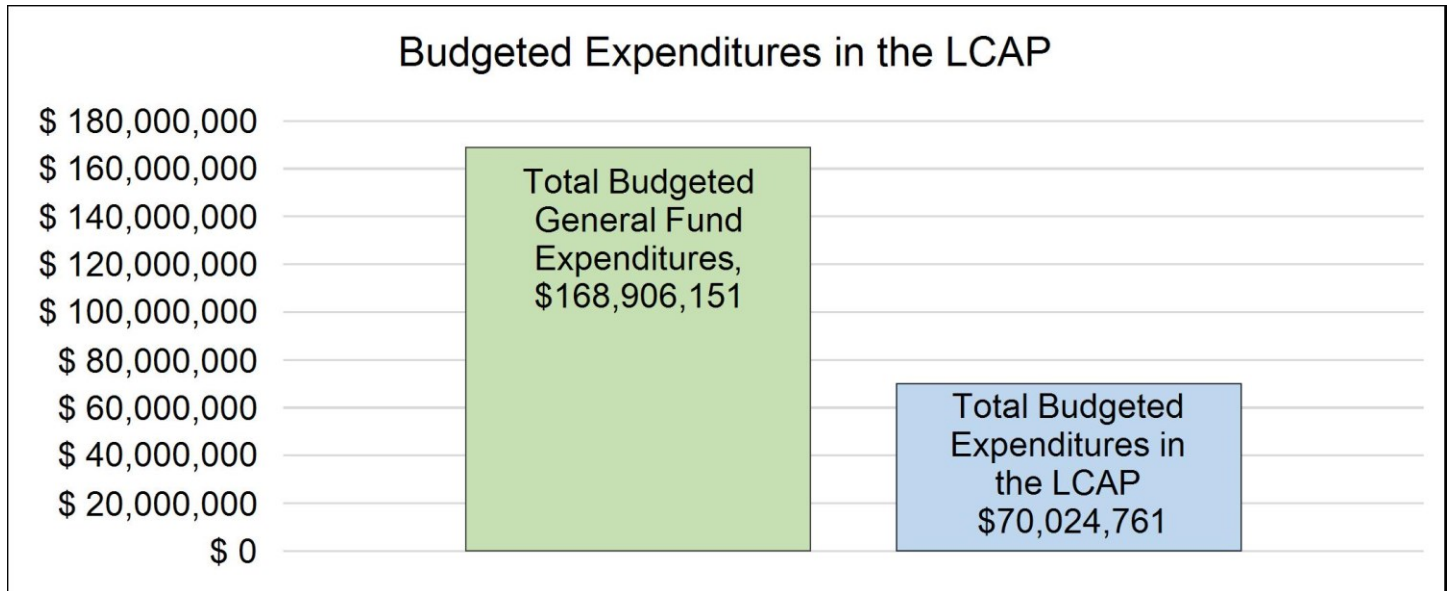


This chart shows the total general purpose revenue La Mesa-Spring Valley School District expects to receive in the coming year from all sources.

The total revenue projected for La Mesa-Spring Valley School District is \$170,796,935, of which \$113,574,714 is Local Control Funding Formula (LCFF), \$18,527,284 is other state funds, \$9,673,922 is local funds, and \$29,021,015 is federal funds. Of the \$113,574,714 in LCFF Funds, \$14,575,336 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much La Mesa-Spring Valley School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

La Mesa-Spring Valley School District plans to spend \$168,906,151 for the 2021-22 school year. Of that amount, \$70,024,761 is tied to actions/services in the LCAP and \$98,881,390 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

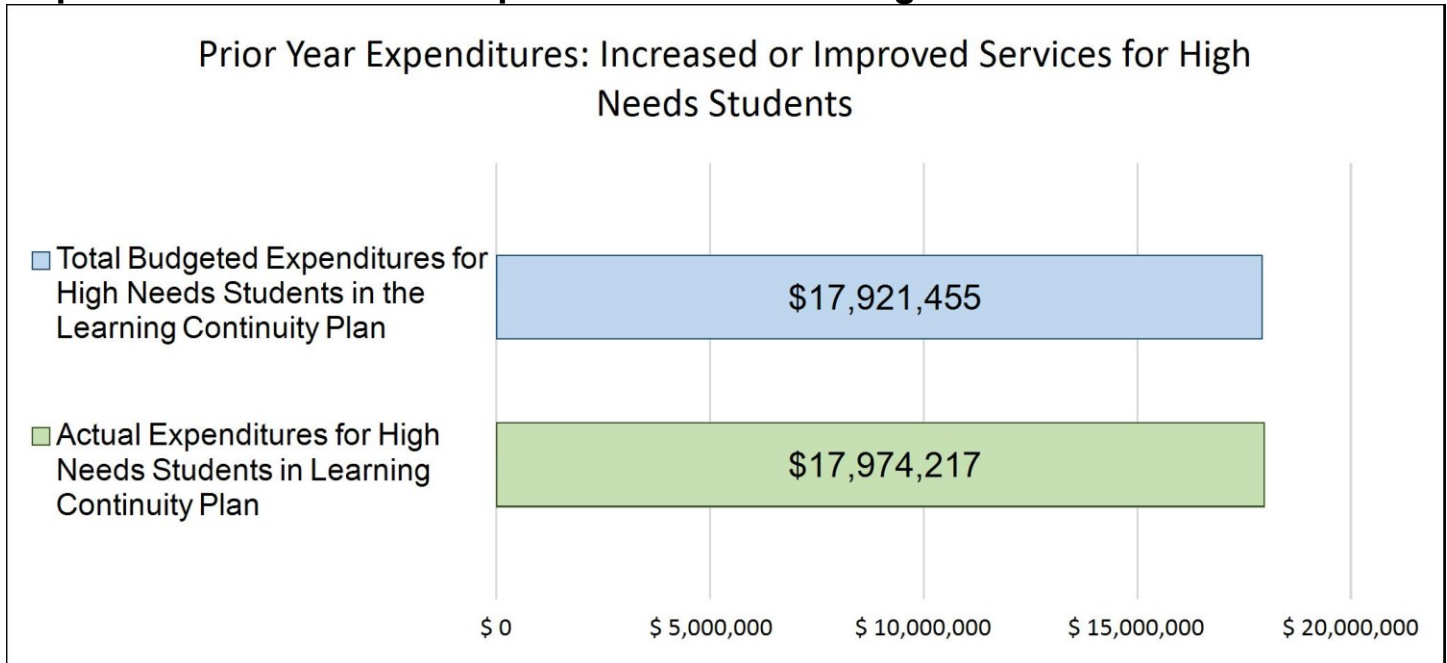
Administrative and operational expenditures, as well as expenditures from restricted resources, were not included, unless the expenditures were specifically aligned with an LCAP goal. The costs of some actions/services in this LCAP (specifically in employee costs) are duplicated in other actions/services.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, La Mesa-Spring Valley School District is projecting it will receive \$14,575,336 based on the enrollment of foster youth, English learner, and low-income students. La Mesa-Spring Valley School District must describe how it intends to increase or improve services for high needs students in the LCAP. La Mesa-Spring Valley School District plans to spend \$30,172,398 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what La Mesa-Spring Valley School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what La Mesa-Spring Valley School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, La Mesa-Spring Valley School District's Learning Continuity Plan budgeted \$17,921,455 for planned actions to increase or improve services for high needs students. La Mesa-Spring Valley School District actually spent \$17,974,217 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
La Mesa-Spring Valley School District	Guido Magliato Assistant Superintendent, Leadership & Learning	guido.magliato@lmsvschools.org (619) 668-5700

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Academic Excellence

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.A. Provide 100% fully credentialed and appropriately assigned teachers; Ensure 100% access for students to standards-aligned instructional materials. 19-20 100% fully credentialed and appropriately assigned teachers; 100% access for students to standards-aligned instructional materials Baseline 100% fully credentialed and appropriately assigned teachers; 100% access for students to standards-aligned instructional materials.	100% of our teachers were fully credentialed and appropriately assigned in 2019-20. Standards-aligned instructional materials were provided to all students for classroom and home use. This was corroborated by William's inspections findings.
Metric/Indicator 1.B. Implementation of state standards will increase including programs that support English Learners as measured by classroom observation. 19-20	An internal rubric was developed to measure how aligned the task was to grade level standards. Observations were conducted by principals. Data indicated an increase in standards-based instruction over time. Principals continued to conduct classroom observations focusing on this area and shared their findings with appropriate stakeholders. Teachers and principals continued to participate in professional learning on ELD standards, and

Expected	Actual												
<p>3% increase in implementation of standards-based instruction of mostly to significantly aligned</p> <p>Baseline In 2015-16 an “increasing number” of classrooms were observed to be implementing state standards per Learning Walk data. A baseline will be determined based on 2017-18 data collected by principal teams.</p>	<p>evidence-based strategies. In 2018-19, 73% of observations were mostly to significantly aligned to grade level standards. In 2019-20, 81% of observations were mostly to significantly aligned to grade level standards (a 5% increase).</p> <table border="1" data-bbox="1060 310 1969 703"> <thead> <tr> <th colspan="2">Standards Aligned Walk-About Data</th></tr> </thead> <tbody> <tr> <td>Significantly Aligned</td><td>40%</td></tr> <tr> <td>Mostly Aligned</td><td>41%</td></tr> <tr> <td>Somewhat Aligned</td><td>14%</td></tr> <tr> <td>Not Aligned</td><td>4%</td></tr> <tr> <td>Not Determined</td><td>1%</td></tr> </tbody> </table>	Standards Aligned Walk-About Data		Significantly Aligned	40%	Mostly Aligned	41%	Somewhat Aligned	14%	Not Aligned	4%	Not Determined	1%
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<p>Metric/Indicator 1.C. ELA – Scores on SBAC will increase by 3% for all students. Student groups scoring below the district average, will show an increase greater than 3%.</p> <p>Math – Scores on SBAC will increase by 3%. Student groups scoring below the district average, will show an increase greater than 3%.</p> <p>19-20 57% of all students meeting or exceeding standards in ELA and 46% for math</p> <p>Baseline In 2015-16, percent meeting or exceeding standard on SBAC in ELA for all students = 50%</p> <p>In 2015-16, percent meeting or exceeding standard on SBAC in math for all students = 40%</p>	<p>2020 SBAC data is not available due to the suspension of state testing.</p> <p>According to the most recent Dashboard (2019), the total number of students meeting or exceeding standard in ELA on the SBAC remained at 53%. Our English Language Learners and Students with Disabilities student groups both increased their number of students meeting or exceeding standard, with 3% and 2% respectively. Our Socioeconomically Disadvantaged and our Homeless student groups decreased by 1% each. We did not have a numerically significant number of Foster Youth take the assessment. Please refer to table below.</p> <p>Math data reveals an overall district increase of 2% (to 42%), with most student groups improving. Most significant of these were our American Indian students who increased 16%. Our Native Hawaiian/Pacific Islander students had a decrease of 7% while all other student groups had increases. Please refer to table below.</p>												

Expected	Actual																																																																											
<p>ELA Dashboard = 3.5 point below met; 16.5 point increase – Green Status</p> <p>Math Dashboard = 29.3 points from met; 5.3 point increase – Yellow Status</p>	<p>We are keenly aware of the discrepancies with all of our student groups as compared to our White student groups. The district will implement strategies in the coming year to address and reduce these disparities and achievement gaps between our student groups.</p> <table><tr><th>SBAC Results</th><th>ELA 2019</th><th>Change From 2018</th><th>Math 2019</th><th>Change From 2018</th></tr><tr><td>District</td><td>53%</td><td>0%</td><td>42%</td><td>+2%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>41%</td><td>-1%</td><td>30%</td><td>+2%</td></tr><tr><td>Homeless</td><td>28%</td><td>-1%</td><td>17%</td><td>+2%</td></tr><tr><td>Foster Youth</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr><tr><td>English Language Learners</td><td>21%</td><td>+3%</td><td>15%</td><td>+1%</td></tr><tr><td>Students with Disabilities</td><td>13%</td><td>+2%</td><td>9%</td><td>+1%</td></tr><tr><td>American Indian</td><td>47%</td><td>+6%</td><td>40%</td><td>+16%</td></tr><tr><td>Asian</td><td>69%</td><td>-3%</td><td>68%</td><td>+5%</td></tr><tr><td>Black/African American</td><td>36%</td><td>0%</td><td>24%</td><td>+2%</td></tr><tr><td>Filipino</td><td>75%</td><td>+2%</td><td>63%</td><td>+5%</td></tr><tr><td>Hispanic or Latino</td><td>43%</td><td>-1%</td><td>32%</td><td>+2%</td></tr><tr><td>Native Hawaiian/Pacific Islander</td><td>43%</td><td>0%</td><td>25%</td><td>-7%</td></tr><tr><td>2 or more races</td><td>58%</td><td>+1%</td><td>48%</td><td>+3%</td></tr><tr><td>White</td><td>73%</td><td>+1%</td><td>61%</td><td>+2%</td></tr></table>	SBAC Results	ELA 2019	Change From 2018	Math 2019	Change From 2018	District	53%	0%	42%	+2%	Socioeconomically Disadvantaged	41%	-1%	30%	+2%	Homeless	28%	-1%	17%	+2%	Foster Youth	N/A	N/A	N/A	N/A	English Language Learners	21%	+3%	15%	+1%	Students with Disabilities	13%	+2%	9%	+1%	American Indian	47%	+6%	40%	+16%	Asian	69%	-3%	68%	+5%	Black/African American	36%	0%	24%	+2%	Filipino	75%	+2%	63%	+5%	Hispanic or Latino	43%	-1%	32%	+2%	Native Hawaiian/Pacific Islander	43%	0%	25%	-7%	2 or more races	58%	+1%	48%	+3%	White	73%	+1%	61%	+2%
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<p>Metric/Indicator</p> <p>1.D. Reading at grade level by end of 3rd grade will increase by 3%.</p> <p>19-20</p> <p>73% reading at grade level by end of 3rd grade</p> <p>Baseline</p> <p>2015-16 percent reading at grade level by end of 3rd grade = 53%</p>	<p>2018-19 3rd trimester Reading Level data indicated that 69% of 3rd graders were reading at or above grade level exiting 3rd grade in 2019, an increase of 1.9% (up from 67% in 2017-18). 2019-20 3rd grade Reading Levels at the 1st trimester, before school closures occurred, indicated that 67% were already reading at or above the grade level. Other student groups with significant numbers include African Americans at 69%, Hispanics at 58%, and Whites at 78% reading at or above grade level. Our socio-economically disadvantaged students were at 60% and our</p>																																																																											

Expected	Actual
<p>Metric/Indicator 1.E. Percent of 6th grade students meeting criteria for accelerated math courses will increase by 3%.</p> <p>19-20 2018-19 percent of 6th grade students meeting criteria for accelerated math courses = 19%</p> <p>Baseline 2015-16 percent of 6th grade students meeting criteria for accelerated math courses = 9%</p>	<p>English learners were at 49%. Those English learners who were redesignated as Fluent English Proficient reached 81%. Although we anticipate that these percentages would have increased had the schools not closed due to the Pandemic, we are committed to ensuring all third graders are reading at grade level by the end of the year.</p> <p>The percentage of 7th grade students enrolled in the accelerated math pathway in 2017-2018 was 15%. In 2018-19, the percentage of 7th grade students enrolled in accelerated math was 13%, a decrease of 2%. In 2019-20, the percentage of 7th grade students enrolled in accelerated math was 14%, an increase of 1%.</p>
<p>Metric/Indicator 1.F. Percentage of English learner students who make progress toward English proficiency as measured by state test and reclassification rate will increase 3%.</p> <p>19-20 2017-18 percentage of English Learner students who met standard on the SBAC test in ELA = 18% (higher than goal)</p> <p>Goal for 2018-19 percentage of English Learner students who met standard on the SBAC ELA test was expected to be 22% or higher.</p> <p>2018-19 A baseline percentage will be calculated for reclassification rate and we await direction from state on calculating new cut points for ELPAC.</p> <p>Baseline</p>	<p>2020 SBAC data is not available due to the suspension of state testing.</p> <p>English Learner students who met standard on SBAC ELA in 2018-19 was 20.8%, an increase of 3% over the previous year.</p> <p>2020 ELPAC data is also not available due to the suspension of state testing; however, the district was able to administer the ELPAC to the majority of our 3rd-8th grade students, which resulted in some of our English learners being reclassified. The 2018-19 reclassification rate was 7%, slightly lower than we had anticipated due to the change in scale scores being adjusted by the state of California and grade level expectations of the Summative ELPAC assessment changing.</p> <p>The 2019-20 reclassification rate was 2.0% (based on a partial school year due to school closures).</p>

Expected	Actual
<p>2014-15 English Learner students who made progress toward English proficiency as measured by state test and reclassification rate = 63.9% (Orange Status per state Dashboard)</p> <p>Metric/Indicator 1.G. Enroll all students in a broad course of study (clarification: as measured by daily class schedules.)</p> <p>19-20 100% of students, including unduplicated pupils and individuals with exceptional needs, have access to and are enrolled in a broad course of study.</p> <p>Baseline 100% of students, including unduplicated pupils and individuals with exceptional needs, have access to and are enrolled in a broad course of study.</p>	<p>100% of students, including unduplicated pupils and individuals with exceptional needs, had access to and were enrolled in a broad course of study.</p>
<p>Metric/Indicator 1.H. Increase student performance in physical education as measured by Healthy Fit Zone in the State Physical Fitness Test.</p> <p>19-20 Increase 3% in both 5th and 7th grade in students meeting 5 of the 6 tests.</p> <p>Baseline 72.5% of 5th graders and 73.4%* of 7th graders in LMSV are performing in the Healthy Fit Zone for 2015-16. *Represents 4 out of 6 tests.</p>	<p>Due to Covid-19, Healthy Fit Zone assessments were not conducted during the 2019-20 school year.</p> <p>According to Healthy Fit Zone assessment results for 2018-2019, 44.9% of 5th graders and 54.1% of 7th graders passed by meeting 5 or more of the 6 tests. Both scores decreased (1.3% and .6% respectively).</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. Ensure appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students.</p> <p>b. Provide standards aligned materials to all students.</p>	<p>General Fund Resources Certificated Salaries Classified Salaries Benefits</p>	<p>General Fund Resources Certificated Salaries Classified Salaries Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Materials Base \$73,754,000	Materials Base \$69,937,108
<p>a. Provide professional learning in California Standards to academic content teachers, focusing on task alignment to standards in order to support implementation of curriculum and instructional initiatives.</p> <p>b. District staff member to provide increased and targeted support to Title I schools.</p>	<p>Certificated Salaries Benefits Title II \$164,000</p> <p>Certificated Salaries Benefits Title I \$21,745</p>	<p>Certificated Salaries Benefits Title II \$128,618</p> <p>Certificated Salaries Benefits Title I \$26,214</p>
<p>a. Maintain 24:1 target in TK through 3rd grade. Reduce class size below the statutory limit to the greatest extent possible in all grades district-wide.</p> <p>b. Provide professional development to principals and teachers to develop a shared understanding and common language of high-quality teaching and learning (emphasized in base of Rtl model).</p> <p>c. Provide professional development and support to principals and teachers to reestablish Professional Learning Communities to strengthen a collaborative culture focused on learning and increased student achievement.</p> <p>d. Provide mentoring and professional growth to developing leaders to foster instructional and leadership expertise according to a developed definition of LMSV leadership.</p> <p>e. Provide district Resource Teachers/TOSAs with professional learning, coaching, and curriculum supports specifically targeted to meet the needs of students requiring additional support.</p> <p>f. Provide support teachers at the site level where possible to increase the success of unduplicated students.</p>	<p>Certificated Salaries Classified Salaries Benefits Materials Services Supplemental and Concentration \$9,755,000</p>	<p>Certificated Salaries Classified Salaries Benefits Materials Services Supplemental and Concentration \$6,726,668</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>g. Review and assess district intervention programs (priority in math), addressing populations best served by program(s), impact on student achievement, program strengths and weaknesses, and cost/resources relative to the return on investment.</p> <p>h. Continue restructuring of Learning Support to foster more collaboration and integration in services to sites professional learning and coaching to support unduplicated students.</p> <p>i. Provide Library Learning Resource Technicians (LLRTs) to all sites to ensure student access to library books and resources.</p> <p>j. The coordination and monitoring of supplemental and academic intervention programs for at-risk students, including English Learners will be done by Learning Support staff.</p> <p>k. Provide differentiated actions and services to support site-specific programs and needs such as staffing, materials, supplies and services for unduplicated pupils.</p> <p>l. Provide Extended School Services (ESS) free of charge to high-need students (foster/homeless) to extend their school day and support academic progress</p>		
<p>a. District Resource Teacher to provide professional learning, coaching and curriculum supports to specifically address the needs of English Learners, with an emphasis on integrated ELD. Evaluate and refine.</p> <p>b. Continue iPad/T-Mobile program that targets at-risk Long Term English Learners (LTELs) by providing an iPad with connectivity loaded with applications to accelerate learning in both English language arts and mathematics. Evaluate program and refine.</p>	<p>Certificated Salaries Classified Salaries Benefits Materials Title III \$184,200</p>	<p>Certificated Salaries Classified Salaries Benefits Materials Title III \$190,863</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
c. Continue Newcomer Summer School, "Breakthrough English" targeting English Learners in the United States less than a year. Evaluate program and refine.		
<p>a. Continue implementation of special education collaborative service model known as Specialized Academic Instruction (SAI) to make a continuum of services available to students with special needs.</p> <p>b. Provide professional learning, coaching and modeling to support the successful implementation of the SAI model across the schools.</p> <p>c. Continue to offer a "bridge" classroom to bridge the gap for students requiring more intensive services than previously offered through the SAI delivery model. The classrooms will offer additional support to foster independence for students moderately affected by disabilities.</p>	<p>Certificated Salaries Classified Salaries Benefits Materials Services Special Education \$28,000,000</p>	<p>Certificated Salaries Classified Salaries Benefits Materials Services Special Education \$29,724,446</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We have one action/service that we had planned for but were not able to implement in Goal 1. Due to COVID-19, we were not able to offer our Newcomer Summer School (June 2020), "Breakthrough English", targeting English Learners in the United States less than a year. We expended all funds that we had budgeted for in this area.

There is a \$3,028,000 difference between the budgeted expenditures and actual expenditures for Goal 1, Action 3a: Maintain 24:1 target in TK through 3rd grade. Reduce class size below the statutory limit to the greatest extent possible in all grades district-wide. This is due to the cost for this action was a duplication of costs found in Goal 1, Action 1: Ensure appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We had a very successful year in our implementation of the actions and services in Goal 1. We were in our second year of implementation of our blended professional learning model for all staff. We were able to ensure all certificated and classified staff participated in relevant and timely learning. For certificated staff, an emphasis was placed on the implementation of the essential common core standards framed in our 5 Dimensions of Teaching and Learning Framework, strategies for integrated and designated English language development, and intervention strategies at a Tier 1, 2, and 3 level. Classified staff continued to receive professional development through Insights to Behavior, an online learning platform that contains e-learning resources specifically designed to build competencies around supporting and responding to student behaviors. Specific classified positions/staff members were identified to participate in training each year, for three years, as we build our collective resources across the district to support all of our students.

Our deepest learning was our district-wide effort to hit the “reset button” on Professional Learning Communities (PLC) at every level, starting with our principals. We partnered the entire year with Solution Tree and developed a comprehensive framework to identify what PLC principals do to achieve great schools. This work focused on 7 critical actions of a PLC principal: Disperse Leadership, Create Clarity and Coherence, Create the Conditions for Success, Build Consensus and Deal with Resistance, Monitor the Work of Teams, Willingness to Confront, and Celebration as Communication.

This work made its way to every single classroom and strengthened the way we do business in service of our students. We attribute some of the successes we saw during distance learning to the collaborative PLCs that teachers forged throughout the year and were able to lean on during the challenging transition.

Our greatest disappointment was our inability to see the results of our efforts and actions that focused on the instructional program due to the March shutdowns.

We recognize that some of our student groups, specifically our English Learners, Hispanic/Latino, and our African American students, are still performing at levels significantly lower than the district average in both ELA and Math. Additional work to support our underperforming students is needed. Our work in the coming year will be to focus on strategies that reduce the achievement gaps that we are currently seeing.

Even with the closure of schools, we were able to effectively implement the actions/services for which we had budgeted funds, with the exception of our Newcomer Summer School, “Breakthrough English” targeting English Learners in the United States less than a year. Our hope was to be able to offer this opportunity to our eligible students during Summer 2020, but our schools were still closed. We then made a plan to offer the program during a 2-week break in Fall 2020, but our schools were still not open to in-person learning. It is now our intention to use the Title III federal funds that we had set aside for this action during Fall 2021.

Goal 2

Student Dispositions

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>2.A. School attendance rates, including all student groups, will achieve a 97% or better attendance rate, increasing by .05% per year.</p> <p>The percentage of students with chronic absenteeism will decrease by 1% each year.</p> <p>19-20 ADA 95.20%</p> <p>Chronic Absenteeism 9.6%</p> <p>Baseline 2016-17 Average Daily Attendance percentage = 95.19%</p> <p>2016-17 (as of April) percentage of students with chronic absenteeism = 7.0% (correction: we discovered 7% is incorrect data and reconciled to 12.6%)</p>	<p>2017-18 Attendance Rate was 94.95%, 2018-19 Attendance Rate was 95.02% (increase of .07%). 2019-20 Attendance Rate was 97.82% (increase of 2.8%).</p> <p>The chronic absentee rate in 2017-18 was 12.7%. In 2018-19, the chronic absentee rate increased to 13%. In 2019-20, the chronic absentee rate was 12.4%. Our Students with Disabilities have a higher rate of chronic absenteeism than the overall district rate. Our students with disabilities chronic absenteeism rate in 2018-19 was 20.1%, while in 2019-20 it was 18.72%.</p>

Expected	Actual
<p>Metric/Indicator 2.B. We will measure positive school climate where students feel safe based upon the data gathered from the California Healthy Kids Survey, or similar during off years. Our goal is to increase 3% each year.</p> <p>19-20 84% feel safe (or very safe)</p> <p>Baseline 75% of students feel safe (or very safe) at school (17% chose the response “neither safe or unsafe”); only 8% described feeling unsafe, based upon the data gathered during the most recent California Healthy Kids Survey.</p>	<p>The California Healthy Kids Survey was administered to students in Grades 5 and 7. Not all schools reported data. The most recent data from the Spring 2019 administration reports the following: Elementary School Students:</p> <ul style="list-style-type: none"> • 77% felt safe (or very safe) • 87% responded most/all of the time to the following statement: "Adults at school teach children to care about each other and treat each other with respect." • 91% responded most/all of the time to the following statement: "Adults/teachers make it clear bullying is not allowed." <p>Middle School Students:</p> <ul style="list-style-type: none"> • 48% felt safe (or very safe) • 53% reported a high sense of connectedness at school <p>With regard to the most recent California Healthy Kids Survey data for middle school students, we recognize that of the students reporting, only 48% of them feeling safe or very safe on campus is an area that must be addressed. We have worked with our middle school principals to identify the specific causes of why students don't feel safe and to develop plans to improve the sense of safety at all of our campuses.</p>
<p>Metric/Indicator 2.C. The number of students who are suspended will decrease to achieve a green as measured on state Dashboard.</p> <p>19-20 Suspension rate = 2.7%</p> <p>Baseline 2014-15 suspension rate is 3.8%. Dashboard data indicates a yellow where the suspension rate is considered high, but has declined significantly.</p>	<p>The suspension rate for the 2017-18 school year was 4.1%. The suspension rate for the 2018-19 school year was 4.6%. In 2019-20, the suspension rate was 3.4%.</p> <p>The most recent CA School Dashboard indicated an orange for suspension rate (increased); African American, Pacific Islander, foster, and homeless students are the student groups with the highest rate of suspension. In 2019-20, our Students with Disabilities had a higher rate of suspension (7%) than our overall district rate (decreased from 7.4% in 2018-19).</p>

Expected	Actual
	<p>Our Student Supports team presented on the alternatives to suspension program funded through the Learning Communities for School Success Program (LCSSP) grant. Implementation of this program began in October of 2019. Through this program, students who would otherwise be suspended for offenses such as fighting, disruption, bullying, etc. could be referred instead to the Mending Matters program where they would spend a day learning proactive strategies for coping with those emotions and identifying better responses to avoid those triggers in the future.</p> <p>Due to the closure of schools in March 2020, data is not easily comparable between years; however, data extracted from our local data system showed a dramatic decrease in suspensions.</p> <p>Recorded suspensions (both in-school and out-of-school) were compared from the beginning of the year until the date of school closures for the 2019-20 school year to the same time period for the 2018-19 school year. In 2018-19, we had a total of 550 students suspended. In 2019-20 we had a total of 452 students suspended. This represents a decrease of 18% in the number of students suspended. Additionally, our African American students, who are typically disproportionately represented in school discipline data, had a decrease in suspension rate from 8.6% to 7.7% for that same time period (August through March).</p>
<p>Metric/Indicator 2.D. The number of students expelled will decrease.</p> <p>19-20 Expulsion rate 0%</p> <p>Baseline 2014-15 and 2015-16 expulsion rate is currently 0%.</p>	<p>Procedurally, recommended and stipulated expulsions come before the Board of Education for formal action. During the 2018-19 school year, the district had five expulsions approved by the Board of Education. During the 2019-20 school year 6 expulsion recommendations were brought before the Board of Education and approved. Our expulsion rate was .04%.</p>
<p>Metric/Indicator 2.E. We will achieve a 0% middle school dropout rate.</p> <p>19-20</p>	<p>Drop out rate is calculated by the number of students leaving our middle schools with no reported or verified next school of attendance. In 2018-19, 10 students across the district met this criteria. Even though we had fewer students meet this criteria than</p>

Expected	Actual
<p>Middle school dropout desired rate = 0.0%</p> <p>Baseline 2016-17 middle school dropout rate = .06%</p>	<p>in the previous year, our rate increased slightly to .083% because our overall enrollment in the district also decreased. The drop out rate for 2019-20 was 0.1%.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. District will maintain a regular focus on attendance rates at all schools. As student attendance patterns become concerning, the Attendance Team (district counselor, district probation officer, community services facilitator) will become involved with the family and the team at the school to problem-solve solutions for the situations that are leading to absences.</p> <p>b. Schools will continue to develop school climates that are accepting of individual needs, differences and diversity; creating school environments that lead to a feeling of belonging and safety for each and every student. Having staff remain focused on Restorative Practices, remaining trauma-informed, and having a basis of Positive Behavioral Interventions and Supports available to support students when behaviors become of concern will be critical in the success of this goal.</p> <p>c. Provide professional development/learning opportunities in the areas of restorative practice, and trauma-informed care to schools and staff groups to proactively impact suspension rates by empowering classroom teachers with proactive strategies and thereby reducing office discipline referrals.</p> <p>d. The district's CARE Team will continue to address concerns/issues of students and families in crisis as they arise throughout the year. CARE Team is comprised of:</p> <ul style="list-style-type: none"> • District Counselor(s) • District Probation Officer • District Behavior Specialist • Community Services Facilitator 	<p>Certificated Salaries Classified Salaries Benefits Materials Services</p> <p>Supplemental and Concentration \$1,670,000</p>	<p>Certificated Salaries Classified Salaries Benefits Materials Services</p> <p>Supplemental and Concentration \$1,482,239</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>e. The district will have a PBIS (Positive Behavior Interventions and Supports) Response Team who will respond to behavioral concerns as they arise. Members of this team will be deployed to schools throughout the district as needed to address specific concerns; and in a proactive manner (to support schools/teachers in bringing restorative practices and trauma-informed practice into the classrooms and into the school's disciplinary responses to behaviors).</p> <p>PBIS Response Team will be comprised of:</p> <ul style="list-style-type: none"> • District Counselor(s) • District School Psychologist • District behavior Specialist (focus is solely on general education students and classrooms) • District Behavior Analyst (primary focus will be on students with IEP) • District Behavior Support Assistants (paraprofessional level) <p>f. Continue and refine the position of Program Manager, Student Services and clerical support to provide and coordinate services to sites, students and families to promote student socio-emotional well-being and positive school climates.</p>		
<p>District will maintain on-going support for the specialty schools including STEAM Academy @ La Presa, Spring Valley Academy, La Mesa Arts Academy, Quest Academy Community Day, and Kempton Literacy Academy. This support included specialized staffing (e.g., IB Coordinator, counselor), additional collaboration, and targeted professional development.</p>	<p>Certificated Salaries Classified Salaries Benefits Materials Services</p> <p>Supplemental and Concentration \$3,900,000</p>	<p>Certificated Salaries Classified Salaries Benefits Materials Services Supplemental and Concentration \$3,998,458</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funding budgeted for this goal was spent as it was originally intended. However, post school closure on March 13, 2020 support for students as outlined, was provided virtually. Attendance concerns were addressed by the school site and/or district teams, district behavioral supports teams continued to operate, referrals for outside counseling services were maintained, and site and district staff continued to be highly responsive to families in need.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions that were implemented toward achieving the metrics in Goal 2 were successful, specifically in the areas of increasing district-wide attendance and in reducing overall suspensions. We attribute these improvements, largely in part, to the collaborative work between our Student Supports team and school site leadership to engage our students and families and to re-engage students and families, when needed, throughout the year.

Data from the 2019-2020 school year as a whole indicates an increase in overall attendance. Average daily attendance baseline data during the 2018-2019 school year was reported at 94.98% with an increase to 97.82% during the 2019-2020 school year. Additionally, the chronic absence rate of 12.98% for the 2018-2019 school year decreased to 12.40% during the 2019-2020 school year. We are pleased with these successes, but are eager to make additional gains.

Although it's difficult to compare data completely due to COVID-19 school closures, when we look at data from the period of school opening in August to closure on March 13th, for the 2019-2020 school year, average daily attendance is 95.12% as compared to 95.19% during the same time period in the 2018-2019 school year, registering a decrease of .07%. These decreased rates can be attributed to strengthened attendance protocols and procedures at school sites including; a revision of attendance letters to include restorative and relationship based language, the creation of a district attendance toolkit providing best practice resources for school sites to address student attendance, on-going training and guidance on Trauma Informed Care, and hosting restorative family meetings to address root causes of attendance concerns. Support via distance learning continued with school closures.

Due to school closures and distance learning, suspensions were not issued after March 13th, 2020. Overall suspension data for the 2019-2020 school year from the time school was open in August to school closure on March 13, 2020 was 3.4%. This is a decrease when compared to the 2018-2019 school year total of 4.5%, during the same time period. This 1.1% drop can be primarily attributed to the addition of a middle school diversion program allowing students with suspendable offenses the opportunity to participate in a program addressing their actions and providing opportunities to practice new behaviors. A total of 145 students were referred to this program from its start date on December 3, 2019, until school closure March 13, 2020. Additionally, 18 of these students were connected to outside counseling support based on the need identified through the diversion program. Post March 13, 2020, diversion services were still offered to students; however the focus shifted to serving students who exhibited little to no engagement with distance learning. Curriculum focused on motivation and peer/teacher interaction and served a much smaller population of students.

Although we have realized some success and improvement in this goal, we have engaged with the San Diego County Office of Education (SDCOE) Differentiated Assistance team to improve outcomes for our students with disabilities in the areas of suspension and chronic absenteeism. Select schools and district administration are identifying root-causes that lead to the disproportionality of suspension and chronic absenteeism in certain student groups. We are committed to reduce the chronic absenteeism rates for our students with disabilities, which were 20.1% in 2018-19 and 18.72% in 2019-20 by 6% and in suspension which were 7.4% in 2018-19 and 7% in 2019-20 by 3%. Strategies are being developed and will be implemented and monitored in 2021-22 to eliminate practices that lead to disproportionality. All site administrators will be provided current data for our students with disabilities and all other student groups two times per month. Data analysis and interventions will allow for increased access to education, increased academic achievement, improved climate and culture, and improved student behaviors, specifically for our student groups who have chronic absenteeism and suspension rates higher than the overall district rates. It is important to note that the suspension data provided herein is accurate; however, the Dashboard data for suspensions of our students district-wide and for our individual student groups is not accurate due to coding changes and input errors by our staff. We have improved our processes and follow up verifications so that future data entries will be accurately reflected on the Dashboard.

Throughout the year, the district engaged with all stakeholders via surveys and one to one connections to seek their input regarding new or continuing needs of students, families, and staff. During the 2019-20 school year, input from our teachers and staff related to the collective efforts of our Student Supports team and the diversion program were overwhelmingly positive. Likewise, parents shared their appreciation for the mental health and social-emotional supports that were provided to them. This input also helped us in the development of our new LCAP goals, specifically related to school climate and student engagement.

Goal 3

Parent/Community Engagement

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3.A. All district schools will increase the number of volunteer hours by 3% as measured by school records. 19-20 3% increase in volunteer hours Baseline Ident-a-kid data indicates 100,108 volunteer hours.	Volunteer hours for 2018-19 were 100,286 as measured by the Ident-a-kid system. This data reflected a time period from August to June. In 2019-20 (August to March) volunteer hours were 81,945. Capturing true volunteer hours continued to be a challenge. The volunteer hours recorded represented only those when the parent entered the office during the instructional day and signed in to the Ident-a-kid system. There were numerous hours where parents were volunteering at PTA sponsored events, evening events, carnivals, science nights, etc. that did not get recorded in this metric. PTA Presidents were asked to provide sign-in sheets at their events during the 2019-20 school year. We expected to receive data showing volunteer hours surpassing the previous year's hours prior to schools closing in March due to Covid-19.
Metric/Indicator 3.B. Employee job satisfaction will increase as measured by an employee satisfaction survey. 19-20 3% increase in employee satisfaction Baseline Baseline data will be determined once an assessment is created and administered.	Our employee job satisfaction/climate survey was to be conducted during the week of April 13-17, 2020; however, due to Covid-19 and the closure of schools, the survey was not conducted. Although we maintained constant communication with both our classified and certificated staff during the school closures, we spent our efforts on surveying employees to determine what needs they had during that time rather than on job satisfaction/climate.

Expected	Actual																																																
<p>Metric/Indicator</p> <p>3.C. External customer satisfaction will show an increase as measured by customer satisfaction surveys.</p> <p>19-20</p> <p>Increase percentages in each category</p>	<p>Overall parent satisfaction in the 2019-20 school year remained relatively unchanged in almost every category as compared to the previous year. There was a significant increase in the satisfaction of parents stating that they found the parent education trainings offered at school useful. Respondents expressed interest in the following parent education topics: Social and emotional needs of children (26%), Ways to get involved and support their child's education (23%), Homework help strategies (22%), Math development strategies and the math curriculum (21%), Bullying prevention (21%). Based on comments provided, school safety was an area of concern for some families. While the physical layout of some school campuses were areas that families would like improved, some families shared desires to increase social-emotional supports to students, which they believed would increase the overall sense of safety and well-being of students and reduce the number of instances of bullying on campuses.</p> <table><tr><th colspan="4">LMSV Parent Survey Results 2020</th></tr><tr><th></th><th>2018-19</th><th>2019-20</th><th>Change</th></tr><tr><td>Agree that school meets academic needs of their child</td><td>95%</td><td>95%</td><td>-</td></tr><tr><td>Satisfied with teacher's communication about child's academic needs</td><td>93%</td><td>93%</td><td>-</td></tr><tr><td>Feel welcome and respected in classroom and school</td><td>97%</td><td>96%</td><td>-1%</td></tr><tr><td>Report child feels safe at school</td><td>96%</td><td>95%</td><td>-1%</td></tr><tr><td>Feel school is active in preventing bullying</td><td>90%</td><td>89%</td><td>-1%</td></tr><tr><td>Satisfied with communication from school</td><td>95%</td><td>95%</td><td>-</td></tr><tr><td>Satisfied with level of engagement and participation related to decisions regarding their child's education</td><td>84%</td><td>85%</td><td>+1%</td></tr><tr><td>Regularly attend school-sponsored meetings/events</td><td>63%</td><td>63%</td><td>-</td></tr><tr><td>Feel trainings at school are useful</td><td>65%</td><td>72%</td><td>+7%</td></tr><tr><td>Satisfied with school safety</td><td>93%</td><td>91%</td><td>-2%</td></tr></table>	LMSV Parent Survey Results 2020					2018-19	2019-20	Change	Agree that school meets academic needs of their child	95%	95%	-	Satisfied with teacher's communication about child's academic needs	93%	93%	-	Feel welcome and respected in classroom and school	97%	96%	-1%	Report child feels safe at school	96%	95%	-1%	Feel school is active in preventing bullying	90%	89%	-1%	Satisfied with communication from school	95%	95%	-	Satisfied with level of engagement and participation related to decisions regarding their child's education	84%	85%	+1%	Regularly attend school-sponsored meetings/events	63%	63%	-	Feel trainings at school are useful	65%	72%	+7%	Satisfied with school safety	93%	91%	-2%
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<p>Metric/Indicator</p>	<p>The district ensured all sites had access to multiple methods of communication to promote participation in school activities for all</p>																																																

Expected	Actual
<p>3.D. The district will ensure 100% of schools have access to and utilize multiple methods of communication to promote participation in school activities for all parents, including parents of unduplicated pupils and individuals with exceptional needs.</p> <p>19-20 The district will ensure 100% of schools have access to and utilize multiple methods of communication to promote participation in school activities for all parents, including parents of unduplicated pupils and individuals with exceptional needs.</p> <p>Baseline 100% of sites utilize multiple methods of communication (fliers, phone calls live/automated, websites) to promote parent participation.</p>	<p>parents. In addition to traditional means such as newsletters and fliers, the district provided a website for each site. Sites kept the website updated with current site information about events, staffing, calendars, schedules, programs, policies, clubs, activities, and parent involvement opportunities. The district also used a cloud-based communication platform (Peachjar) that streamlined school-to-home communication by distributing vital school updates and community resources directly to parents as digital fliers.</p> <p>In addition, the district used a mass communication platform (Blackboard Connect) that sites accessed to communicate with parents directly via mass calls, texts, and/or emails. Select sites used social media as a means of connecting with and updating parents.</p>
<p>Metric/Indicator 3. E. 100% of sites will be represented on a District Parent Advisory Committee (DAC) where input for making decisions impacting the district and individual schools sites can be provided throughout the year.</p> <p>19-20 100% of sites will be represented on a District Parent Advisory Committee where input for making decisions impacting the district and individual schools sites can be provided throughout the year.</p> <p>Baseline 100% of sites were represented on a District Parent Advisory Committee in 2017-18.</p>	<p>100% of sites were represented on a District Parent Advisory Committee in 2019-20.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a. Continue and refine customer service plan that includes training and ongoing feedback.	Classified salaries Benefits	Classified salaries Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>b. Continue and refine customer survey, questionnaire, and a focus group to assess customer satisfaction.</p> <p>c. Increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning (i.e. Foundational Skills; Common Core Parent Support; grade level/content area specific.) Continue to engage parents and the community in opportunities to participate in their students' education, (i.e. back to school night, open house, committee meetings, PTA, parent conferences, parent workshops, student recognition assemblies, parent Volunteer Dinner, Drug Free Celebrations etc.)</p> <p>d. Language Interpreters and Translations: Provide interpreters at all parent workshops and conferences (as required). All school-to-home communication provided in multiple languages (as required).</p> <p>e. Utilize parent information systems (i.e., BlackBoard Connect), monthly newsletters, website updates, letters, and brochures to enhance home-to-school communication.</p> <p>f. Provide necessary resources at parent workshops including: printed materials, curriculum, facilitators, and at select times, childcare.</p> <p>g. Continue to provide Adult ESL classes to parents of English learners.</p> <p>h. Develop and enhance business partnerships at all sites.</p> <p>i. Partner with SDCOE in the Educators Effectiveness and Evaluation work to redefine teacher evaluations.</p> <p>j. Hire and utilize Executive Director, Innovation and Engagement to increase engagement, communication, recognition, and collaboration with students, staff, and community.</p>	<p>Materials Services</p> <p>Supplemental and Concentration \$357,600</p>	<p>Materials Services Supplemental and Concentration \$368,879</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds that were budgeted for the Actions/Services in Goal 3 were used as planned. Budgeted funds were not expended on other actions and services not delineated in Goal 3. Each of the Actions/Services related to customer service, parent engagement, staff collaboration, and community involvement were implemented; however, due to the closure of our schools, a formal staff satisfaction/climate survey was not distributed. Goal 3, action j references the hiring of an Executive Director to increase engagement of our stakeholders. While the position was hired, the position had a title and duty change (Executive Director, Educational Services). This employee in this position continued the previously stated duties but also had additional duties in Education Services added.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The circumstances of the pandemic and its impacts have been incredibly difficult and filled with constant uncertainty, especially for educators and families with school-age children. These difficulties and challenges inspired resourcefulness and creativity in our educators as they worked to meet the individual needs of the students and families they served. Even during COVID-19, our teachers and other staff found ways to engage students and support families from afar and in deep and meaningful ways.

The forced shift to connecting virtually rather than in-person resulted in our schools holding curricular presentations, meetings, and parent conferences via videoconference or recorded video. Though done out of necessity, this transition actually increased access to some of our families by removing barriers of time and place. This certainly has proved to be one of our successes. Now, families can access these information-rich meetings from anywhere and at any time (if meetings are recorded). For families that were rarely able to attend scheduled events at school or at the district due to work conflicts, lack of childcare, and other personal circumstances, this has been a welcome change.

This new reliance on technology also dramatically increased the technological competencies of our students and staff, accelerating our proficiency in the use of both software and hardware. These successes are significant and led to greater engagement with our parents and students. We believe these new skills will transfer to continue to benefit staff, parents, and students in the years to come.

Involved families are critical and necessary to our students' success. Family participation in and awareness of our events and educational opportunities are essential. We were able to gauge our parents' satisfaction in these and other areas prior to the closure of schools in March. More than 93% of parents were satisfied with communication from their child's teacher and 95% were satisfied with communication from the school/principal. Although these are high percentages, we must focus on getting parents to regularly

attend school-sponsored meetings/events. When full-time in-person learning resumes, the district will continue to provide opportunities for parent engagement and education at the sites and at the district office. In order to decrease barriers to participation, events will be offered in both in-person and virtual formats. We will continue to determine new ways to increase parent involvement, specifically for our unduplicated pupils.

The only Action/Service that we were unable to implement during the 2019-20 school year was the distribution of a customer (employee) satisfaction survey. While we maintained constant communication with our classified and certificated staff as the events of the pandemic unfolded, we felt that instead of distributing a staff satisfaction survey, our efforts would be better utilized by working tirelessly to maintain the educational supports needed by our students and their families and by working to support the safety and teaching needs of our staff. We will engage our staff with a satisfaction/climate survey in the coming years.

Goal 4

Learning Environments

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1.A. Provide 100% fully credentialed and appropriately assigned teachers; ensure 100% access for students to standards aligned instructional materials.</p> <p>19-20 100% fully credentialed and appropriately assigned teachers; 100% access for students to standards aligned instructional materials</p> <p>Baseline 100% fully credentialed and appropriately assigned teachers; 100% access for students to standards aligned instructional materials</p>	<p>In the 2019-20 school year, 100% of our teachers were fully credentialed and appropriately assigned.</p> <p>Standards-aligned instructional materials were provided to all students for classroom and home use. This was corroborated by William's inspections findings.</p>
<p>Metric/Indicator 4.A. All schools will receive "Good" or better as an Overall School Facility Good Repair Status score on the 2017-18 School Accountability Report Card (SARC).</p> <p>19-20 All schools receive "Good" or better as an Overall School Facility Good Repair Status score on the current School Accountability Report Card (SARC).</p> <p>Baseline</p>	<p>All schools received a repair status score of "Good" on the 2018-19 School Accountability Report Card.</p> <p>All schools received a repair status score of "Good" on the 2019-20 School Accountability Report Card.</p>

Expected	Actual
<p>All schools received “Good” or better as an Overall School Facility Good Repair Status score on the 2016-17 School Accountability Report Card (SARC).</p> <p>Metric/Indicator 4.B. Percent of classrooms meeting District technology standards will increase 10% as measured by school data and reported in District Technology Plan.</p> <p>19-20 Percent of classrooms meeting District technology standards = K-6th: Maintain at least 90%; 7th-8th: 90% Projection Systems: 90%</p> <p>Baseline Percent of classrooms meeting District technology standards = K-6th : 52%; 7th - 8th : 52%; Projection systems : 53%</p>	<p>The District Technology Standard for student devices is based upon the following student device ratios per class by grade level or content area (as listed below). Student devices during the 2019-20 school year included iPads and Chromebooks that date back to 2013.</p> <p>The District Technology Standard for classroom projection systems is to score a four or five on the Annual District Survey of Classroom Technology Equipment. The survey criterion included clarity, brightness, and size of image.</p> <p>In order to measure progress toward meeting this goal, we counted the number of classrooms that met the standard for devices and the number of classrooms that met the standard for projection systems.</p> <p>In the 2019-20 school year, the K – 6 classrooms that met the District Standard for up-to-date student devices increased from 94% of the classrooms to 97% of the classrooms. 7th and 8th grade core content classrooms (ELA, Math, History, Science, SAI) that met the standard for student device ratios increased from 82% of the classrooms to 94% of the classrooms. The number of classrooms in K – 8 that met the standard for having a projection system scoring a four or five on the Annual District Survey of Classroom Technology Equipment decreased from 83% to 79%. This was due to the rapid aging of the devices; however, they are being replaced with televisions that provide the same service whenever financially feasible.</p>

Expected	Actual															
	<table><tr><th colspan="3">Student Device Ratio Goals</th></tr><tr><th>Grade</th><th>Content</th><th>Student: Up-to-date Device</th></tr><tr><td>7th-8th</td><td>ELA, Math, History, Science, SAI</td><td>1:1</td></tr><tr><td>3rd-6th</td><td>N/A</td><td>1:1</td></tr><tr><td>K-2nd</td><td>N/A</td><td>1:4</td></tr></table>	Student Device Ratio Goals			Grade	Content	Student: Up-to-date Device	7 th -8 th	ELA, Math, History, Science, SAI	1:1	3 rd -6 th	N/A	1:1	K-2 nd	N/A	1:4
Student Device Ratio Goals																
Grade	Content	Student: Up-to-date Device														
7 th -8 th	ELA, Math, History, Science, SAI	1:1														
3 rd -6 th	N/A	1:1														
K-2 nd	N/A	1:4														
<p>Metric/Indicator 4.C. The annual meal participation rate of students eligible for the free and reduced-price meals program will be 75% or above.</p> <p>19-20 The annual meal participation rate of students eligible for the free and reduced-price meals program will be 75% or above.</p> <p>Baseline The participation rate for the 2016-2017 school year was 76.5%.</p>	<p>The annual meal participation rate in 2018-19 school year was 71.7%.</p> <p>The annual meal participation rate in 2019-20 school year was 71%.</p>															

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. Students will be provided with safe, clean, and well-maintained school facilities. Continue and refine - include an assessment of safety and security needs district-wide and develop a plan to make immediate and long term improvements.</p> <p>b. Students will be provided a well-balanced nutritional breakfast and lunch program.</p>	<p>Classified Salaries Benefits Materials Services</p> <p>Base \$5,475,000</p> <p>Classified Salaries Benefits Materials Services</p> <p>Cafeteria (fund 13) \$6,185,090</p>	<p>Classified Salaries Benefits Materials Services Base \$5,093,299</p> <p>Classified Salaries Benefits Materials Services Cafeteria (fund 13) \$5,963,640</p>
<p>a. Implement and improve educational technology services and technology infrastructure systems that provide all students and staff with optimal learning environments.</p>	<p>Certificated Salaries Classified Salaries Benefits</p>	<p>Certificated Salaries Classified Salaries Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
b. Provide student transportation district-wide.	Materials Services	Materials Services
c. Provide transportation passes for homeless students.	Supplemental and Concentration \$4,412,000	Supplemental and Concentration \$4,304,333

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the COVID-19 crisis, the La Mesa-Spring Valley School District allocated additional funds to provide essential technology for distance learning. This essential technology for students, families, teachers, and staff included laptops, iPads, Wi-Fi hotspots, and headsets. The district also produced instructional material packets to distribute to students through the distance learning model.

The budgeted expenditures for Goal 4a is approximately \$382,000 greater than our actual expenditures because there was a reduction in maintenance substitutes, extra help, and overtime for staff due to the school closures March-June, 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the in-person instruction portions of the 2019-20 school year, the District was able to successfully provide transportation and meals to students in need. School facilities, as documented by Facilities Inspection Tools (FIT) reports were safe, clean, and well-maintained.

In response to the COVID-19 epidemic and the fact that students were no longer accessing transportation or as many meals as often as they had been when school was being conducted in-person, the district priorities in Goal 4 had to shift. We immediately realized that we also needed to support our students with distance learning. This was accomplished, in part, by providing the appropriate internet access, which included laptops and Wi-Fi hotspots, to students that didn't have this sort of access at home. District staff worked tirelessly to make sure that students, families, and teachers had the necessary equipment and training to continue instruction. While initially this was a challenge due to prolonged delivery times of electronic devices, in the end, it became one of our successes because the district was able to greatly improve the student device ratios per class and by grade level. The student to device ratio is now 1:1.

The forced use of technology also dramatically increased the technological competencies of our students and staff. Proficiency in the use of new software and new hardware has been achieved by both children and adults. We are thrilled with this accomplishment.



Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings to ensure that students, staff, and family entering school sites are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$500,000	\$332,249	No
Health Materials: Scanning Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$35,000	\$26,942	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$50,000	\$50,000	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$15,000	\$15,000	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet, such as the front desk in each school office.	\$25,000	\$25,000	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	\$15,000	\$4,560	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Although at the time of the writing of this response (March 2021), the district has not returned to full in-person learning, there are no substantive differences with our budgeted expenditures and our actual expenditures. Actions are being implemented and expenditures are being made in preparation for a transition to in-person instruction the first week in April with a full, 4-day reopening on April 19, 2021.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Teaching and learning in a pandemic during 2020-2021 school year has presented many challenges. Since March of 2020, schools in the La Mesa-Spring Valley School District have been officially closed for regular in-person instruction as the result of state and local requirements that have made reopening impossible until April of 2021. Navigating all the guidelines, protocols, and policies that have surfaced as a result of COVID-19 has consumed all of us (students, families, and staff), yet we were able to successfully pivot each time protocols were adjusted.

During the 2020-2021 school year, we made it a priority to invite as many of our struggling students back on campus for face to face instruction from the beginning of the school year. In-person learning opportunities targeted underprivileged students and students from underserved communities. Supports were specifically targeted to students with disabilities, homeless and foster youth, and students who were disengaged during online learning. The highest number of students we served on campus in small groups or in 1:1 instruction during school closures was 926 students. This resulted in many successes for our students and families.

The impact of COVID and the lack of "normalcy" for our students and families was a challenge that we knew we had to address with additional social-emotional supports. As such, we sought out ways to increase those services to our students, families, and staff by prioritizing and hiring Social Workers to meet those needs, including low-income students, English learners, students with disabilities served across the full continuum of placements, pupils in foster care, and students experiencing homelessness. The success we have seen with these Social Worker teams has been outstanding. Our Social Workers have continually reached out to individual families and supported students throughout this difficult time.

Our Extended School Services (ESS) program is another one of our success stories. We were able to offer this childcare service to essential workers, including our own classified and certificated staff during the 2020-21 school year. ESS program staff worked tirelessly throughout the year to assist students with remote learning and to support the work that our teachers were doing.

In April 2021, we will offer in-person learning to all students four days each week. As a result of the pandemic, many families will elect to keep their children in complete remote learning. This will mean that those students will Zoom with their teacher and peers each day and continue with the rest of their work asynchronously in the afternoon. For families who choose in-person instruction, students will attend in-person classes four days each week and will attend online classes one day each week. Teachers and students will continue

to use a variety of digital tools and learning management systems as part of their blended learning. Through these platforms, students will continue to be engaged in reteaching, preteaching, intervention, and enrichment.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks and iPads made available for all students who need a device to access distance learning at home.	\$1,500,600	\$1,677,470	Yes
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff.	\$525,000	\$216,909	Yes
Professional subscriptions to Zoom for Educators	\$30,000	\$39,549	Yes
Subscriptions to SeeSaw	\$12,540	\$12,540	Yes
Facilitators for professional learning	\$48,000	\$50,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Based on our original budgeted amounts, there appears to be material differences in several of our actions; however, when looking at the total amount budgeted for all the actions for the Distance Learning Program (\$2,116,140) and comparing that to the amount we have spent to date (March - \$1,946,469.10) there is not a substantive difference between the two.

Separating out our technology purchases proved problematic in that when we purchased devices, such purchases were not labeled on purchase orders as "student use" or "staff use", thus, the laptops referenced in Action 2, were actually accounted for in the Actual Expenditures in Action 1.

As we have progressed through this year of distance learning, Action 2 began to encompass more than just the immediate hardware needs for distance learning. In this Action we also included curriculum licenses and materials to help support our students as they worked with the technology.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

From March 2020-March 2021, LMSV has been in full distance learning district-wide. This has meant that the district had to shift to an online-only remote form of instruction. To do this, teachers and students learned to use Zoom for synchronous instruction. Each day, students and teachers have engaged in teaching and learning remotely via Zoom. There have been many successes, yet many challenges with this instructional delivery model.

The successes have included students learning how to interact and collaborate with peers and their teachers online. Students have learned many new skills and have demonstrated their resilience over and over again. Many teachers have reported success, especially, in small group instruction. Students have made gains in small groups in reading and English language development. Students have also improved the use of their technology skills and ability to work independently.

Challenges have included keeping students engaged during daily Zooms, internet issues, inconsistency in the amount of support from home, ability to get real materials to students for use during Zoom lessons, and a lack of socialization and time for partner talk and writing.

Access to Devices and Connectivity: As part of the district effort to ensure one to one connectivity, the district partnered with Cox Communications and Verizon Wireless. Over 9,000 devices were deployed over the summer to students who needed them, and all families were provided with access to low cost internet or free hotspots. Tech support phone and email lines were set up from the district IT Department to provide in-time troubleshooting for families when there was difficulty with devices or connectivity.

Pupil Participation and Progress: Weekly engagement logs were maintained by teachers and school staff. When a student fell below 60 percent of participation or did not attend regular Zooms, the principal engaged with staff and parents in a re-engagement plan. This plan involved parent conferences, intervention with district social workers and home visits. Over 1,500 home visits were conducted this school year and over 700 social worker contacts took place as a result. Students became very adept at using electronic devices to navigate their Learning Management Systems in order to access teacher messages, assignments, and learning resources. The learned to participate in Zoom meetings through discussions, chats, sharing screens and capturing videos of themselves to demonstrate their learning. 3rd - 8th grade students learned to organize their school work, collaborate with peers, and complete assignments online in a variety of ways through Google classroom. TK-2nd grade students experienced a great deal of time this year using their devices for more than math games or phonics practice. They communicated, collaborated, posted information, and demonstrated their understanding of concepts covered in class, using digital tools.

Distance Learning Professional Development: Ongoing professional development has taken place to provide proactive and responsive training for teachers and staff. Throughout the year, teachers and principals have used the Distance Learning Playbook, a resource written by San Diego State Professors, Doug Fisher and Nancy Frey. Dr. Fisher and Dr. Frey engaged all teachers in training in

August and again in March. Through the blended professional learning model, teachers engaged in learning about student assessment and engagement in an online and hybrid setting. Teachers have also engaged in ongoing professional learning with educational technology like Google Classroom, Flipgrid and EdPuzzle.

Staff Roles and Responsibilities: As the COVID-19 pandemic evolved, LMSVS explored options with our classified bargaining team regarding flexibility that was needed when some employees' job descriptions reflected roles or responsibilities that were not feasible in a remote environment. Such modifications were made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students. The district and the classified bargaining team (CSEA) acknowledged that California Education Code §45101(a) requires that all classified positions have set duties. However, due to the current unforeseen and unprecedented nature of the pandemic, CSEA and the district agreed that some bargaining unit positions may be impacted and may be asked to perform duties not currently contained within their current job description. Members had proper training and the appropriate safety measures in place when they were required to perform duties not currently contained in their job description. Unit members were assigned duties in a position for which they were qualified and had the ability to safely perform, with or without reasonable accommodations.

Examples of additional duties that were required of some unit members included, but were not limited to:

- Para Educator positions being asked to help wipe down and disinfect items within the classroom on a regular basis in order to maintain cleanliness standards
- Campus Attendant and Office Staff positions being asked to perform temperature checks on staff or visitors
- Any CSEA bargaining unit position being asked to help with the distribution of lunch and/or other meals for students

Teachers and instructional support staff transitioned to distance learning, which encompassed the use of new digital tools for the delivery of instruction, alternative methods of meeting with students through video conferencing tools, and training on the use of these systems. We maintained that good teaching in the classroom is good teaching anywhere, and we provided all the supports needed to effectively transition between distance and in-person teaching. Our teachers were immediately challenged with managing a very different work environment and implementing all of the new skills, strategies and tools that they acquired just before the start of the school year. They had to learn about Zoom, keeping students engaged on a screen, moving fluidly between screen sharing, leading discussions, managing chat, what to do when a student had technical issues, providing social-emotional support, and so much more. To support teachers, we continued to provide weekly professional development sessions and live Zoom Teacher Help Desk hours. This level of support has continued the entire year. The amount of growth that teachers have made on their technical skills and using digital tools has been phenomenal, as well as the discoveries they've made on their own, and shared, that benefitted many more teachers. Our next steps are to continue the Professional Learning model that is working well, and to inspire teachers to continue using the tools and digital skills they've learned in new and innovative ways as students are returning to the classroom.

Supports of Pupils with Unique Needs: Students with unique needs have been identified and given extra support during this school year. Students with IEPs continue to engage with education specialists and support providers. IEP meetings have been held with parents since May 2020 using Zoom, and the district resumed in-person evaluations for initial and triennial assessments in July 2020, following all applicable health and safety guidelines. English learners continue to get Zoom or in-person designated ELD time and

have also benefited from the use of Imagine Learning, an online, personalized learning tool for language development.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Two additional days of compensated professional development for certificated staff; plus one additional day of compensated professional development for special education certificated staff; plus one ½ day of compensated professional development for middle school certificated ELD teachers	\$629,000	\$629,000	Yes
Purchase and implementation of additional Imagine Learning licenses to ensure all English learners have access	\$160,000	\$159,410	Yes
Distance Learning Playbook for each teacher and consultations with authors	\$32,000	\$31,544	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures. Note: Action 2 - Imagine Learning licenses were paid for from Title III funds.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

There have been a variety of successes and challenges related to Pupil Learning Loss in 2020-2021.

Students, families and teachers have struggled to assess where students were making progress and where they had gaps in their learning in a fully distant learning environment. In a typical year, teachers would administer a variety of assessments, including district benchmark assessments, to determine where a student was performing academically. In the year of distant learning, the district has paused the requirement on district benchmarks in all subject areas. With assessments that have been designed at the school level or in grade level teams, teachers have been struggling to administer assessments remotely. Oftentimes there can be internet issues or even parents who may be providing academic support during the assessment, which can make it difficult to determine an accurate assessment. Without reliable assessments, it has been challenging to determine learning loss and pinpoint how to provide support to accelerate learning and fill these gaps.

With the assessments that have been administered in distance learning, teachers have used that data to determine areas to provide intervention and support. All teachers have been engaging small groups, virtually or in-person, in small group intervention in the areas of English language arts, math and English language development (ELD) on a daily basis. Additionally, teachers have provided additional access to technology programs that also improve student learning like Lexia, Raz-Kids, and Imagine Learning to help fill gaps and accelerate learning. English learners have received a minimum of 30 minutes of designated ELD each day, which includes synchronous learning experiences with targeted support and intervention and the online program Imagine Learning. English learners have also benefited from integrated ELD lessons across subject areas as a result of ongoing professional development provided to educators.

Additional events, lessons, and supports have been offered to all children and have been targeted at supporting students from low socioeconomic backgrounds, foster youth, students with exceptional needs, and students who are experiencing homelessness. Students in the district have been brought in for one-on-one tutoring or small group instruction in person to address learning loss. Moreover, LMSV Summer Academy will be offered in the summer as an extension of the school year to focus on making gains in ELA, math, and ELD. LMSV Summer Academy invitations have targeted students who are English language learners, students who are socioeconomically disadvantaged, homeless and foster youth, and anyone who has had particular difficulty during distance learning. Schools across the district have also offered book drives, frequent materials distribution, home visits, and the support of social workers/counselors to address any resource access issues or mental health issues that may be a barrier to academic progress.

The additional days of professional development were added to the calendar this year to prepare teachers to be equipped to teach in a full distance learning environment. This required training included remote instruction via Zoom, use of a Learning Management System (LMS) like Google Classroom, Seesaw or Dojo, training with San Diego State University professors Dr. Fisher and Dr. Frey with the Distance Learning Playbook, training in the requirements of SB 98 for instructional minutes and tracking, use of online curriculum tools and how to implement successful social emotional learning strategies with students during the global pandemic. During those added days, teachers engaged in training via Zoom where they learned about each of these topics from an expert. They had time to learn about the material, collaborate with colleagues, and plan.

For the additional day of professional learning for special educators, there was much to discuss about to ensure that IEP goals were met during distance learning and that students received the necessary services from their IEPs. Teachers were trained in how to do this remotely and they also learned about updated changes in the law.

For middle school teachers, the San Diego County Office of Education provided a training about designated and integrated English language development in a distance learning setting. Teachers learned strategies for helping students produce language in listening, speaking, reading and writing contexts.

Although the pandemic presented numerous challenges as we educated our students during the 2020-21 school year, we are confident that the actions we implemented helped to mitigate pupil learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

During the 2020-2021 school year, La Mesa-Spring Valley was able to expand our team of mental health providers to include a total of 10 social workers alongside our five school counselors, ensuring that we have social-emotional and mental health support available at all of our school sites. Our social workers have been working tirelessly to connect with families of students who are disengaged from distance learning. As of February 22, 2021, our social workers have made a total of 4,152 documented outreach attempts which include phone calls, emails, and text messages to connect with parents and guardians to help provide resources and supports that may be needed. In addition, more than 705 home visits have been conducted, and at least 1,654 counseling contacts have been made by our social workers and counselors combined. Approximately 67 students have received individual counseling on an ongoing basis with one of our social workers so far this school year. Our social workers have facilitated a total of 28 groups so far this school year which include social-emotional skill building groups, “lunch bunch” groups, counseling groups, and on-campus learning pods. Approximately 197 students have been served within this group context across our 22 school sites. Throughout the 2020-2021 school year, our social workers and counselors have also led classroom discussions and social-emotional lessons at various grade levels upon teacher and principal request.

Our social workers and counselors actively work to connect families with outside resources including outside therapy, case management services, tutoring, and more. The process for this is our SchoolLink system, where referrals are made from the school site level to our district’s SchoolLink Liaison, who then connects with the family and submits the referral to the appropriate outside agencies. We work closely with Family Health Centers, Family Wellness Center, the San Diego Youth Services’ Community Assessment Team, among others. As of February 22, 2021, our SchoolLink Liaison has received a total of 348 SchoolLink referrals from school sites during the 2020-2021 school year. Through this referral system families have been supported through the process of initiating individual therapy for students, family therapy, and group counseling. Families have also been connected with housing, tutoring services, and other basic necessities such as food and clothing.

Our social workers and counselors have led numerous virtual parent engagement efforts thus far this school year including parent education events, parent coffee hours, parent talks, parent presentations, and parent support groups. These opportunities have been available to parents in some form or another at all school sites throughout the year. Parent coffee hours, presentations, support groups and “parent talks” are available at the school site level, and parent education events are available to all parents in our district. Our social work team has led a total of 17 virtual district-wide parent education events in English and Spanish on topics such as Supporting Online and Hybrid Learning, Anxiety and Depression, Self-Care for Caregivers, Bullying, ADHD, and Community Resources. A total of 32 parents have attended one or more of these events. This illuminates a challenge we continue to face, which is parent engagement and participation. We continue to work toward a higher level of parent engagement by offering courses on different topics at different times of the day, and also by advertising the offerings in various ways. We will continue this effort as the year progresses.

Lastly, our social work team has led numerous professional development courses for our educators. Topics include Restorative Practices, Trauma-Informed Care, Sanford Harmony (SEL curriculum), Second Step (SEL curriculum), Child Abuse in the Covid-19 Era, Neuroscience and Classroom Management, Signs of Bullying and Preventative Measures, Understanding and Supporting Students and Families through the Impacts of COVID-19, and a Close Look on the Impact of ACES on LMSV Students. We also have two Behavior Specialist staff members at the district level that have led courses such as Trauma and ODD and Building Your Behavior Response Toolkit. A total of 150 educators have participated in one or more of these social-emotional/mental health-related professional development courses so far this school year. These courses are individually selected by the educator and are not universally taught to all educators in our district. This does represent another challenge, as we have some sites with deeper knowledge and understanding related to behavior and mental health and some that need additional support in those areas. We are hoping to provide some universal (district-wide) training related to trauma and behavior beginning next school year.

Students receiving ongoing counseling: Total: 65

SEL/Counseling/Learning Pod/Lunch Bunch Groups: Total: 28 groups

of students served in group setting/context: Total - 197

Supporting the mental health of the LMSVS staff has been critical to ensure our students' success this year. While staff received professional development to help understand and address the prolonged effect on students' mental health and social/emotional well-being during the closures, facilitators were intentional about applying similar concepts and strategies that could be adapted for adults. In addition, our district staff wellness committee met throughout the pandemic and continues to meet regularly to plan wellness activities and events to support the social and emotional well-being of our staff. All employees also had access to the California Schools Voluntary Employees Benefits Association (VEBA) where support with coping skills and emotional recovery activities were available.

The district engaged with stakeholders via surveys, parent committee meetings, parent education meetings, and one-to-one connections to seek their input regarding new or continuing needs of students, families, and staff. Input on the continued efforts of our Student Supports team, and the mental health and social-emotional supports they provided, were positive. This input also helped us in the development of our new LCAP actions, specifically related to school climate and student engagement. Our Student Supports team recently administered the California Healthy Kids Survey to our 5th and 7th graders, their parents, and school staff. We will analyze those results when they are received to determine next steps as we support our students, families, and staff.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

During the 2020-2021 school year, La Mesa-Spring Valley has successfully expanded efforts related to pupil engagement and outreach during distance learning. This approach is based on a tired re-engagement system made up of 3 components as outlined below:

Tier 1 - Teacher Contact: Teachers maintain open lines of communication with parents and students making frequent contact via phone calls or emails. If a student is absent or disengaged for 60% or more of the school week and teachers/parent communication is making little impact, the teacher makes a referral to the school site team for further review and support.

Tier 2 - School Site Team Referral: The school site team, which may include principal, nurse, counselor, and/or teacher(s) convenes to determine next steps for student supports. These supports may include administrator/counselor/attendance staff calling home to express concern and offer support/resources, parent/guardian conversations held to identify barriers, build relationships, and offer support/resources, or to offer holding a Student Success/Study Team (SST) Meeting. If a student has an Individualized Education Program (IEP) the school will consider the appropriateness of holding an IEP meeting and of creating an attendance goal on the student's IEP. If the school support team determines the student needs more structures or frequent support, a referral to the school social worker is made. As of 3/10/2021, 681 social worker referrals have been made for various supports by 22 school sites.

Tier 3 - Social Worker Referral: School Social workers responded to the 681 referrals by connecting families with outside resources including outside therapy, case management services, tutoring, and more. The process for this is our SchoolLink system, where referrals are made from the school site level to our district's SchoolLink Liaison, who then connects with the family and submits the referral to the appropriate outside agencies. We work closely with Family Health Centers, Family Wellness Center, and the San Diego Youth Services' Community Assessment Team, among others. As of February 22, 2021, our SchoolLink Liaison has received a total of 348 SchoolLink referrals from school sites during the 2020-2021 school year. Through this referral system families have been supported through the process of initiating individual therapy for students, family therapy, and group counseling. Families have also been connected with housing, tutoring services, and other basic necessities such as food and clothing.

Additionally, our social workers have made a total of 4,152 documented outreach attempts which have included phone calls, emails, and text messages to connect with parents and guardians to help provide resources and supports that may be needed. In addition, more than 705 home visits have been conducted, and at least 1,654 counseling contacts have been made by our social workers and counselors combined. Approximately 67 students have received individual counseling on an ongoing basis with one of our social workers so far this school year. Our social workers have facilitated a total of 28 groups so far this school which include social-emotional skill building groups, "lunch bunch" groups, counseling groups, and on-campus learning pods. Approximately 197 students have been served within this group context across our 22 school sites. Throughout the 2020-2021 school year, our social workers and counselors have also led classroom discussions and social-emotional lessons at various grade levels upon teacher and principal request.

A continued challenge is supporting students and families that are unresponsive to tier 3 interventions. In attempts to address these situations, our School Based Probation Officer who operates from a restorative lens, provides families with attendance letters and invitations to SART/SARB meetings. As of March, 67 such letters have been provided to families who Social Workers are unable to reach. This will be a continued effort as the year progresses.

During the 2020-21 school year, we have re-engaged with the San Diego County Office of Education (SDCOE) Differentiated Assistance team to improve outcomes for our students with disabilities in the areas of suspension and chronic absenteeism. Select schools and district administration are identifying root-causes that lead to the disproportionality of suspension and chronic absenteeism in certain student groups. Strategies are being developed and will be implemented and monitored in 2021-22 to eliminate practices that lead to disproportionality.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Of the many obstacles and challenges since school closures, the biggest challenge for the Child Nutrition Department was when food vendors and manufacturing plants had to shut down due to COVID-19 outbreaks and/or when they couldn't secure enough food items to be processed. The department was able to solicit items from other vendors in order to compensate for these issues. The most important success that the Child Nutrition Department had was implementing the Grocery Pack Program. All children could receive a free grocery bag of food, and can continue to receive a bag each week through June 2021, regardless of low income eligibility. Children between 2 – 18 years old may pick up a grocery bag at any La Mesa-Spring Valley School site. Each bag contains a selection of nutritious whole fruits and vegetables, protein and whole grain offerings, and milk for 7 days. Parents and/or guardians may drive thru or walk up to pick up their bag, and the offerings are limited to 1 bag per child. Another success we had was that all children participating in in-person classes or attending the Extended School Services (childcare program) were provided up to 3 meals daily at most sites.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Second Step Curriculum	\$32,932	\$20,679	Yes
Mental Health and Social and Emotional Well-Being	Social Worker and Counselor Support at school sites	\$446,532	\$667,866	Yes
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and PPE.	\$125,000	\$139,398	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

With regard to the social worker and counselor support at our school sites, we originally budgeted \$446,532 for this expenditure, but actual expenditures came in higher due to the amount of additional mental health and social and emotional support that was needed to support our students and families during school closures and due to the higher than expected average position cost. We were able to use some one-time money to supplement part of this expenditure. The cost for the Second Step Curriculum was less than expected due to fewer sites needing the materials.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At the time of this writing, it has been more than one year since our schools closed due to the COVID-19 pandemic. There have been many lessons learned in this span of time as we prepared for the safe return of our students and staff back to sites for in-person learning. These lessons have informed the development of our three 2021-24 LCAP goals and many of the subsequent actions. First

off, it was clear that the positive mental health of our students and staff was critical. Without this, our students would not be ready to learn and our staff would not be at their best. As such, we sought out ways to increase those services to our students, families, and staff. We prioritized the hiring of Social Workers in our LCP to meet the needs of our students and families, including low-income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils experiencing homelessness. The success we have seen with these Social Worker teams has been outstanding. Their ability to reach out to individual families and support students has proven to be a wise investment. We believe we can best support teachers and staff in returning to in-person learning through the provision of mental health resources and services. We again will prioritize these positions for the 2021-22 school year and plan to add an additional four social workers.

Another lesson learned was how a pandemic (or any crisis, for that matter) can both highlight strengths (e.g., PLCs) and exacerbate well-documented opportunity gaps that put certain student groups at a greater disadvantage. Opportunity gaps inhibit access to conditions and resources that enhance learning and development, and include access to food and nutrition, housing, health insurance and care, and financial relief measures. We worked closely with our community resource agencies and our internal departments to provide much needed support to our families. We found that one of the most critical opportunity gaps was the uneven access to the devices and internet access critical to learning online. This digital divide would have made it virtually impossible for some students to learn during the pandemic, but we immediately went to work to purchase 1:1 devices and hotspots for any student in need.

While there have been countless lessons learned this year, navigating all the guidelines, protocols, and policies that have surfaced as a result of COVID-19 has consumed all of us (students, families, and staff). It became very clear for our need to add the position of Director, Safety & Risk Management to our district. This person will be integrally involved in upholding the safety of staff, students, and guests as we transition to in-person learning. Certainly, the position will be focused on COVID mitigations but will involve several categories of service:

- Risk & Hazard Analysis
- Occupational & Environmental Health & Safety
- Safety Awareness
- Property & Liability Exposure Control
- Emergency Preparedness

Our distance learning environments also revealed our need for better assessments in particular diagnostic assessments that would help teachers identify the specific needs their students have in English language arts and mathematics. We know formative assessments help us both assess and remediate learning gaps. As California canceled standardized tests in spring, 2020, we place increased value on our in-house assessments in order to provide teachers real-time data so they can address student needs.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

This last year highlighted our need for a district-wide, systematic tool that could be used with all of our students for the purpose of universal screening and diagnostic assessments. We are responding 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.

To support continuous learning and instructional decision making, the district will utilize the i-Ready mathematics and English language arts diagnostic assessments as one of many measures to monitor student progress. i-Ready Assessments will be administered to students districtwide 3 times a year. The California Department of Education (CDE) has identified i-Ready as an approved diagnostic assessment tool. The computer-based assessments include diagnostic and standards mastery assessments, dyslexia screening, and oral reading fluency assessments that can be used coherently to monitor and support student progress. The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit each student's needs where each item that a student sees is individualized based on their answer to the previous question. The program provides for: Universal supports that are available to all students, regardless of their disability status or any other type of documented need; Designated Supports that are available for use by any student as determined by an educator familiar with the student's characteristics and needs; and Accommodations that are available to students in accordance with their IEPs/504Plans.

In addition to the i-Ready diagnostic and personalized instruction, classroom and district assessments will be ongoing as needed to monitor and support student progress. These measures will provide us a complete picture of student performance and growth for all of our students, especially for those pupils with unique needs (including low income students, English learners, pupils with disabilities, pupils in foster care, and pupils experiencing homelessness). These multiple measures will allow our educators and parents to pinpoint the strengths and knowledge gaps of each student.

In addition to assessing the academic needs, we will prioritize assessing the needs of our students' social and emotional health. We will continue to leverage our social workers and counselors to work with our teachers, site administrators, and district personnel to provide preventative and responsive supports to our students and families.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the actions/services identified as contributing towards meeting the increased or improved services requirement and those that have been implemented to date.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our analysis and reflections on student outcomes for the past two years has solidified our commitment to dedicate district funds to ensure we continue to meet the needs of our students. As such, we are including in our 2021-24 LCAP actions that will support this work. Specifically, we will include the following highlighted actions:

- Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for each and every student
- Engage in professional learning that promotes equity for all student groups
- Hire site-based Instruction and Data Support (IDS) Teachers to support the data analysis and intervention efforts at each school
- Create a culture of inclusion and collaboration with families that builds meaningful partnerships
- Develop a technology plan that guides our decisions as we maintain and update technology devices for both students and staff
- Improve our school facilities and security of our campuses (through approved bond and LCFF funding)

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	133,878,635.00	127,944,765.00
Base	79,229,000.00	75,030,407.00
Cafeteria (fund 13)	6,185,090.00	5,963,640.00
Special Education	28,000,000.00	29,724,446.00
Supplemental and Concentration	20,094,600.00	16,880,577.00
Title I	21,745.00	26,214.00
Title II	164,000.00	128,618.00
Title III	184,200.00	190,863.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	133,878,635.00	127,944,765.00
	133,878,635.00	127,944,765.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	133,878,635.00	127,944,765.00
	Base	79,229,000.00	75,030,407.00
	Cafeteria (fund 13)	6,185,090.00	5,963,640.00
	Special Education	28,000,000.00	29,724,446.00
	Supplemental and Concentration	20,094,600.00	16,880,577.00
	Title I	21,745.00	26,214.00
	Title II	164,000.00	128,618.00
	Title III	184,200.00	190,863.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	111,878,945.00	106,733,917.00
Goal 2	5,570,000.00	5,480,697.00
Goal 3	357,600.00	368,879.00
Goal 4	16,072,090.00	15,361,272.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$640,000.00	\$453,751.00
Distance Learning Program	\$2,116,140.00	\$1,996,468.00
Pupil Learning Loss	\$821,000.00	\$819,954.00
Additional Actions and Plan Requirements	\$604,464.00	\$827,943.00
All Expenditures in Learning Continuity and Attendance Plan	\$4,181,604.00	\$4,098,116.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$640,000.00	\$453,751.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$640,000.00	\$453,751.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$2,116,140.00	\$1,996,468.00
Pupil Learning Loss	\$821,000.00	\$819,954.00
Additional Actions and Plan Requirements	\$604,464.00	\$827,943.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,541,604.00	\$3,644,365.00



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
La Mesa-Spring Valley School District	Guido Magliato Assistant Superintendent, Leadership & Learning	guido.magliato@lmsvschools.org (619) 668-5700

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 (socioeconomically disadvantaged 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.

Board of Education:

- Rebecca McRae - President
- Chardá Bell-Fontenot - Vice President
- Megan Epperson - Clerk
- Minerva Martinez Scott - Board Member
- Sarah Rhiley - Board Member

District Administration:

- David Feliciano - Superintendent
- Jennifer Nerat - Assistant Superintendent, Business Services
- Deann Ragsdale - Assistant Superintendent, Educational Services
- Ernesto Villanueva - Assistant Superintendent, Human Resources
- Guido Magliato - Assistant Superintendent, Leadership & Learning
- Margaret Jacobsen - Executive Director, Educational Services

Reflections: Successes

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

A review of the most recent California School Dashboard (2019) and local data reveals several areas where the district demonstrated progress and gains, specifically in the areas of social-emotional supports, reduction of suspensions, professional learning for our certificated and classified staff, math achievement, and in our distribution and use of new technology.

The district is very proud of the support it has provided to students and families, both in the 2019-20 and 2020-21 school year. During the 2019-20 school year, we brought additional social workers on staff to focus on the students' social-emotional needs at each of our school sites. Due to the closure of schools in March of 2020, data is not easily comparable between years; however, data extracted from our local data system showed a decrease in suspensions. Recorded suspensions (both in-school and out-of-school) were compared from the beginning of the year until the date of school closures for the 2019-20 school year to the same time period for the 2018-19 school year. In 2018-19, we had a total of 550 students suspended. In 2019-20 we had a total of 452 students suspended. This represents a decrease of 18% in the number of students suspended. Additionally, our African American students, who are typically disproportionately represented in school discipline data, had a decrease in suspension rate from 8.6% to 7.7% for that same time period (August through March). Although we saw almost a 1% decrease for this student group, this demonstrates a continued need for improvement. The implementation of our alternatives to suspension program, through which middle school students who would otherwise be sent home for offenses such as fighting, disruption, bullying, etc. could be referred instead to the "Mending Matters" program, was highly successful. While participating in this

program, students would spend a day learning proactive strategies for coping with those emotions and identifying better responses to avoid those triggers in the future.

We also found success in increasing district-wide attendance. We attribute these improvements, largely in part, to the collaborative work between our Student Supports team and school site leadership to engage our students and families and to re-engage students and families, when needed, throughout the year. Data from the 2019-20 school year as a whole indicates an increase in overall attendance. Average daily attendance baseline data during the 2018-19 school year was reported at 94.98% with an increase to 97.82% during the 2019-20 school year. Additionally, the chronic absence rate of 12.98% for the 2018-19 school year decreased to 12.40% during the 2019-20 school year.

As we moved into the 2020-21 school year, we knew the positive mental health supports needed for our students and staff would only increase. Without addressing this critical need would only lead to students not being ready to learn and our staff not being at their best. As such, we sought out ways to increase social services to our students, families, and staff. We prioritized the hiring of additional Social Workers to meet the needs of our students and families, focusing on our socioeconomically disadvantaged students, English learners, students with disabilities served across the full continuum of placements, students in foster care, and students experiencing homelessness. The efforts of the Social Workers, along with the collaboration of site administrators, helped the district to engage more students in distance learning and provide resources for many of our families.

Another success we experienced in the 2019-20 school year was our continued focus on the implementation of our blended professional learning model for all staff. We were able to ensure all certificated and classified staff participated in relevant and timely learning. For certificated staff, an emphasis was placed on the implementation of the essential common core standards framed in our 5 Dimensions of Teaching and Learning Framework, strategies for integrated and designated English language development, and intervention strategies at a Tier 1, 2, and 3 level. Classified staff continued to receive professional development through Insights to Behavior, an online learning platform that contains e-learning resources specifically designed to build competencies around supporting and responding to student behaviors. We were also able to provide two additional professional learning days this year for our certificated staff as they prepared to teach in a full distance learning environment. During these days, certificated staff had time to learn new material related to distance learning, collaborate with colleagues, and plan for a successful start of the year.

Our district-wide effort to reignite our Professional Learning Communities (PLC) also proved to be a success. This work made its way to every single classroom and strengthened the way we do business in service of our students. We attribute a number of the successes we saw during distance learning to the collaborative PLCs that teachers forged throughout the year and were able to lean on during the challenging transition.

The La Mesa-Spring Valley School District has also seen growth in student achievement in the area of mathematics. We improved from an overall performance level of orange to an overall performance level of yellow. Every significant student group demonstrated an increase in their percentage met or exceeded; however, we recognize there is much improvement still to make both in our overall scores and in our students who are being underserved (including unduplicated students and individuals with exceptional needs). Careful planning, research, and strategic decision-making led to actions and services that supported the goals developed for improved student outcomes. Many programs implemented through the LCAP, including our work on PLCs contributed to continuous improvement on our student achievement goals, metrics, and actions.

Finally, the technological competencies of our students and staff markedly increased. The implementation of a 1:1 device program with remote support for students, families, and staff was very successful. Proficiency in the use of both software and hardware was accelerated. The amount of growth that teachers made on their technical skills and using digital tools was phenomenal, as well as the discoveries they made on their own, and shared, that benefitted many more teachers. These successes were significant and led to greater engagement with our parents and students. We believe these new skills will transfer and continue to benefit staff, parents, and students in the years to come.

We intend to maintain or build upon our successes by:

- Engaging in professional learning that promotes equity for all student groups (Goal 1, Actions 1, 2, 3)
- Hiring site-based Instruction and Data Support (IDS) Teachers to support the data analysis and intervention efforts at each school (Goal 1, Action 4)
- Providing equitable and healthy learning environments that enhance the social-emotional and academic learning for each and every student (Goal 2, Actions 1, 2)
- Creating a culture of inclusion and collaboration with families that builds meaningful partnerships (Goal 2, Actions 11, 12)
- Improving our school facilities and security of our campuses (Goal 3, Actions 5 and 9)
- Developing a technology plan that guides our decisions as we maintain and update technology devices for both students and staff (Goal 3, Action 8)

Reflections: Identified Need

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

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; 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, and 3) all staff members will engage in professional learning that promotes equity for all student groups. We also believe that our work during the 2019-20 school year on developing strong professional learning communities 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 are responding 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 next 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.

La Mesa-Spring Valley is eligible for Differentiated Assistance based on the most recent California Dashboard. During the 2020-21 school year, we re-engaged with the San Diego County Office of Education (SDCOE) Differentiated Assistance team to improve outcomes for our students with disabilities in the areas of suspension and chronic absenteeism. Select schools and district administration are identifying root-causes that lead to the disproportionality of suspension and chronic absenteeism in certain student groups. Strategies are being developed and will be implemented and monitored in 2021-22 to eliminate practices that lead to disproportionality.

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.

LCAP Highlights

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

Working closely with stakeholders throughout the district, three goals have been identified for focus within the 2021-24 LCAP:

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

(State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

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. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3 - EQUIP - We will equip our students with the tools necessary to realize their fullest potential. (State Priority 1-Basic Services, 2-Implementation of State Standards, 7-Course Access)

Our analysis and reflections on student outcomes for the past two years has solidified our commitment to dedicate district funds to ensure we continue to meet the needs of our students. As such, we are including in our 2021-24 LCAP actions that will support this work. Specifically, we will include the following highlighted actions:

- Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for each and every student
- Engage in professional learning that promotes equity for all student groups
- Hire site-based Instruction and Data Support (IDS) Teachers to support the data analysis and intervention efforts at each school

- Create a Summer Academy to accelerate learning and to focus on social-emotional learning skills and English language arts and math essential standards/skills
- Create a culture of inclusion and collaboration with families that builds meaningful partnerships
- Develop a technology plan that guides our decisions as we maintain and update technology devices for both students and staff
- Improve our school facilities and security of our campuses

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Spring Valley Academy (grades 7-8)
Quest Academy (grades 6-8)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Spring Valley Academy and Quest Academy have been identified for Comprehensive Support and Improvement (CSI) for all areas of measure (academics--English language arts and mathematics, chronic absenteeism, and suspension rates). Several student groups (English learners, socioeconomically disadvantaged, African American, and students with disabilities) are in need of additional supports and services to improve their attainment of goals in these areas.

Prior to the development of the CSI plans, which are also the School Plans for Student Achievement (SPSAs), a review of the CSI program and why each school became eligible for CSI occurred with the principals. School site administrators and the School Site Councils (SSCs), in collaboration with district administrators, developed their initial plans between February and June 2020 and revised those plans between February and June 2021. These plans encompass a comprehensive needs assessment, thorough data analysis, and an investigation of resource inequities evident at each site after reviewing budget allocations, staffing experience, and course/intervention opportunities for students. Parents (through SSC and ELAC meetings) and staff engaged in multiple opportunities to provide input on site needs. These stakeholders will continue to provide input on these needs and on the school plans at every SSC meeting during the 2021-22 school year.

These CSI plans include evidence-based interventions and services for at-risk student groups, which will ultimately impact Spring Valley Academy's and Quest Academy's highest areas of need: chronic absenteeism, suspension, and academic achievement in mathematics and English language arts. The district is already using numerous evidence-based interventions at all sites; however, the interventions focusing on the areas of greatest need at each CSI school were discussed with and then selected by site leadership and stakeholder groups because they were the most appropriate for the demographics and specific needs at their sites.

The district supported a Comprehensive Needs Assessment at each school that included parent/student satisfaction survey data disaggregated by each site. This survey provided data showing the percentage of how welcomed and respected parents/students felt at the school, the percentage of parents who regularly attended school-sponsored meetings/events, and the percentage of parents who agreed that the school met their child's academic needs. In addition, thorough data analysis of the Dashboard and local indicators was done by and with the staff and SSCs of each school. District leadership provided data review protocols that were modeled and practiced in training sessions for all site leaders. Specific emphasis was on root cause analysis, leading with "the why" and how to craft a thoughtful strategic action plan in the SPSA. Site leaders reviewed data for all students, as well as for each subgroup, to identify and address gaps in student performance. Additional support from district leadership for this data review, goal setting, and strategic planning process were available via SPSA development "Open House" sessions throughout the Spring. Learning Support staff also continue to provide follow-up support via meetings and phone calls to assist school leadership/SSCs to actively engage the school community in the planning and monitoring process of their CSI plan to ensure increased student achievement.

The alignment of strategies and funding allocations to the district goals and vision as outlined in the Local Control Accountability Plan/Learning Continuity Plan was also addressed with site principals. A key message shared with leadership at schools identified as CSI was that critical data review and thoughtful planning steps must be put in place in order to address achievement gaps so schools can exit CSI status as soon as possible. Site leaders were encouraged to focus on ongoing monitoring and data review so school-level staff could play a proactive role in making instructional adjustments throughout the year to ensure student success. Principals were also encouraged to focus on the engagement of parents and staff to play active roles in supporting school plan development and implementation processes.

In working with stakeholders regarding improvement efforts to include in the improvement plan (as documented in each site's SPSA), several activities were identified to be instituted with CSI funds in the 2021-22 school year. The activities and expenditures were approved by each school's SSC. Each 2021-22 plan was also approved by the school board.

Discussions between site and district leadership regarding the interventions possibly needed to support improved student learning at each site occurred. Ultimately, site leadership determined what would best serve their particular students which included utilizing a currently employed district intervention teacher, current district classroom teachers, a currently employed paraprofessional, and site substitutes to facilitate and implement intervention courses, mentoring, coaching, project-based learning, after school intervention and enrichment, and goal setting at each site. Additional supplementary instructional materials in reading and math, along with books and materials for project-based learning were purchased. Social and emotional support was and continues to be addressed with the implementation of evidence-based strategies in social-emotional learning modeled/taught by a district social worker and a district counselor. While each site has already started to include Restorative Practices, Trauma-Informed Care, and individualized behavior and academic planning/monitoring in their daily work, each site will increase its efforts in these areas.

To support both sites in reducing their chronic absenteeism rates, the district will continue to provide training to new office staff including, strengthening current attendance procedures through better accuracy and follow through in monitoring and recording absences; embedding increased parent outreach through phone calling by attendance staff; increasing the use of the School Attendance Review Team (SART) and District Attendance Review Team (DART) process; and in sharing parent education materials and events that focus on attendance benefits and requirements.

Each site will also receive support in suspension reduction from the district team. These will include providing monthly staff training on trauma-informed instructional practices, providing monthly staff training on school-wide social-emotional curriculum implementation, and developing school-wide in-classroom supports for student behavior needs, such as coaching and culturally relevant teaching strategies.

We feel confident this one time money will be able to impact the areas of greatest need at both Spring Valley Academy and Quest Academy and discussions are being held to address how the district will continue to support and sustain these actions and services at each school site.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The La Mesa-Spring Valley School District will monitor and evaluate the implementation and effectiveness of the CSI plans at Spring Valley Academy and Quest Academy in systematic ways to support student and school improvement. The performance of each school will be reviewed regularly throughout the year.

The Assistant Superintendent who directly supervises these site principals plays a significant role in supporting CSI schools to intentionally follow the action steps outlined in each school's School Plan for Student Achievement (SPSA). The SPSA is the CSI plan and includes an annual data review, strategic vision and planning, and alignment of resources. Through regular site visits, classroom observations, and attendance at staff professional learning (with virtual participation occurring during distance learning), the Assistant Superintendent supports, mentors, and monitors the implementation of plans to impact student achievement.

In the area of academic improvements, regular school site walk-throughs will be conducted to review the implementation of effective teaching and learning strategies. An internal rubric developed to measure how aligned the student tasks are to grade level standards will be used along with our instructional framework (5 Dimensions of Teaching and Learning). Data should indicate an increase in standards-based instruction over time.

Under the direction of the Assistant Superintendent, the principals have continued to receive professional learning around the 5D framework and will continue to access district-provided resources to build teacher capacity in this area. These principals will continue to work in "Principal Networks" that entail classroom walk-throughs throughout the year to develop a shared understanding of high-quality teaching and learning, increase their noticing skills, refine their feedback to teachers, and develop their site professional learning for student learning needs.

Additionally, trimester data analysis of student academic performance, using our internal assessments and site specific data will also be analyzed for increased academic improvement, and to target student intervention needs. As local assessments in mathematics and English language arts are used, the Assistant Superintendent will oversee the work that the principal, leadership staff, and grade-level/department teams engage in as they meet to review data, look at the progress students are making, and measure the impact of the instructional program to date. Then, based on our insights, the site-based teams will be supported by district leadership as they make instructional changes to address any learning gaps or challenges that students are experiencing. Goals will continue to be set and monitored to support improvements and to support next steps by site administration.

Annually, in the late Spring, the site leaders of the CSI schools will make a presentation to district leadership staff and/or their Principal Networks on the results of the Spring needs analysis and progress made toward meeting goals for the past year as outlined in the SPSA. Feedback from the district leaders/colleagues in response to the information in this presentation will then be incorporated into the Annual Review sections of the SPSA as it is developed for the following year.

Parents (through SSC and ELAC meetings) and staff will engage in multiple opportunities throughout the year to provide input on the implementation of the plan. Once activities are underway, student thoughts and opinions will also be sought to determine if students feel that the selected activities, programs, and interventions are making an impact. The opinions of all stakeholders will be critical as each site works toward continuous improvement.

In the area of Chronic Absenteeism, we are using the data from our district attendance program to focus on students who are experiencing attendance difficulties. Our district Program Manager of Student Services will work monthly with the office staff at Spring Valley Academy and Quest Academy to ensure that proper procedures for attendance accounting are occurring, including phone calling families who have students who are absent, and recording absence reasons with accuracy in the system. If attendance concerns are present, schools are expected to conduct meetings and/or home visits with families prior to initiating a formal School Attendance Review Team (SART) contract. Should these steps not remedy the attendance concerns, the family is then referred to the District Attendance Team, made up of our district social worker, district probation officer, and community services facilitator. A District Attendance Review Team (DART) meeting is then scheduled and a DART contract is put into place with intensive interventions to support the student and school in hopes of resolving the barriers to regular attendance. At all times, the focus of this work is to support students and families with a focus on problem-solving the issues that are creating attendance concerns. The school's attendance data will be reviewed monthly to see the impact of these actions on student attendance, and corrective actions will be taken to address continuing issues.

In the area of Suspensions, now that we recently returned to in-person learning, we will continue to engage Spring Valley Academy and Quest Academy regarding the implementation of in-class structures, supports, and strategies to reduce referrals and incidents that lead to suspension. Suspension data will be reviewed monthly by district leadership, and data will be shared with relevant staff. Follow up measures will occur with staff in need of support in developing strategies for student behavior, and bi-monthly meetings held with district leadership will further provide action steps to take for students experiencing chronic difficulty.

Both Spring Valley Academy and Quest Academy will continue to receive ongoing support and resources from district-level staff to monitor and evaluate the effectiveness of their CSI plans, but protocols are in place if the required improvement is not made. If after three years of implementing the school plan, either school has been unsuccessful in improving student outcomes to a level that exceeds initial eligibility criteria, the district shall identify the problem and take additional action as necessary. If either school fails to improve student outcomes within four years to a level that exceeds the CSI eligibility criteria, it shall be subject to more rigorous interventions that include, but are not limited to, partnering with an external entity, agency, or individual with demonstrated expertise and capacity to 1) Conduct a new needs assessment that focuses on systemic factors and conduct a root cause analysis that identifies gaps between current conditions and desired conditions in student performance and progress and 2) Use the results of the analysis along with stakeholder feedback to develop a new improvement plan that includes:

- A prioritized set of evidence-based interventions and strategies

- A program evaluation component with support to conduct ongoing performance and progress monitoring

District and site leadership look forward to continuing their focused CSI plan work together as they work toward improved student performance at both sites.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

During 2020, district leadership met with all constituent groups prior to the closure of schools due to COVID-19 and began to solicit input on new goals in the new three-year LCAP cycle. During this time, district leadership facilitated meetings with parents, including parents of students with disabilities and parents of English learners, bargaining units, community members, teachers, and staff where conversations were held about what each group felt was going well in the district and where each group felt additional work needed to be done. In addition, school sites conducted both School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings throughout the year. Parent representatives from both of these groups are participants on district-level committees and serve as conduits to bring information to central office leadership from the school site as well as bring district-level information to the school site. These stakeholder meetings were dedicated to reviewing the district's LCAP goals and actions, while facilitating a structured discussion to solicit input, gather feedback, and inform the groups of LCAP updates. These groups and conversations have continued, in virtual formats, during the 2020-21 school year and have resulted in our three new LCAP goals (Achieve, Engage, Equip).

In addition to meetings, the district released a parent survey to gather input on the services provided through the district's LCAP. The survey was offered in multiple languages. Board sessions were held where all LEA stakeholders were given the opportunity to provide further input. The draft 2021-24 LCAP was posted to the district's website in May/June. The Superintendent reviewed and responded in writing to comments and questions from district-level parent advisory groups (DELAC/DAC). These responses were made public through posting on the district website. Stakeholders have continued to be deeply engaged and involved in the development, review, and implementation of the LCAP.

LCAP stakeholder involvement meetings have been held throughout the school year (morning, afternoon, and evening sessions) to solicit input regarding metrics, expected progress, and next steps. Stakeholder groups that were involved in those discussions throughout the year include:

- District Leadership (Principals, Directors, Coordinators, Managers) (Monthly)
- District Parent Advisory Council (Monthly)
- District English Language Advisory Committee (Monthly)
- La Mesa-Spring Valley Teachers Association
- La Mesa-Spring Valley Classified School Employees Association
- District Staff Council (Certificated)
- Classified Staff Council (Classified)
- PTA Presidents Council
- San Diego County Office of Education Differentiated Assistance Team
- East County Special Education Local Plan Area (SELPA)
- Board of Education (Special Board Meeting July 20, 2020 on our school facilities bond, which passed in November, 2020)
- Board of Education (LCAP Public Hearing – June 1, 2021; LCAP approval – June 15, 2021)

An additional stakeholder group with whom we engaged this year was the San Diego County Office of Education (SDCOE). The SDCOE team, including the Executive Director of the East County Special Education Local Plan Area, provided the district support (through the Differentiated Assistance process) with capacity development as we pursued continued growth and improvement while analyzing data and focusing on high leverage actions to improve student outcomes.

Student survey results from the most recent California Healthy Kids Survey and input from our Foster Youth Liaison meetings with CASA, social workers, Probation Officer, and counselors have also contributed to the development of our new LCAP.

Our State Preschool Program, a free, part-day program for families that meet income and other eligibility criteria at seven locations across La Mesa Spring Valley School District, also surveyed parents to solicit input. Due to the current COVID-19 pandemic, the program had lower enrollment than previous years. The annual spring parent survey was distributed to enrolled families. Survey results are used to identify key findings/areas for improvement and create program-wide goals which are shared with families and staff. Results from the most recent survey identified that 100% of our families were either very satisfied or satisfied with the overall quality of our program. In a year of distance learning, those results speak volumes to the quality of service our teachers provide to students and families on a daily basis. Recent results demonstrated staff communication, interactions between staff and children, and daily activities as strengths of the program. Even through virtual learning, our staff formed relationships and provided quality instruction to our youngest learners. Surveys showed a need for improvement in increasing opportunities for interactions with other parents, parent involvement and hours of operation. Additionally, the district has conducted morning "Coffee Talk" meetings with parents of children in early education programs.

District families have also been engaged with the district via social media, including YouTube, Twitter, Facebook and Instagram. Focus groups have also been conducted with parents of students in all age groups regarding ways to engage students, staff and families.

A summary of the feedback provided by specific stakeholder groups.

Feedback from our stakeholder groups is crucial for continued success at La Mesa-Spring Valley Schools. The stakeholder engagement opportunities listed above resulted in clear, and often correlating, suggestions for meaningful improvement for the upcoming academic year. After the input from stakeholder groups, including a special Board Meeting on our school facilities bond that was approved in November, some common themes (as listed below for each LCAP goal) emerged.

Achieve (Goal 1) - We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

- Positive feedback on how the district is using data to drive decisions
- Positive feedback about interventions used to meet the needs of specific student groups and school sites
- Positive feedback around teacher collaboration and PLC model
- Positive feedback about our blended learning school, Trust Blended Learning
- Need for continued training around newly adopted curriculum materials and essential standards
- Need for continued work in closing the achievement gap among student groups
- Need for continued support and intervention for all students in the area of mathematics and reading instruction

- Interest in adding more enrichment/vocational classes (art, music, etc.)
- Interest in more Equity Training (external/district-wide)

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

- Positive feedback for implementation of Restorative Practices training
- Positive feedback around Positive Behavior Intervention and Supports (PBIS)
- Positive feedback site specific "building relationships" programs
- Positive feedback on the interactions teachers have with their students
- Need for additional social worker/counselor support
- Need for inclusion or expansion of programs such as "Boys to Men", Dinosaur School, AVID, etc.
- Interest in additional parent education topics, especially around the topic of math
- Continued focus on improving chronic absenteeism

Equip (Goal 3) - We will equip our students with the tools necessary to realize their fullest potential

- Positive feedback around implementation of instructional technology
- Positive feedback around the work of the grounds teams for quick response and upkeep of facilities
- Positive feedback around healthy foods from Child Nutrition
- Desire for updated and modernized facilities
- Desire for additional fencing for safety and security
- Desire for additional campus supervision
- Desire for more upgraded technology and apps that pair between all the different devices used in the district

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

We intentionally sought out feedback for each of our three LCAP goals, as listed in the summary above, and prioritized stakeholder interests. This input directly influenced the development of our LCAP actions in each of our three goals.

Achieve (Goal 1) - We will increase achievement for all of our students while accelerating the achievement for those student groups who are underserved (including unduplicated students and individuals with exceptional needs). Stakeholders shared a mutual interest in additional professional development on closing the achievement gap (Action 1) and building cultural proficiency to ensure equity (Actions 1, 2, 3). We are also adding 21 site-based Instruction and Data Support (IDS) Teachers that will focus on the development of multi-tiered systems of interventions, assessment, and data analysis (Action 4) in service of supporting all of our students academically.

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

Our stakeholders expressed an overwhelming interest in additional social worker support (Actions 1, 2) and expansion of current successful programs (Actions 2, 5). Stakeholders also shared that there was a need to continue our focus on chronic absenteeism (Actions 7, 8).

Several stakeholder groups requested subject-area parent education (Action 12), which will be offered in addition to other parent education topics such as social-emotional needs of children, internet safety/educational technology resources, and how to help and get involved in your child's education.

Equip (Goal 3) - We will equip our students with the tools necessary to realize their fullest potential. All stakeholder groups expressed the desire to house our students in updated facilities, which are safe and secure (Action 5). Upgraded technology services and infrastructure (Action 8), especially after the past 13 months, were clearly high priorities for stakeholder groups.

We have also noted, per observation and feedback, items that have led us to make adjustments in our current practices, as reflected in our 2017-2020 LCAP cycle. Specifically, we will seek additional opportunities to support our Long Term English Learners rather than through Project LIFE (an i-Pad/T-Mobile program) which proved challenging for families to support at home.

Our 3-year customer service plan was successful and has concluded; however, we will continue to provide customer service training as needed. Finally, our partnership in the Educators Effectiveness and Evaluation with SDCOE has concluded, and we will begin full implementation of our new teacher evaluation system in 2021-22.

Goals and Actions

Goal

Goal #	Description
1	ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

An explanation of why the LEA has developed this goal.

As a school district committed to high levels of learning, we remain focused on continuous improvement in student achievement. This goal is a result of what local and state achievement data reveals about our student groups and what our stakeholders specifically shared regarding their desire to address the achievement gap and increase proficiency to ensure equity for all of our students. This goal will continue to shine a light on the needs of our student groups and how we intend on addressing those needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement: ELA – Scores on SBAC will increase by 3% for "All Students" and will increase by 8% for our underserved student groups (including English learners, foster youth, and socioeconomically disadvantaged) or until the gap is eliminated.	Due to COVID-19, statewide assessments were suspended in 2019-20; therefore, we are using the most recent SBAC data in conjunction with current local data. 2018-19: SBAC District 53% English Learners: 18% Foster Youth: 37% (2018) Socioeconomically Disadvantaged: 41%				Desired outcome for 2023-24: SBAC District - 62% English Learners: 42% Foster Youth: 61% Socioeconomically Disadvantaged: 62%
Pupil Achievement:					Desired outcome for 2023-24: i-Ready District (March) - 48% English Learners: 35% Foster Youth: 49%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA - Scores on i-Ready will increase by 5% for "All Students" and will increase by 8% for our underserved student groups (including English learners, foster youth, and socioeconomically disadvantaged) or until the gap is eliminated.	<hr/> <p>June 2021: i-Ready - Percent of students who are at or above grade level - 33%</p> <p>English Learners: 11%</p> <p>Foster Youth: 25%</p> <p>Socioeconomically Disadvantaged: 23%</p>				Socioeconomically Disadvantaged: 47%
<p>Pupil Achievement: Math—Scores on SBAC will increase by 3% for "All Students", and will increase by 8% for our underserved student groups (including English learners, foster youth, and socioeconomically disadvantaged) or until the gap is eliminated.</p> <hr/> <p>Pupil Achievement: Math - Scores on i-Ready will increase by</p>	<p>Due to COVID-19, statewide assessments were suspended in 2019-20; therefore, we are using the most recent SBAC data in conjunction with current local data.</p> <p>2018-19: SBAC District - 42%</p> <p>English Learners: 15%</p> <p>Foster Youth: 34% (2018)</p> <p>Socioeconomically Disadvantaged: 30%</p> <hr/>				<p>Desired outcome for 2023-24: SBAC District - 51%</p> <p>English Learners: 39%</p> <p>Foster Youth: 51%</p> <p>Socioeconomically Disadvantaged: 51%</p> <hr/> <p>Desired outcome for 2023-24: i-Ready (March) - 37%</p> <p>English Learners: 29%</p> <p>Foster Youth: 24%</p> <p>Socioeconomically Disadvantaged: 37%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5% for "All Students" and will increase by 8% for our underserved student groups (including English learners, foster youth, and socioeconomically disadvantaged) or until the gap is eliminated.	<p>June 2021: i-Ready - Percent of students who are at or above grade level - 22%</p> <p>English Learners: 5% Foster Youth: 0% Socioeconomically Disadvantaged: 13%</p>				
Pupil Achievement: Percentage of English Learner students who make progress toward English proficiency, as measured by ELPAC, will increase by 3%.	29% of English learner students made progress toward English proficiency as measured from matched ELPAC cohort scores between 2018-19 and 2019-20.				Desired outcome for 2023-24: 38% of English learner students will make progress toward English proficiency as measured from matched ELPAC.
Pupil Achievement: English learner reclassification rate as measured by ELPAC, teacher evaluation, parent consultation, and SBAC (or district assessment when SBAC is not available), will increase by 3%.	<p>2018-19: 7% 2019-20: 2.0% (based on a partial school year due to school closures)</p> <p>as measured by ELPAC, teacher evaluation, parent consultation, and SBAC (or district assessment when SBAC is not available).</p>				Desired outcome for 2023-24: 16% of English learners will be reclassified as measured by ELPAC, teacher evaluation, parent consultation, and SBAC (or district assessment when SBAC is not available)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Outcomes: Percentage of 3rd grade students showing progress toward reading at grade level will increase by 3% (as measured by the district reading diagnostic assessment at the end of Trimester 2).	2018-19: 70% of 3rd grade students showed progress toward reading at grade level as measured by the district reading diagnostic assessment (Fountas and Pinnell levels) at the end of Trimester 2.				Desired outcome for 2023-24: 79% of 3rd grade students will show progress toward reading at grade level as measured by the district reading diagnostic assessment (Fountas and Pinnell levels) at the end of Trimester 2.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning for our Certificated Teachers	Goal 1, Action 1 Educational Services, along with teacher leaders, will provide professional learning in the areas of PLCs, 5D Teaching and Learning Framework, Assessment, California State Standards (emphasizing NGSS and HS/S), task alignment to California State Standards, intervention supports, cultural proficiency to ensure equity, supports to address the specific language acquisition needs of English learners, and the specific needs of our students with disabilities. Professional learning will be extended with coaching and modeling to ensure educators can successfully implement their learning in their classrooms to increase student achievement for each and every student.	\$1,134,750.00	Yes
2	Learning Support TOSAs	Goal 1, Action 2	\$357,262.55	Yes

Action #	Title	Description	Total Funds	Contributing
		Learning Support will employ Teachers on Special Assignment (TOSAs) to provide centralized assistance to all schools to advance district initiatives in teaching and learning in service of all students, with a focus on our unduplicated students. The targeted areas will include supporting English learners, differentiating for students with disabilities, cultural proficiency, equity, intervention/acceleration, literacy, educational technology, and social-emotional learning.		
3	Professional Learning for Certificated Administrators	Goal 1, Action 3 Educational Services, along with outside consultants, will provide professional learning to certificated administrators in the areas of cultural proficiency, equity, inclusion, PLCs, 5D Teaching and Learning Framework, assessment cycle, Instructional Leadership, Targeted Feedback, and supports to address the specific needs of our English learners and students with disabilities. Certificated administrators will use the professional learning to monitor their staff's implementation of strategies to increase student achievement for each and every student.	\$36,000.00	Yes
4	Instruction and Data Support (IDS) Teachers Assigned to School Sites	Goal 1, Action 4 Educational Services will develop and hire, oversee, and assign 21 site-based Instruction and Data Support (IDS) Teachers to develop structures and systems of intervention/acceleration, assessment, and data analysis over a two-year period. They will work alongside the principal and teacher collaborative teams to model and coach best practices for high levels of student learning, specifically benefiting our unduplicated students. IDS teachers will help identify specific student groups and students who need targeted intervention and support, including English learners, students with disabilities, students behind academically by two or more years, and those who with other individual needs who require support.	\$2,741,571.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Assessment and Intervention Programs	Goal 1, Action 5 Educational Services will develop a comprehensive assessment plan that includes universal screening and formative assessments that inform targeted intervention/acceleration programs for students at every level in both English language arts and math. Data from assessment will be used to strategically identify where there are gaps or differences in achievement by student group, particularly our unduplicated students (English learners, foster youth, and socioeconomically disadvantaged students), and for individual students. PLC teams will address these specific achievement gaps and analyze how to best provide intervention and support for acceleration for individual students and specific student groups, including our socioeconomically disadvantaged students, foster youth, and English learners.	\$736,815.05	Yes
6	Administrative Education Services Staff	Goal 1, Action 6 The Educational Services Department will be restructured to increase more collaboration and integration of services to support sites in serving students, with a focus on our unduplicated students. Additional support will be provided to target support to students and teachers who serve students most in need and those who are identified in groups behind in achievement compared to their peers.	\$300,000.00	Yes
7	Summer Academy	Goal 1, Action 7 Learning Support will plan a 4-week Summer Academy to accelerate learning following in-person school shutdowns that will focus on building social-emotional learning skills and English language arts and math essential standards/skills. Unduplicated students will be prioritized for enrollment. During LMSV Summer Academy, integrated ELD will be a primary focus of professional learning for teachers and students. Targeted invitations have gone out to students who are identified as most in need, including those with chronic absenteeism,	\$4,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		those from socio-economically disadvantaged backgrounds, English learners, students with disabilities and anyone who has particularly struggled during the year of pandemic learning. Students will work on ELA and math skills to accelerate their learning and minimize achievement gaps.		
8	Newcomer "Breakthrough English"	Goal 1, Action 8 Learning Support will continue the Newcomer "Breakthrough English" supplemental program which is designed to provide English learners with 12 or fewer months in the US with intensive English Language Development to accelerate their English proficiency.	\$72,000.00	Yes
9	Special Education	Goal 1, Action 9 Educational Services will continue to provide professional learning, coaching and modeling to increase student supports and services in the Least Restrictive Environment, both through the Specialized Academic Instruction (SAI) model, and through increasing opportunities for all students with disabilities to be educated with their nondisabled peers to the greatest extent possible.	\$25,597,307.95	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Engagement of our students and stakeholders is valued and critical to the district's success. Establishing a climate of respect, belonging, connectedness, and safety for our students is a top priority. Our commitment to this is demonstrated through our work with the Learning Communities for School Success Program grant and the addition of four more social workers this year. We have significantly increased our outreach to parents and other stakeholders through coffee talks, focus groups, and social media connections, and are dedicated to continuing to strengthen these partnerships. Our identified needs for the years ahead include increasing student and family engagement and providing the necessary social-emotional supports to our students to enhance their academic learning.

Our stakeholders clearly expressed an interest in additional social worker support and expansion of current successful social-emotional programs. They also shared that there was a need to continue our focus on reducing chronic absenteeism. Our parent groups, specifically, requested subject-area parent education, in addition to other topics such as social-emotional needs of children, internet safety/educational technology resources, and how to get involved in their child's education. Our stakeholders' voices helped us to develop this goal and the following actions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement: Maintain high levels of parental involvement in district and school advisory groups as measured by representation on ELAC, DELAC, SSC, and DAC committees.	2020-21: Schools with ELAC - 100% Schools with DELAC representative - 100% Schools with SSC and of proper composition - 100% Schools with DAC representative - 100%				Desired outcomes for 2023-24: Schools with ELAC - 100% Schools with DELAC representative - 100% Schools with SSC and of proper composition - 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Schools with DAC representative - 100%
Parent Involvement: Increase promotion and participation of programs and services, through high-interest, parent education workshops with translation services, for families of unduplicated students and/or exceptional needs at the school and district level through multiple means of communication (e.g., websites, social media, automated calls, text messages, flyers).	<p>2020-21: Peachjar flyers - 1,854 (4/30/21) District Twitter - 45 Tweets (4/30/21) Automated phone calls - 240,423 (4/30/21) Automated text messages - 4,929 (4/30/21)</p> <p>Additional baseline data will be measured by the number of parent education workshops held and number of attendees in 2021-22.</p>				<p>Desired outcomes for 2023-24: Peachjar flyers - Increase above baseline District Twitter - Increase above baseline Automated calls - Increase above baseline Automated text messages - Increase above baseline</p> <p>Parent education workshops-Increase above baseline Parent education workshop attendees-Increase above baseline</p>
Parent Involvement: Seek parent input in making decisions at the district and school site level and increase participation through the use of Qualtrics Survey tools.	<p>2019-20: 3,185 parents returned the parent survey</p> <p>2020-21</p>				Desired outcomes for 2023-24: Increase above baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4,958 parents returned the parent survey</p> <p>Overall Support for Academic Learning - 92%</p> <p>Overall Sense of Community - 91%</p> <p>Overall Sense of Safety - 87%</p>				
<p>Pupil Engagement: Average Daily Attendance rates, including all student groups, will achieve a 97% or better attendance rate.</p>	<p>2018-19 95.02%</p> <p>2019-20: 97.82% (partial year through March 2020)</p> <p>Because 2019-20 was a partial year due to COVID-19, complete data is not available for that time period. The most recent annual data available is 2018-19.</p>				<p>Desired outcomes for 2023-24: Average Daily Attendance rates, including all student groups, will achieve a 97% or better attendance rate.</p>
<p>Pupil Engagement: Chronic Absenteeism- The percentage of students with chronic absenteeism will decrease by 1% each year, and the gap between all student</p>	<p>2018-19: 13%</p> <p>2019-20: 12.4% (partial year through March 2020)</p> <p>English Learners: 15.9% / 16%</p>				<p>Desired outcomes for 2023-24: 10%</p> <p>All student groups below 10% and not greater than 11%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
groups that are being underserved (including our English learners, foster youth, socioeconomically disadvantaged students, and students with disabilities) will be no greater than 1% higher than the district's overall chronic absenteeism rate.	<p>Foster Youth: 14.9% / 9.68%</p> <p>Socioeconomically Disadvantaged: 17.1% / 16.1%</p> <p>Students with Disabilities: 20% / 18.7%</p> <p>Because 2019-20 was a partial year due to COVID-19, complete data is not available for that time period. The most recent annual data available is 2018-19.</p>				
Pupil Engagement: Number of students leaving our middle schools with no reported or verified next school of attendance (middle school dropout rate) will be reduced to 0%.	2019-20: .01% as reported per California Longitudinal Pupil Achievement Data System (CALPADs)				Desired outcomes for 2023-24: 0%
School Climate: Suspension - The number of students who are suspended will decrease by .5% each year, and the gap between all	<p>2018-19: 4.6%</p> <p>2019-20: 2.3%</p> <p>English Learners: 4.1% / 2%</p>				<p>Desired outcomes for 2023-24: 3.1%</p> <p>All student groups below 3.1% and not greater than 4.1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
student groups that are being underserved (including our English learners, foster youth, socioeconomically disadvantaged students, and students with disabilities) will be no greater than 1% higher than the district's overall suspension rate	<p>Foster Youth: 15.8% / 3.7%</p> <p>Socioeconomically Disadvantaged: 5.8% / 3.1%</p> <p>Students with Disabilities: 7.4% / 4.8%</p> <p>Because 2019-20 was a partial year due to COVID-19, complete data is not available for that time period. The most recent annual data available is 2018-19.</p>				
School Climate: Expulsions-The number of students expelled for mandatory expulsion offenses will decrease.	<p>2019-20: *6 expulsions .04%</p> <p>*Data on Ed Data is not accurate due to erroneous CALPADs submission. Data listed above is accurate.</p>				Desired outcomes for 2023-24: 0
School Climate: Student survey results will demonstrate an increase in the percent of students who respond	<p>2020-21: Culture/Climate - 80.3%</p> <p>Growth Mindset - 81.3%</p>				Desired outcomes for 2023-24: Growth Mindset - Increase above baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
favorably to each of the five social-emotional learning domains, based upon the data gathered from the CORE SEL Survey of 4th, 6th, and 8th graders.	Self-Management - 74.8% Self-Efficacy - 71.7% Social Awareness - 66.3%				Self-Management - Increase above baseline Self-Efficacy - Increase above baseline Social Awareness - Increase above baseline Culture/Climate - Increase above baseline
School Climate: Annual parent survey will show an increase in satisfaction for the three areas measured: support for academic learning, sense of school connectedness, and sense of safety.	2020-21 Satisfaction with: Support for academic learning: 92% Sense of community: 91% Sense of safety: 87%				Desired outcomes for 2023-24: Satisfaction for Support for academic learning: Sense of community: Increase above baseline Sense of safety: Increase above baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	District Teams to Support Sites	Goal 2, Action 1 District behavior and mental health support teams, under the direction of the Program Manager of Student Supports, will work to address concerns/issues of students and families in crisis, including our students with exceptional needs, homeless students, and foster youth, for the purposes of providing school sites increased social-emotional	\$483,303.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support to improve student behavior, attendance, engagement, and academic achievement and to help remove barriers that keep students from achieving at their highest level.		
2	Social-emotional Support, Programs, & Partnerships	Goal 2, Action 2 Site social workers, under the direction of the Program Manager of Student Supports, will provide resources and supports (restorative practices, trauma-informed care, links to community partnerships such as City Hope and San Diego Youth Services) for site staff, students (in particular, our underserved student groups including unduplicated students and individuals with exceptional needs), and families to ensure students' social and emotional needs are met.	\$912,438.00	Yes
3	Cultural Proficiency for All Staff	Goal 2, Action 3 Professional learning focused on cultural proficiency for all staff and site leaders will be facilitated from experts in the field, and will allow time for individuals and professional learning communities to think, reflect, decide and act at every level of our organization to ensure our policies and practices enable all of us to engage effectively with all staff, students, parents and our community. This will allow us to honor the assets that students come to us with and remove any barriers that keep them from achieving at higher levels. Duplicate costs are found in Goal 1, Action 1	\$5,700.00	Yes
4	Professional Learning for Classified Staff	Goal 2, Action 4 Classified staff will participate in online courses that offer research-based classroom and behavior management strategies to support their work with addressing challenging behaviors resulting in increased student engagement.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		There is no additional cost for this service in 2021-22 because of a fully paid multi-year contract.		
5	Alternatives to Suspension	<p>Goal 2, Action 5 Educational Services will provide alternatives to suspension through partnerships with both Mending Matters and the McAllister Institute. These programs will provide alternative responses for students (especially those from underserved student groups, including unduplicated students and individuals with exceptional needs) who would have otherwise been suspended for offenses such as fighting, bullying, or alcohol/drug offenses, and will instead provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspension for similar offenses in the future.</p> <p>Duplicate costs are found in Goal 2, Action 1 Duplicate costs are found in Goal 2, Action 2</p>	\$70,630.00	Yes
6	Elementary Diversion Program	<p>Goal 2, Action 6 Educational Services will provide the Second Step curriculum to offer alternatives to suspensions for our elementary-aged students (with special attention given to our underserved student groups, including unduplicated students and individuals with exceptional needs) who would otherwise be suspended for offenses such as fighting and bullying. The curriculum will provide avenues to facilitate proactive strategies for identifying better responses, avoiding triggers, and reducing the possibility of suspensions for similar offenses in the future.</p>	\$32,772.81	Yes
7	School Attendance Rates	Goal 2, Action 7	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>As student attendance patterns become concerning, every school and the district attendance team will maintain a regular focus on attendance rates, specifically focused on chronic absenteeism (with a focus on our underserved student groups, including unduplicated students and individuals with exceptional needs). The district attendance team will engage with the family and the team at the school to problem-solve solutions for the barriers that are leading to absences so that regular attendance can be attained by the student.</p> <p>Duplicate costs are found in Goal 2, Action 1 Duplicate costs are found in Goal 2, Action 2</p>		
8	Attendance Teams at Every School	<p>Goal 2, Action 8 Attendance teams, including members of the Student Supports and Social Worker teams, and the Instruction and Data Support (IDS) Teacher at each school site, will review attendance and suspension data to help make site-based, data-informed decisions which will result in reduced chronic absence and suspension rates for all student groups; with an increased focus on our students with disabilities, unduplicated students, and any student group that is disproportionately represented in these areas.</p> <p>Duplicate costs are found in Goal 2, Action 1 Duplicate costs are found in Goal 2, Action 2</p>	\$0.00	Yes
9	Differentiated Assistance	<p>Goal 2, Action 9 Improved outcomes for our students with disabilities in the areas of suspension and chronic absenteeism will be realized with the Differentiated Assistance provided to the district by the San Diego County Office of Education. Select schools and district administration will continue to identify root-causes that lead to the disproportionality of suspension and chronic absenteeism in certain student groups.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Strategies will be developed, implemented, and monitored to eliminate practices that lead to disproportionality.</p> <p>There is no additional cost for this partnership for the 2021-22 school year.</p>		
10	Student Survey	<p>Goal 2, Action 10</p> <p>Each site will administer a diagnostic survey to students in grades 4, 6 and 8 that includes questions about self-management, growth mindset, self-efficacy, social awareness, and culture climate (including sense of belonging, and sense of safety). This will allow educators to be able to review the information and understand students' individual needs and make responsive changes to the schools' programs and environments that benefit all students.</p>	\$11,046.71	No
11	Stakeholder Surveys	<p>Goal 2, Action 11</p> <p>Educational Services, on behalf of each school, will distribute a parent survey that includes questions about teaching and learning, school connectedness, and safety that will allow educators to be able to analyze and review the information. Educators will gain insights on parents' level of satisfaction and respond by making improvements in identified areas of need.</p>	\$44,600.00	Yes
12	Parent Education	<p>Goal 2, Action 12</p> <p>The district will provide frequent, quality, and effective workshops designed specifically to assist parents in supporting their children's learning. Language interpreters and translation of communications will be provided at parent workshops as needed.</p> <p>Duplicate costs are found in Goal 1, Action 2 Duplicate costs are found in Goal 2, Action 1</p>	\$95,351.15	Yes

Action #	Title	Description	Total Funds	Contributing
		Duplicate costs are found in Goal 2, Action 2		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Providing an environment that allows students to learn at their best is important to the LMSV community. A need to update and upgrade our school facilities has been identified through our stakeholder meetings and our annual Parent Survey. In November of 2020, the voters approved a facilities bond that will allow us to make needed improvements and upgrades. We will continue to ensure our school and district facilities are maintained and are safe working and learning environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Provide 100% fully credentialed and appropriately assigned teachers.	2020-21: 100%				Desired outcomes for 2023-24: 100%
Basic Services: Ensure 100% access for students to standards-aligned instructional materials.	2020-21: 100%				Desired outcomes for 2023-24: 100%
Basic Services - School Facilities: All schools will receive an overall ranking of "Good" or better on the Facility Inspection Tool as reported on	2020-21: 100%				Desired outcomes for 2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
their annual School Accountability Report Card.					
Implementation of State Standards: Implementation of State Standards from stage 1 Exploration and Research through stage 5 Full Implementation and Sustainability will be measured by the Self Reflection Tool for Implementation of State Standards. Each standard area will demonstrate progress until Full Implementation is achieved.	2020-21: CCSS ELA - stage 5 ELD - stage 4 CCSS Math - stage 5 NGSS- stage 3 History/SS - stage 4 Health - stage 4 PE - stage 4, VAPA - stage 3				Desired outcomes for 2023-24: CCSS ELA - stage 5 ELD - stage 5 CCSS Math - stage 5 NGSS- stage 5 History/SS - stage 5 Health - stage 5 PE - stage 5 VAPA - stage 5
Course Access: All students, including English learners, students with exceptional needs, and other unduplicated students, will be enrolled in a broad course of study to provide access to CCSS, NGSS, and ELD standards as	2020-21: 100% of students, including English learners, students with exceptional needs, and other unduplicated students, are enrolled in a broad course of study as measured by district review and school				Desired outcomes for 2023-24: 100% of students, including English learners, students with exceptional needs, and other unduplicated students, will be enrolled in a broad course of study as measured by district review and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by district review and school daily/master schedules.	daily/master schedules.				school daily/master schedules.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Appropriately Credentialed Staff Partnerships	Goal 3, Action 1 To ensure we have appropriately credentialed teachers, the HR department will continue our partnerships with San Diego State University (SDSU) through a program called Garden PLOT that \ places a special emphasis on developing teachers pursuing Multiple Subject, Bilingual Authorization and Education Specialist (Special Education) credentials. We have a second partnership with SDSU for a teacher induction program to meet the requirements to clear preliminary credentials of our teachers. In addition, LMSV partners with the San Diego County Office of Education to clear our new administrators' credentials through a 1:1 coaching program.	\$59,492.00	Yes
2	Class Size Targets	Goal 3, Action 2 The Human Resources Department and Educational Services will work with site administrators to employ additional teachers to maintain class size targets below the statutory limits, to the greatest extent possible, in all grades district-wide to facilitate targeted small-group instruction and differentiation so that the individual learning needs of students, specifically our unduplicated students (English learners, foster youth, socioeconomically disadvantaged) are more easily addressed and lead to standards mastery.	\$10,844,109.20	Yes

Action #	Title	Description	Total Funds	Contributing
3	Standards Aligned Materials	Goal 3, Action 3 The Educational Services team will provide standards aligned materials to all students to ensure alignment and access to the California state standards. We will adopt Next Generation State Standards (NGSS) aligned curriculum in grades 7-8 (year 1) and in grades K-6 (year 2).	\$537,285.00	No
4	Director, Safety & Risk Management	Goal 3, Action 4 The HR Department created a director position of Safety & Risk Management that will be integral in supporting the safety of staff, students, and guests. Areas of responsibilities include: risk and hazard analysis, occupational and environmental health and safety, safety awareness, property and liability exposure control, and emergency preparedness.	\$188,890.00	No
5	Condition of Facilities	Goal 3, Action 5 The Maintenance and Operations Department will ensure all schools receive "Good" or better as an Overall School Facility Repair Status score as listed on the annual School Accountability Report Card (SARC) to provide students and staff with a safe learning environment.	\$4,768,882.89	No
6	Transportation Services/ESS	Goal 3, Action 6 Transportation and Extended School Services (childcare) are provided district-wide. These departments are committed to providing these services, free of charge, to foster youth and homeless students in order to remove possible barriers that keep these student groups from attending school. Transportation services are also provided, free of charge, to socio-economically disadvantaged students.	\$4,023,740.41	Yes

Action #	Title	Description	Total Funds	Contributing
7	Child Nutrition Services	Goal 3, Action 7 The Child Nutrition Department will provide nutritious meals, including breakfast, second chance breakfast, lunch, and snack services to ensure students are ready to learn each day.	\$5,398,891.01	No
8	District Technology Plan	Goal 3, Action 8 Educational Services in collaboration with the department of Information Technology will implement and improve educational technology services and technology infrastructure systems that provide a strong emphasis on high levels of learning for all student groups. This will principally be focused on our unduplicated students (English learners, foster youth, socioeconomically disadvantaged), providing them equitable access.	\$4,221,863.00	Yes
9	Classroom Environments/Furniture	Goal 3, Action 9 The Purchasing Department will explore and recommend for purchase updated, alternative classroom furniture that allows for both distancing and collaboration of students and staff while embracing technology, flexibility and durability to enhance 21st century learning.	\$2,700,000.00	No
10	Site Discretionary Funds	Goal 3, Action 10 Discretionary funds will be allocated to each school site which can be used toward the purchase of appropriate library books and playground equipment to ensure students have access to updated literature and PE materials.	\$650,059.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
15.12%%	\$14,575,336

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

La Mesa-Spring Valley School's supplemental and concentration funds are used to design strategic programs principally directed to meet the needs of our unduplicated student groups (English learners, low income students, and foster youth). The district has an unduplicated enrollment of 60.48% of the total enrollment. When a district has an enrollment of unduplicated students of 55% or more of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year, district-wide use of funds is permitted. Therefore, pursuant to Ed Code 15496 the district may expend supplemental and concentration funds on a district-wide basis to directly impact student achievement and increase/improve services for unduplicated students

Actions and services listed in the LCAP that indicate district-wide or school-wide use of funds to increase/improve services for our unduplicated students were developed as a result of stakeholder input, data analysis, and a review of the district's best practices. The needs, conditions, and circumstances of our foster youth, English learners, and socioeconomically disadvantaged students were considered while creating the actions outlined below:

Goal 1, Actions 1, 2, 3, 6: The district will provide professional learning to teachers and principals to cultivate a common language for high-quality teaching and learning and build collective practices around effective collaboration through professional learning communities with a focus on systematic and tiered intervention. These actions are principally directed to meet the needs of unduplicated students. Work in professional learning communities will focus on deepening teacher understanding of standards, a common understanding of grade-level mastery, developing common assessments and planning targeted interventions. Principals will also participate in professional learning to develop leadership skills. Rather than working in isolation by content area or specialty, TOSAs will collaborate to integrate strategies and practices that specifically target the needs of underserved students into all professional learning sessions including follow-up, modeling, and coaching at the sites. Schools with higher populations of unduplicated student counts will receive proportionately more services from district-

level staff members. All classrooms have unduplicated students, so these actions will assist classroom teachers in ensuring access to the California State Standards for our low income, foster youth, and English learners. High quality standards-based instruction with effective differentiation practices are critical for these students, as is the implementation of a systematic intervention plan to serve students who are struggling or need acceleration. The district believes all of these actions increase the capacity of staff to address the specific needs of our foster youth, English learners, and socioeconomically disadvantaged students.

Goal 1, Actions 4, 5, 7, 8: The district will support sites in providing effective intervention to underserved students by providing Instruction and Data Support (IDS) Teachers who will provide expertise and support to increase effective instruction and intervention. This is the most effective use of funds because research shows that instructional coaching support to teachers assists them in the utilization of student data to support specific student group needs. Providing IDS Teachers at sites ensures that students who are underserved receive the time and attention they need to address the skill gaps that are preventing them from mastering standards through small group instruction and progress monitoring from a teacher with expertise in addressing their specific needs. Additionally, the district will continue to review and assess instructional programs, measuring the impact on student achievement. Many unduplicated students have significant skill gaps that prevent grade level mastery. Their learning must be accelerated through effective Tier 2 and 3 interventions that require expertise, time, and resources. Utilizing the right interventions is critical in ensuring struggling students receive the support they need. The district continues to investigate and analyze intervention materials to determine which ones are best suited to address the specific needs of our specific student groups, including our socioeconomically disadvantaged students, foster youth, and English learners. Several opportunities will exist in the coming year for expanded learning opportunities, specifically targeting our underserved student groups. The district has prioritized our foster youth, English learners, and socioeconomically disadvantaged students for enrollment in our Summer Learning Academy where students will work on ELA and math skills to accelerate their learning and address academic gaps. In addition, our Newcomer "Breakthrough English" program will provide supplemental services for our English learners with 12 or fewer months in the US. Services provided will accelerate students' English proficiency by allowing them more time to engage in practicing literacy skills. Although all schools will benefit from the intervention services mentioned in these actions, the district believes these actions will primarily support our unduplicated, underserved students groups as the actions will increase the number of adults and targeted interventions available to students.

Goal 2, Actions 1, 2, 3, 4, 5, 6, 7, 8: Poverty, homelessness, and foster placement are often accompanied by trauma. In order to better serve our foster youth, socioeconomically disadvantaged students, and other students who might have experienced trauma, the district will provide student support services at all schools. Programs will principally be directed to unduplicated students. The district Student Supports team is charged with supporting foster and homeless families with school integration and success. Schools will continue to develop school environments that lead to a feeling of belonging and safety for each and every student. The Student Supports team will continue to assist sites as they develop skills and plans to address students with the most challenging behaviors, along with providing professional development around this area. Professional learning in positive behavior intervention and in cultural proficiency will be provided so that students can have the same level of support and understanding from classified as well as certificated personnel. These additional trainings will create a more cohesive program of support for all students and their families. The district will also deploy members of the attendance team to meet individually with students at school sites and make home visits to families to problem-solve, investigate concerns, and provide resources to improve student attendance. Social skills and/or counseling groups will address the specific social-emotional and/or behavioral needs of identified unduplicated students. The district-wide use of supplemental funding to increase student support services will allow for effective case management of students that need support in social-emotional well-being to improve their

academic performance. All of these actions serve to increase students' level of engagement in school activities. While offered at all schools, the services will be aimed at improving the performance of our unduplicated, underserved student groups.

Goal 2, Actions 11, 12: Parent engagement is key in increasing unduplicated student success. Oftentimes parents of unduplicated students are the most disenfranchised, so we will increase the quantity and improve the quality of parent feedback opportunities. The district also wants to increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning (i.e. Foundational Skills; California State Standards Parent Support; grade level/content area specific.) Efforts and innovation to engage parents and the community in opportunities to participate in their students' education, (i.e. back to school night, open house, committee meetings, PTA, parent conferences, parent workshops, student recognition assemblies, parent volunteer dinner, drug free celebrations etc.) will continue. Connecting the families of our underserved student groups to community resources will continue to be prioritized. The district is also committed to providing translators/translations at parent workshops, parent conferences, and school-to-home communications. When possible, the district will continue to provide adult ESL classes to parents of English learners and assist in the marketing of those classes to our families throughout the district. While provided at all schools to increase the involvement of parents in the school community and to empower them to be more engaged with their child's education, these actions are principally directed toward our unduplicated, underserved student groups. This is the most effective use of funds because communication with families, especially in their most proficient language, increases their authentic engagement in their child's education.

Goal 3, Action 2: The district will maintain a student to teacher ratio target that is below the statutory limits to the greatest extent possible. This action is principally directed at unduplicated students because smaller class sizes facilitate targeted small-group instruction and differentiation so that the individual learning needs of students are more easily addressed and lead to standards mastery. This is particularly important for English Learners who, in addition to designated ELD, need integrated ELD and scaffolds throughout the day in order to ensure access to the core.

Goal 3, Action 6: The district will provide Extended School Services (ESS) free of charge to high-need students (foster/homeless) to extend their school day and support academic progress. Foster youth often come to school with significant gaps in their academic development. ESS provides structured time, resources, and assistance to extend a child's learning day. Additionally, oftentimes foster students have moved from placement to placement, switching schools, facing more inconsistency on the heels of whatever traumatic events led to their placement in the foster system. ESS offers a safe haven with routines, structures, and an opportunity to develop relationships with caring adults, which research shows plays a significant role in supporting student success at school. The district will also provide transportation services (district busing) to unduplicated students who are homeless, live in an area deemed unsafe to walk to school, or for students who live such a distance from school that it could negatively impact consistent attendance and timeliness of arrival. Public transportation passes will be provided to homeless students to ensure consistent school attendance and access.

Goal 3, Action 8: Classroom based educational technology tools and services will be provided as a supplement to the district's basic technology infrastructure. Educational Services staff will support teachers through professional development, technical phone support, classroom lessons, and online curriculum management. Support will be provided through face-to-face professional development, demonstration lessons, peer visits, and phone support. Staff will provide teachers support and professional learning opportunities that specifically target strategies for addressing the needs of unduplicated students. Every classroom will be provided with a teacher laptop, a projection system, printer, document camera and wifi-enabled student devices. During an annual inventory of classroom technology, will be

inventoried and rated on a scale of 1 – 5. Equipment will be purchased and installed in the classrooms with the highest prioritized need. While all students benefit, the classroom equipment is principally directed to meet the needs of unduplicated students. By keeping classroom hardware up and running, the Site Technicians ensure teachers and students have access to the tools they need on a daily basis. Site Technicians will provide technical support for classroom hardware and instructional software. They are each assigned to specific schools. In order to access all of the available online curriculum resources, interventions, collaborative tools, instructional apps, assessment and grading systems, both teachers and students require continuous access to the network through wifi-enabled laptops and student devices. Through their devices, students are able to use research-based, interactive learning tools that teach and reinforce concepts in engaging ways and have the functionality to personalize instruction. While provided at all schools, these 1:1 devices benefit all students, although they are principally directed to our unduplicated, underserved students groups. We believe that our 1:1 digital device program is the most effective use of funds as part of the bigger goal to increase student learning.

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

The La Mesa-Spring Valley School District will receive \$14,575,336 in supplemental and concentration funding for the LCAP year calculated on the basis of the number and concentration of socioeconomically disadvantaged students, foster youth, and English Learner students as pursuant to 5 CCR 15496(a)(5). A review of the district's needs and metrics, along with stakeholder input, determined that utilizing the supplemental and concentration grant funding for the following services and programs would be the most effective use of funds to meet the goals for our foster youth, English learners, and socioeconomically disadvantaged students. The expenditures in the LCAP demonstrate at least a 15.12% improvement in services to increase student achievement for, and to provide support to, these unduplicated students as compared to services provided to all students for the 2021-22 school year.

La Mesa-Spring Valley Schools will offer a variety of programs and supports designed to benefit students who are English Learners, living in foster care, and/or living in a socioeconomically disadvantaged household including:

Academic

- Instruction and Data Support teachers
- Assessment and intervention programs
- Summer Academy
- Targeted courses in English and math for skill building and support with mastery of grade level standards
- Professional development for teachers on high quality teaching and learning practices
- Cultural proficiency professional development for all staff

Social-Emotional

- Social-emotional learning curriculum
- Increased number of school Social Workers
- Diversion programs
- Professional development for teachers on social-emotional learning

Specific Supports for English Language Learners

- Breakthrough English
- TOSA with English Learner expertise
- English Learner Lead Teacher
- Appropriately credentialed staff partnership with SDSU for bilingual authorizations
- Professional development for teachers on language development strategies and student supports
- English Language Development (ELD) curriculum and instructional materials

Specific Supports for Foster Youth

- Targeted school counseling support based on the unique needs of students who are living in foster care
- Transportation support
- Extended School Services (childcare) support
- WiFi hotspots
- School and personal supplies

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For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$40,478,136.68	\$2,953,544.88	\$140,880.72	\$26,452,198.45	\$70,024,760.73

Totals:	Total Personnel	Total Non-personnel
Totals:	\$48,099,107.75	\$21,925,652.98

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Learning for our Certificated Teachers	\$724,773.64	\$240,070.83	\$78,880.72	\$91,024.81	\$1,134,750.00
1	2	English Learners Foster Youth Low Income	Learning Support TOSAs	\$238,175.03			\$119,087.52	\$357,262.55
1	3	English Learners Foster Youth Low Income	Professional Learning for Certificated Administrators	\$36,000.00				\$36,000.00
1	4	English Learners Foster Youth Low Income	Instruction and Data Support (IDS) Teachers Assigned to School Sites				\$2,741,571.00	\$2,741,571.00
1	5	English Learners Foster Youth Low Income	Assessment and Intervention Programs	\$263,355.00	\$473,460.05			\$736,815.05
1	6	English Learners Foster Youth Low Income	Administrative Education Services Staff	\$150,000.00			\$150,000.00	\$300,000.00
1	7	English Learners Foster Youth Low Income	Summer Academy		\$500,000.00		\$3,500,000.00	\$4,000,000.00
1	8	English Learners	Newcomer "Breakthrough English"				\$72,000.00	\$72,000.00
1	9	Students with Disabilities	Special Education	\$17,915,006.65			\$7,682,301.30	\$25,597,307.95

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	District Teams to Support Sites	\$15,555.00	\$219,661.00		\$248,087.00	\$483,303.00
2	2	English Learners Foster Youth Low Income	Social-emotional Support, Programs, & Partnerships		\$912,438.00			\$912,438.00
2	3	English Learners Foster Youth Low Income	Cultural Proficiency for All Staff	\$5,700.00				\$5,700.00
2	4	English Learners Foster Youth Low Income	Professional Learning for Classified Staff					\$0.00
2	5	English Learners Foster Youth Low Income	Alternatives to Suspension		\$70,630.00			\$70,630.00
2	6	English Learners Foster Youth Low Income	Elementary Diversion Program				\$32,772.81	\$32,772.81
2	7	English Learners Foster Youth Low Income	School Attendance Rates					\$0.00
2	8	English Learners Foster Youth Low Income	Attendance Teams at Every School					\$0.00
2	9	Students with Disabilities	Differentiated Assistance					\$0.00
2	10	All	Student Survey	\$11,046.71				\$11,046.71
2	11	English Learners Foster Youth Low Income	Stakeholder Surveys				\$44,600.00	\$44,600.00
2	12	English Learners Foster Youth Low Income	Parent Education	\$95,351.15				\$95,351.15

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners	Appropriately Credentialed Staff Partnerships	\$59,492.00				\$59,492.00
3	2	English Learners Foster Youth Low Income	Class Size Targets	\$10,844,109.20				\$10,844,109.20
3	3	All	Standards Aligned Materials		\$537,285.00			\$537,285.00
3	4	All	Director, Safety & Risk Management	\$188,890.00				\$188,890.00
3	5	All	Condition of Facilities	\$4,768,882.89				\$4,768,882.89
3	6	Foster Youth Low Income	Transportation Services/ESS	\$4,011,740.41		\$12,000.00		\$4,023,740.41
3	7	All	Child Nutrition Services			\$50,000.00	\$5,348,891.01	\$5,398,891.01
3	8	English Learners Foster Youth Low Income	District Technology Plan	\$500,000.00			\$3,721,863.00	\$4,221,863.00
3	9	All	Classroom Environments/Furniture				\$2,700,000.00	\$2,700,000.00
3	10	All	Site Discretionary Funds	\$650,059.00				\$650,059.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$16,944,251.43	\$30,172,398.17
LEA-wide Total:	\$16,944,251.43	\$30,172,398.17
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Learning for our Certificated Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$724,773.64	\$1,134,750.00
1	2	Learning Support TOSAs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$238,175.03	\$357,262.55
1	3	Professional Learning for Certificated Administrators	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,000.00	\$36,000.00
1	4	Instruction and Data Support (IDS) Teachers Assigned to School Sites	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,741,571.00
1	5	Assessment and Intervention Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$263,355.00	\$736,815.05
1	6	Administrative Education Services Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$300,000.00
1	7	Summer Academy	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,000,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Newcomer "Breakthrough English"	LEA-wide	English Learners	All Schools		\$72,000.00
2	1	District Teams to Support Sites	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,555.00	\$483,303.00
2	2	Social-emotional Support, Programs, & Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$912,438.00
2	3	Cultural Proficiency for All Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,700.00	\$5,700.00
2	4	Professional Learning for Classified Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	5	Alternatives to Suspension	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$70,630.00
2	6	Elementary Diversion Program	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$32,772.81
2	7	School Attendance Rates	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	8	Attendance Teams at Every School	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	11	Stakeholder Surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$44,600.00
2	12	Parent Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,351.15	\$95,351.15

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Appropriately Credentialed Staff Partnerships	LEA-wide	English Learners	All Schools	\$59,492.00	\$59,492.00
3	2	Class Size Targets	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,844,109.20	\$10,844,109.20
3	6	Transportation Services/ESS	LEA-wide	Foster Youth Low Income	All Schools	\$4,011,740.41	\$4,023,740.41
3	8	District Technology Plan	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	\$4,221,863.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- f) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- g) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- h) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.