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	Deann Ragsdale Assistant Superintendent, Educational Services	deann.ragsdale@lmsvschools.org (619) 668-5700

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 10,835 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 - 52.31%, White - 26.57%, Black/African American - 7.49%, Multi-Ethnic (2 or more) - 8.99%, Filipino - 2.07%, Asian - 2.01%, Hawaiian/Pacific Islander - 0.35%, and American Indian-Alaskan Native - 0.14%. Our percentage of Unduplicated Pupils (socioeconomically disadvantaged students, foster youth, English learners) is 67.07%. 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 1,494 people with an annual general fund budget of approximately $161.3 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
- Margaret Jacobsen - Assistant Superintendent, Human Resources
- Guido Magliato - Assistant Superintendent, Leadership & Learning

Reflections: Successes

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

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22; therefore, our reflections on successes are based on the most recently available state and local data.

The district continues to be proud of the work our educators do everyday to support our students and families. Classified and certificated employees have worked collaboratively as students have returned to their first "normal" school year in two years, which turned out to be anything but normal. After two years of disrupted learning, students and staff returned to school campuses this fall and had to adjust to new routines, relearn social interactions in light of health regulations, and many experienced extended absences based on state and local health requirements. Despite all of this, local data shows that students are making progress both socially-emotionally and academically, and are on-par with students across the nation returning to school this year.

Virtual Learning Academy and Technology:
During the summer of 2021, LMSV evaluated both the existing health orders that we knew would require extensive student absences in the event of a COVID-19 exposure, and the requirements of AB130 that would require virtual instruction for students who would be learning on an independent study agreement for more than 15 days in a year. We knew that we needed a plan to support students who would be out of school for extended periods of time, but who were healthy and able to learn while at home. For the 2021-2022 school year, the district implemented a Virtual Learning Academy to support students in these circumstances. This program, separate from our fully online learning option for families (Trust Blended Learning), has teachers dedicated to creating lessons aligned to essential standards and curriculum, providing grade span enrichment experiences and social-emotional learning lessons, and providing dedicated office hours to support with

independent study agreement assignments from students' teachers. Credentialed special education staff also provided students with disabilities support and services, including related services, per their IEPs during these periods of extended absences. Having staff dedicated solely to this program helped serve our students and families even during very difficult times, and provided a consistent opportunity to continue learning even when students were required to stay home. The success of this program is anecdotal and found in the comments and emails from our parents who expressed gratitude for the program, for the opportunity for students to continue accessing necessary special education services, and for the teachers who served in this program and continued to provide a connection to school even when students were required to be home. The implementation of 1-1 technology for students and the infrastructure, leadership and support built in our technology department during the 2019-2020 and 2020-2021 school years were foundational to ensuring the success of this program.

Social-Emotional Learning and Suspensions
In the 2019-2020 school year, LMSV hired district social workers to provide support to students and families at each site. Recognizing the impact that the pandemic would likely have on our students, the amount of dedicated time for social workers to serve each site was increased for the 2021-2022 school year. Each elementary school received two days of dedicated support per week, with Title I sites receiving one additional day, and each middle school site received a full time social worker. The need for full time support at our middle school campuses was identified and provided about 8 weeks into the school year, when we identified an increase in mental health challenges for our adolescent students. At that time, additional social workers were hired to increase staffing for our middle schools. The social workers provided support to students and families on our campus in various ways, including but not limited to, individual student counseling, SEL groups, classroom lessons utilizing the Second Step curriculum, family outreach and reengagement, and crisis intervention. Our social workers also helped implement an elementary diversion program for students to serve as an alternative to suspension. Students at the elementary level worked responsively with social workers through restorative practices in many instances in lieu of a suspension, in order to learn appropriate behaviors and choices and to repair harm that was caused. This year the district also continued to partner with Mending Matters to provide a diversion program as an alternative to suspension for students in grades 6-8 for offenses such as fighting, disruption, bullying, etc. The focus of this program is to help students learn proactive strategies for coping with their emotions and help them identify better responses to avoid those emotional triggers in the future. We also established a partnership with McAllister Institute to provide an after school diversion opportunity for students who presented with drug or alcohol offenses at school. The after school diversion program was less successful, so we are exploring a program that students can attend during the school day next year. Anecdotally, our school social workers, psychologists, teachers and counselors have all reported an increase in behaviors this year as students adjust back to a school routine that has become unfamiliar to them. Despite this, and due to the efforts of our staff to build relationships, provide opportunities to restore and repair harm, and their commitment to provide students time to relearn appropriate behaviors, the district has demonstrated a decline in overall suspension rates. As of May 13, 2022, LMSV's 2021-22 suspension rate is 2.25% district-wide. This represents a significant decline from 4.6%, which was the suspension rate during the 2018-19 school year, our last uninterrupted school year prior to the COVID-19 pandemic. Additionally, our African American students, who are typically disproportionately represented in school discipline data, had a decrease in suspension rate from 9.7% to 7.0%. Our students with disabilities, also a typically disproportionate group, had a decrease in suspension rate from 7.4% to 5.0%. Although we saw a 2.7% and 2.4% decrease for these student groups, respectively, the fact that they are still suspended at a higher rate than all students demonstrates a continued need for improvement. Additionally, we have maintained the same number of student expulsions from the 2018- 2019 school year to the 2021-2022 school year, so although student suspensions are down, more students have had to be considered for expulsion for mandatory expulsion offenses or for repeated offenses and lack of response to other means of correction. This is a continued area for focus.

Equity Work
This year, LMSV partnered with Dr. Trudy Arriaga, author of Opening Doors, to provide professional learning to all staff with intensive time spent with our instructional leaders. Our learning focused on what it will take to be a culturally proficient school district. More specifically, we took time to review the policies and practices of our organization, as well as the behaviors and values of us as individuals. As leaders, we were able to think, reflect, and act on our policies and practices with the intent of leading more of our students, regardless of their differences, to achieve at a higher level and engage at a deeper level…without giving up who they are. This deep work is an ongoing process that will continue as we evaluate equitable practices in our school district and review systems and structures to ensure that every student is getting what they need, both academically and socially-emotionally.

Summer Learning Academy, Breakthrough English and Speech Camp
LMSV offered several opportunities for targeted, extended learning during this school year. We implemented a successful Summer Learning Academy that served over 1000 students between June 28th and July 23rd. All students were given the opportunity to attend with a special invitation and priority given to English language learners, students with special needs, homeless and foster youth, socioeconomically disadvantaged students, and disengaged/particularly challenged during distance learning. Learning at SLA focused on math and English language arts, building social emotional skills through Collaborative groups and social-emotional learning lessons and support, and filling gaps that may have occurred as a result of learning during the pandemic. Baseline Assessments were given to identify gaps and target instruction that allowed us to accelerate the learning and prepare students for the new school year. During fall and spring breaks, we offered Breakthrough English, which is targeted at strengthening the English language development of our newcomer students - English Learners who have been in US schools for a year or less. Our data has shown that students who participate in Breakthrough English have made huge gains in their academics the following years. Over 150 students participated in these intersession programs. Additionally, this year we offered Speech Camp during fall break. Approximately 60 students with disabilities participated in Speech Camp and received additional speech and language services over the break. Students recommended for these services were identified as students who could benefit from additional in-person speech services post-pandemic.

i-Ready and IDS
LMSV implemented their first year of i-Ready throughout all schools this year. This has served as both an assessment and personalized learning tool in both reading and mathematics. The district provided professional development for teachers and administrators throughout the year to ensure we are maximizing and leveraging all the program offers as well as our ability to strategically analyze the data. School and district teams have focused on the strategic use of data, and have refined their processes for analyzing data and using that data to inform instruction. Having consistent data from i-Ready across grade levels and schools has been a helpful and necessary step in this process. LMSV also 22 Instruction and Data Support (IDS) Teachers. IDS teachers are site-based and also led at the district level. At the beginning of the year, IDS teachers attended an intensive bootcamp on several different topics ranging from curriculum and induction to leveraging Professional Learning Communities (PLCs) and intervention systems. They also received training on the Student-Centered Coaching model. IDS teachers meet to collaborate and build on professional learning every week. The IDS teachers have implemented student-centered coaching at each site and support teachers in their PLCs with a focus on supporting and strengthening tier 1 instruction using evidence-based practices. The work they do with site leaders and teachers is always data-driven. This year, that data has been primarily from i-Ready. IDS teachers have been instrumental in developing systems of data analysis that lead to instructional practices in the classroom.

Academic Progress

Students participated in three i-Ready diagnostic assessments throughout the year (September, January, March). The district saw a 13% increase in reading and a 16% increase in mathematics of students performing at or above grade level over the six month span of assessments. The March diagnostic resulted in 31% of students meeting or exceeding grade level in reading and 21% in mathematics. When compared to the National in-school tested population who took the same assessment between March 2, 2022 and April 2, 2022 (over 800,000 students), the district performed 5% higher in reading and 1% higher in mathematics.

Although there are several weeks left in the school year, we were certainly targeting higher growth than what we observed in March via i-Ready and continue to address learning gaps through standards-based instruction.

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.

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22; therefore, our reflections on areas of need are based on the most recently available state and local data.

After reviewing the most recent district data and comparing it to the district's data pre-pandemic, we have identified several areas needing improvement, including increasing the academic performance of all our student groups, reducing chronic absenteeism and continuing efforts to focus on student mental health and behavioral supports in order to reduce suspensions and expulsions, especially for our student groups.

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. Students participated in three i-Ready diagnostic assessments throughout the year (September, January, March). The district saw a 13% increase in reading and a 16% increase in mathematics of students performing at or above grade level over the six month span of assessments. The March diagnostic resulted in 31% of students meeting or exceeding grade level in reading and 21% in mathematics. When compared to the National in-school tested population who took the same assessment between March 2, 2022 and April 2, 2022 (over 800,000 students), the district performed 5% higher in reading and 1% higher in mathematics. Last year's LCAP data was administered in June, so it's difficult to make a direct comparison to this year's results. Although we are on-pace or better than the progress of other students across the nation, we recognize the impact of two years of disrupted learning on our students. We continue to see a disparity in the achievement of our student groups such as foster youth, students experiencing homelessness, and students with disabilities, and we recognize the need to significantly increase the number of students at/above grade level district wide in each subject area.

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 continue 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 (this is the final year of funding for this initiative); 2) teachers will

be provided time during weekly collaboration meetings and staff release days to analyze English language arts and math achievement data in order to identify students who need targeted and differentiated instruction; 3) professional learning will be aligned to the Framework for Powerful Learning with a districtwide focus on improving reading comprehension in informational text; and 4) The district will continue to focus on ensuring that student achievement is viewed through a lens of equity, so that each student gets what they need. This will be done through ongoing work examining the systems and structures that promote equitable access to instruction for all student groups.

Attendance has been a challenge during this school year given the requirement of the health regulations. The district's chronic absentee rate is 34.1 percent as of May 13, 2022. This was an expected increase, as a student absent 18 or more days in a school year is deemed chronically absent, regardless of the reason for the absence. Our district social workers continue to support and make contact with families experiencing extended absences to ensure they have the resources and support that they need. Our Virtual Learning Academy has helped bridge the gap for students if they were home due to extended absences this year, even if they did not complete their Independent Study Agreements for attendance credit. Moving into the new year, with health regulations lessened, our social workers will continue to support families of students who are chronically absent to ensure continuity of learning. We anticipate a significant decrease in the percent of students chronically absent, but will continue to ensure that the health of our students and families remains a priority.

Continuing to decrease the number of suspensions remains a priority of the district. Although our suspension rate significantly decreased since the last pre-pandemic school year (4.6% to 2.25%), we still notice that specific student groups, including students with disabilities and African American students are suspended at a higher rate than the district average. Our African American students had a decrease in suspension rate from 9.7% to 7.0%, and our students with disabilities had a decrease in suspension rate from 7.4% to 5.0%. Although we saw a 2.7% and 2.4% decrease for these student groups, respectively, the fact that they are still suspended at a higher rate than all students demonstrates a continued need for improvement.

Over the last two years we have implemented alternatives to suspension programs such as a middle school diversion program with Mending Matters and a significant investment in district social worker support to support social-emotional learning, coping skills, and support with behavior intervention. This year site social workers also worked on providing alternatives to suspension for elementary level students. Moving forward, we continue to need more systemic opportunities for elementary students to engage in alternatives to suspension. Additionally, we are looking at ways to continue to embed restorative practices at all levels of our system, and will provide a diversion program for alcohol/tobacco offenses within the school day (instead of after school) next year.

Finally, we plan to continue our systemic work around cultural proficiency and educational equity. This year we identified some systemic issues and practices that create barriers for student success within our system. In the coming year, we will begin our collaborative work to revisit and revise these practices to ensure that every student is getting what they need, both academically and socially-emotionally.

LCAP Highlights

Working closely with educational partners throughout the district, three goals were 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 several years has solidified our commitment to dedicate district funds to ensure we continue to meet the needs of our students. As such, we included 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
- Continue the use of site-based Instruction and Data Support (IDS) Teachers to support the data analysis and intervention efforts at each school
- Continue a Summer Learning Academy to accelerate learning and to focus on social-emotional learning skills and English language arts and math essential standards/skills
- Continue to develop a culture of inclusion and collaboration with families that builds meaningful partnerships
- Use and refine our technology plan to guide 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)   ** This school will be closed due to no enrolled students, effective 7/1/22

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 has 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 plan, which is also the School Plan for Student Achievement (SPSA), a review of the CSI program and why the school became eligible for CSI occurred with the principal. School site administrators and the School Site Council (SSC), in collaboration with district administrators, developed their initial plan between February and June 2020 and revised the plan between February and June 2021 and again between March and June 2022. This plan encompasses a comprehensive needs assessment, thorough data analysis, and an investigation of resource inequities evident at the 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 educational partners will continue to provide input on these needs and on the school plan at every SSC meeting during the 2022-23 school year .

The CSI plan includes evidence-based interventions and services for at-risk student groups, which will ultimately impact Spring Valley 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 Spring Valley Academy were discussed with and then selected by site leadership and educational partner groups because they were the most appropriate for the demographics and specific needs at the site.

The district supported a Comprehensive Needs Assessment at the school that included parent/student satisfaction survey data. 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 SSC of the 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 leadership reviewed data for all students at Spring Valley Academy, as well as for each student group, to identify and address gaps in student performance. Additional support from district leadership for this data review, goal setting, and strategic planning process was available via SPSA development sessions. Learning Support staff will also continue to provide follow-up support via meetings and phone calls to assist school leadership/SSC 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 the site principal. A key message shared with Spring Valley Academy school leadership was that critical data review and thoughtful planning steps must be put in place in order to address achievement gaps so the school could 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. The principal was 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 educational partners regarding improvement efforts to include in the improvement plan (as documented in the site's SPSA), several activities were identified to be instituted with CSI funds in the 2022-23 school year. The activities and expenditures were approved by the school's SSC. The 2022-23 plan will also be approved by the school board in July 2022.

Discussions between site and district leadership regarding the interventions possibly needed to support improved student learning 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, and site substitutes to facilitate and implement intervention courses, mentoring, coaching, project-based learning, after school intervention and enrichment, and goal setting at the 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 the site has already included Restorative Practices, Trauma-Informed Care, and individualized behavior and academic planning/monitoring in their daily work, the site will increase its efforts in these areas.

To support the site 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.

The site will also receive support in suspension reduction from the district team. This 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 Spring Valley Academy, and discussions are being held to address how the district will continue to support and sustain these actions and services at the 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 plan at Spring Valley Academy in systematic ways to support student and school improvement. The performance of the school will be reviewed regularly throughout the year.

The Assistant Superintendent, who directly supervises the site principal, and two Executive Directors who will be coaching and mentoring the site principal, will continue to play a significant role in supporting Spring Valley Academy to intentionally follow the action steps outlined in the 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 times when COVID transmission is high), the Assistant Superintendent and Executive Directors will continue to support, mentor, and monitor the implementation of the plan 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 principal has continued to receive professional learning around the 5D framework and will continue to access district-provided resources to build teacher capacity in this area. The principal will continue to work in a "Principal Network" that entails classroom walk-throughs throughout the year to develop a shared understanding of high-quality teaching and learning, increase noticing skills, refine feedback to teachers, and develop 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 and Executive Directors 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, the site-based team 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 principal of Spring Valley Academy will make a presentation to district leadership staff and/or the Principal Network 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 educational partners will be critical as the 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 Director of Student Services will work monthly with the office staff at Spring Valley 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, the school is 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. 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, we will continue to engage Spring Valley Academy regarding the implementation of in-class structures, supports, and strategies to reduce referrals and incidents that lead to suspension. Suspension data is reviewed monthly by district leadership, and data is 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.

Spring Valley Academy will continue to receive ongoing support and resources from district-level staff to monitor and evaluate the effectiveness of their CSI plan, but protocols are in place if the required improvement is not made. If after three years of implementing the school plan, the 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 the 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 educational partner 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 Spring Valley Academy.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

District leadership met with all constituent groups (District (parent) Advisory Committee, District Staff Council (certificated staff), Classified Staff Council (classified staff), Administrative staff (certificated and classified), and School Board during the 2021-22 school year to review current goals, metrics, and actions in the LCAP.

Additionally, we engage in ongoing collaboration specifically with families of students with disabilities (Special Education Parent Advisory Committee), families of English learners (District English Learner Advisory Committee), those representing the needs of the students in our district experiencing homelessness and in foster care (SchoolLink committee meetings), and our underserved students (Spring Valley Collaborative, SAY San Diego).

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.

The educational partner meetings conducted throughout the year review the district's LCAP goals and actions as agenda items, so that our partners can provide feedback. Conversations were held about what each group felt was going well in the district and where each group felt additional work (if any) needed to be done. These groups and conversations have continued, in virtual formats, during the 2021-22 school year and have resulted in only minor changes to the actions of our three 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 educational partners were given the opportunity to provide further input. The draft LCAP Plan Summary 2022-23 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. Educational partners have continued to be deeply engaged and involved in the development, review, and implementation of the LCAP.

LCAP educational partner involvement meetings have been held throughout the school year (morning, afternoon, and evening sessions) to solicit input regarding metrics, expected progress, and next steps. Educational partner groups that were involved in those discussions throughout the year include:
- District Leadership (Principals, Executive Directors, Directors, Coordinators, Managers) (Monthly)
- District English Language Advisory Committee (Monthly)
- District Parent Advisory Council (Quarterly)
- 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 (LCAP Public Hearing – June 7, 2022; LCAP approval – June 21, 2022)

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. 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. Survey results showed a need for improvement in hours of operation, nutrition, and increasing opportunities for interactions with other parents. Due to COVID restrictions, morning "Coffee Talks" and other parent meetings this year have been through Zoom; however, we anticipate that they will return to in-person meetings in the coming year.

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at all twenty-one La Mesa-Spring Valley School District sites. The primary goal of the ESS parent survey is to collect and understand parent opinions, perspectives, attitudes, and perceptions of the ESS team members, the services provided, and the general environment. Results are shared with all ESS employees and action plans are developed and put into place to assist in achieving improvement goals. This year's data revealed that more than 90% of the families surveyed feel that ESS provides a safe and happy environment for children, that the ESS team members communicate and interact positively with children, and that the ESS office team are courteous and professional when communicating about their account or answering questions. A highlight from this year's survey was the feedback on ESS field trips and assemblies held during the breaks. 95% of families felt that their children enjoyed the special assemblies and trips. Continued opportunities for growth include informing parents and students of the extracurricular activities available through the ESS program as well as additional support for student homework completion.

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

Meaningful collaboration, through the variety of methods listed above, has been key to identifying the needs of our students and families and revising our plan to address those needs.

A summary of the feedback provided by specific educational partners.

Feedback from our educational partner groups is crucial for continued success at La Mesa-Spring Valley Schools. The educational partner engagement opportunities listed above resulted in minor suggestions for meaningful improvement for the upcoming academic year. With input from educational partner groups, common themes (as listed below for each LCAP goal) continued to emerge.

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
- 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 around Positive Behavior Intervention and Supports (PBIS)
- Positive feedback on the interactions teachers have with their students
- Need for additional social worker/counselor support
- 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 maintenance and operations teams for upkeep of facilities
- Desire for updated and modernized facilities (general and major campus infrastructure improvements)
- Desire for additional fencing for safety and security
- 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 input from educational partners.

We intentionally sought out feedback for each of our three LCAP goals and actions, as listed in the summary above, and prioritized educational partner interests. Consultations and connections with our educational partners took place through virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic supports, social-emotional and behavioral supports, parent engagement, and school connectedness.

Parent data indicated desires for more inclusive and equitable teaching practices and bullying prevention. Teacher and staff data displayed the desire to connect with their students and reach those students who were disengaged and experiencing learning loss due to COVID-19. Teachers and staff also expressed the desire for additional professional development. All educational partners shared comments about the safety needed as we continued in-person learning. Our community educational partners, particularly those supporting underserved students, continued to reinforce the need to provide social-emotional support to students and families, and to ensure students remained connected to

learning even when they were forced to be out of school due to COVID-19 quarantine requirements. This input directly influenced the development and revision of our LCAP actions in each of our three goals during the past year.

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). Educational partners 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 continuing the positions of 22 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 educational partners expressed an overwhelming interest in additional social worker support (Actions 1, 2) and expansion of current successful programs (Actions 2, 5). Educational partners also shared that there was a need to continue our focus on chronic absenteeism (Actions 7, 8). Several educational partner groups requested subject-area parent education (Action 12), which will continue to 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 educational partner 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),were clearly high priorities for educational partner groups.

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 educational partners 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. _____ Pupil Achievement:	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%	March 2022: i-Ready - Percent of students who are at or above grade level - 31% English Learners: 8.9% Foster Youth: 19.6% Socioeconomically Disadvantaged: 21.5% *In 21-22 the i-Ready Diagnostic was administered at the beginning of Trimester 3. In 20-21 the i-Ready Diagnostic was			Desired outcome for 2023-24: SBAC District - 62% English Learners: 42% Foster Youth: 61% Socioeconomically Disadvantaged: 62% _____ 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.	_____ June 2021: i-Ready - Percent of students who are at or above grade level - 33% English Learners: 11% Foster Youth: 25% Socioeconomically Disadvantaged: 23%	administered at the end of Trimester 3.			Socioeconomically Disadvantaged:47%
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. _____ Pupil Achievement: Math - Scores on i-Ready will increase by	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 - 42% English Learners: 15% Foster Youth: 34% (2018) Socioeconomically Disadvantaged: 30% _____	March 2022: i-Ready - Percent of students who are at or above grade level - 21% English Learners: 4.7% Foster Youth: 15.2% Socioeconomically Disadvantaged: 13.6% *In 21-22 the i-Ready Diagnostic was administered at the beginning of Trimester 3. In 20-21 the i-Ready Diagnostic was administered at the end of Trimester 3.			Desired outcome for 2023-24: SBAC District - 51% English Learners: 39% Foster Youth: 51% Socioeconomically Disadvantaged: 51% _____ Desired outcome for 2023-24: i-Ready (March) - 37% English Learners: 29% Foster Youth: 24% Socioeconomically Disadvantaged: 37%

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.	June 2021: i-Ready - Percent of students who are at or above grade level - 22% English Learners: 5% Foster Youth: 0% Socioeconomically Disadvantaged: 13%				
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.	2020-21 ELPAC Summative Assessment 21.30% Proficiency Level 4 - Well Developed : 21% Level 3 - Moderately Developed: 35% Level 2 - Somewhat Developed: 30% Level 1 - Minimally Developed: 14% *Status only due to lack of assessment results for successive years.			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	2018-19: 7% 2019-20: 2.0% (based on a partial	2020-21 5.5% 2021-22			Desired outcome for 2023-24: 16% of English learners will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by ELPAC, teacher evaluation, parent consultation, and SBAC (or district assessment when SBAC is not available), will increase by 3%.	school year due to school closures) as measured by ELPAC, teacher evaluation, parent consultation, and SBAC (or district assessment when SBAC is not available).	4.9%			be reclassified as measured by ELPAC, teacher evaluation, parent consultation, and SBAC (or district assessment when SBAC is not available)
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.	2021-22 61.28%			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 at the end of Trimester 2.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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,	$1,634,001.13	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.2	Learning Support TOSAs	Goal 1, Action 2 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.	$383,123.68	Yes
1.3	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.	$18,000.00	Yes
1.4	Instruction and Data Support (IDS) Teachers Assigned to School Sites	Goal 1, Action 4 Educational Services will develop and hire, oversee, and assign 22 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	$2,828,819.70	No

Action #	Title	Description	Total Funds	Contributing
		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.		
1.5	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.	$511,669.45	Yes
1.6	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.	$357,621.39	No

Action #	Title	Description	Total Funds	Contributing
1.7	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, 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.	$1,300,000.00	No
1.8	Newcomer "Breakthrough English"	Goal 1, Action 8 ** THIS ACTION MAY BE PLACED ON HOLD for 2022-23 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.		No
1.9	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.	$25,756,589.00	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.

All planned actions and services for this goal were implemented for the 2021-2022 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, the district assumes a variance of 10% or more to be a material difference:
- Action 1.1 - Increased costs due to negotiated salary increases provided to employees for the 2021-22 school year, which included retroactive payments and step and column increases
- Action 1.3 - Final invoices for 2021-22 services have not yet been received
- Action 1.5 - Some anticipated expenditures were paid for in the previous fiscal year; based on stipulations of stimulus funding some expenses were also transferred to LCFF
- Action 1.7 - Some anticipated expenditures were paid for in the previous fiscal year; staff costs were less than anticipated

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

LMSV implemented their first year of i-Ready throughout all schools this year. It has served as both an assessment and personalized learning tool in both reading and mathematics. We provided professional development for teachers and administrators throughout the year to ensure we are maximizing and leveraging all the program offers as well as our ability to strategically analyze the data.

Students participated in three diagnostic assessments throughout the year (September, January, March). The district saw a 13% increase in reading and a 16% increase in mathematics of students performing at or above grade level over the six month span of assessments. The March diagnostic resulted in 31% of students meeting or exceeding grade level in reading and 21% in mathematics. When compared to the National in-school tested population who took the same assessment between March 2, 2022 and April 2, 2022 (over 800,000 students), the district performed 5% higher in reading and 1% higher in mathematics.

Although there are several weeks left in the school year, we were certainly targeting higher growth than what we observed in March via i-Ready and continue to address learning gaps through standards-based instruction.

Summer Learning Academy
We implemented a successful Summer Learning Academy that served over 1000 students between June 28th and July 23rd. All students were given the opportunity to attend with a special invitation and priority given to English language learners, students with special needs, homeless and foster youth, socioeconomically disadvantaged students, and disengaged/particularly challenged during distance learning.

Learning focused on math and English language arts, building social emotional skills through Collaborative groups and social-emotional learning lessons and support, and filling gaps that may have occurred as a result of learning during the pandemic.

Baseline Assessments were given to identify gaps and target instruction that allowed us to accelerate the learning and prepare students for the new school year.

Educational Services hired 22 Instruction and Data Support (IDS) Teachers. IDS teachers are site-based and also led at the district level. At the beginning of the year, IDS teachers attended an intensive bootcamp on several different topics ranging from curriculum and induction to leveraging Professional Learning Communities (PLCs) and intervention systems. They also received training on the Student-Centered Coaching model. IDS teachers meet to collaborate and build on professional learning every week.

The IDS teachers have implemented student-centered coaching at each site and support teachers in their PLCs with a focus on supporting and strengthening tier 1 instruction using evidence-based practices. The work they do with site leaders and teachers is always data-driven. This year, that data has been primarily from i-Ready. IDS teachers have been instrumental in developing systems of data analysis that lead to instructional practices in the classroom.

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.

Since the district will not receive Immigrant Funding in the upcoming school year, Breakthrough English may not be offered. However, we are currently evaluating whether to offer Breakthrough English as part of our Extended Learning Opportunities Plan. We will review our data on Newcomer students at the start of the year and make a plan for a possible implementation at Fall Break based on student need and funding.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 educational partners 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 has been demonstrated through our previous work with the Learning Communities for School Success Program grant and through the continued addition of social worker positions this year. We will increase the number of social worker positions again in the coming year by adding 1.6 positions. We have significantly increased our outreach to parents and other educational partners 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 educational partners 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 educational partners' 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%	2021-22 Schools with ELAC - 100% Schools with DELAC representative - 100% Schools with SSC and of proper composition - 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%	Schools with DAC representative - 100%			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).	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) Additional baseline data will be measured by the number of parent education workshops held and number of attendees in 2021-22.	2021-22 Peachjar flyers - 2,508 District Twitter - 98 Tweets Automated phone calls -301,687 Automated text messages - 5,192 Parent education workshops - 106 Number of attendees in parent education workshops - 1,084			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 Parent education workshops-Increase above baseline Parent education workshop attendees-Increase above baseline
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.	2019-20: 3,185 parents returned the parent survey 2020-21 4,958 parents returned the parent survey	2021-22 4,579 parents returned the parent survey (40.13% of enrolled families, which is .11% increase above 2020-21)			Desired outcomes for 2023-24: Increase above baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Overall Support for Academic Learning - 92% Overall Sense of Community - 91% Overall Sense of Safety - 87%	Overall Support for Academic Learning - 92% Overall Sense of Community - 90% Overall Sense of Safety - 86%			
Pupil Engagement: Average Daily Attendance rates, including all student groups, will achieve a 97% or better attendance rate.	2018-19 95.02% 2019-20: 97.82% (partial year through March 2020) 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.	2020-21 92% 2021-22 91% (partial year through May 13, 2022)			Desired outcomes for 2023-24: Average Daily Attendance rates, including all student groups, will achieve a 97% or better attendance rate.
Pupil Engagement: Chronic Absenteeism- The percentage of students with chronic absenteeism will decrease by 1% each year, and the gap between all student groups that are being underserved (including our English	2018-19: 13% 2019-20: 12.4% (partial year through March 2020) English Learners: 15.9% / 16% Foster Youth: 14.9% / 9.68%	2021-22 34.1% (partial year through May 13, 2022) English Learners: 44.1% Foster Youth: 34.9% Socioeconomically Disadvantaged: 42%			Desired outcomes for 2023-24: 10% All student groups below 10% and not greater than 11%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	Socioeconomically Disadvantaged: 17.1% / 16.1% Students with Disabilities: 20% / 18.7% 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.	Students with Disabilities: 44%			
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)	2020-21 .06% (7 students) 2021-22 .06% (6 students) (partial year through May 13, 2022)			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 student groups that are being underserved	2018-19: 4.6% 2019-20: 2.3% English Learners: 4.1% / 2% Foster Youth: 15.8% / 3.7%	2020-21 .5% (** DataQuest) 2021-22 2.25% (partial year through May 13, 2022)			Desired outcomes for 2023-24: 3.1% All student groups below 3.1% and not greater than 4.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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	Socioeconomically Disadvantaged: 5.8% / 3.1% Students with Disabilities: 7.4% / 4.8% 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.	English Learners: 2.8% Foster Youth: 9.6% Socioeconomically Disadvantaged: 1.8% Students with Disabilities: 5%			
School Climate: Expulsions-The number of students expelled for mandatory expulsion offenses will decrease.	2019-20: *6 expulsions .04% *Data on Ed Data is not accurate due to erroneous CALPADs submission. Data listed above is accurate.	2021-22 6 (partial year through May 13, 2022) .06%			Desired outcomes for 2023-24: 0
School Climate: Student survey results will demonstrate an increase in the percent of students who respond favorably to each of the five social-	2020-21: Culture/Climate - 80.3% Growth Mindset - 81.3% Self-Management - 74.8% Self-Efficacy - 71.7%	2021-22 Culture/Climate - 78.8% Growth Mindset - 74.4% Self-Management - 86.7% Self-Efficacy - 66.8%			Desired outcomes for 2023-24: Growth Mindset - Increase above baseline Self-Management - Increase above baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
emotional learning domains, based upon the data gathered from the CORE SEL Survey of 4th, 6th, and 8th graders.	Social Awareness - 66.3%	Social Awareness - 77.2%			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%	2021-22 Satisfaction with: Support for academic learning: 92% Sense of community: 90% Sense of safety: 86%			Desired outcomes for 2023-24: Satisfaction for Support for academic learning: Increase above baseline Sense of community: Increase above baseline Sense of safety: Increase above baseline

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District Teams to Support Sites	Goal 2, Action 1 District behavior and mental health support teams, under the direction of the Director 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 support to improve student behavior, attendance, engagement, and	$448,238.03	Yes

Action #	Title	Description	Total Funds	Contributing
		academic achievement and to help remove barriers that keep students from achieving at their highest level.		
2.2	Social-emotional Support, Programs, & Partnerships	Goal 2, Action 2 Site social workers, under the direction of the Director 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.	$1,402,451.00	No
2.3	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; however, the amount listed under "Total Funds" allocated for this goal are in addition to funds already accounted for in other goals/actions.	$5,700.00	Yes
2.4	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.	$28,333.33	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. Total Funds allocated for this action are at $0 because funds were already expended, however, we are continuing to support this action through qualitative measures.		
2.5	Alternatives to Suspension	Goal 2, Action 5 Educational Services will provide alternatives to suspension through a partnership with Mending Matters. This program 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. Duplicate costs are found in Goal 2, Actions 1 and 2; however, the amount listed under "Total Funds" allocated for this goal are in addition to funds already accounted for in other goals/actions.	$100,000.00	No
2.6	Elementary Diversion Program	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.	$22,876.41	No

Action #	Title	Description	Total Funds	Contributing
2.7	School Attendance Rates	Goal 2, Action 7 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. Duplicate costs are found in Goal 2, Actions 1 and 2.	$0.00	Yes
2.8	Attendance Teams at Every School	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 disproportionally represented in these areas. Duplicate costs are found in Goal 2, Actions 1 and 2.	$0.00	Yes
2.9	Differentiated Assistance	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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Strategies will be developed, implemented, and monitored to eliminate practices that lead to disproportionality. There is no additional cost for this partnership for the 2022-23 school year.		
2.10	Student Survey	Goal 2, Action 10 Each site will administer a diagnostic survey to students in grades 4, 5, 6, 7, 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.	$11,046.71	No
2.11	Educational Partner Surveys	Goal 2, Action 11 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.	$30,517.00	No
2.12	Parent Education	Goal 2, Action 12 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. Duplicate costs are found in Goal 1, Action 2 and Goal 2, Actions 1 and 2; however, the amount listed under "Total Funds" allocated for	$114,067.56	Yes

Action #	Title	Description	Total Funds	Contributing
		this goal are in addition to funds already accounted for in other goals/actions.		

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.

All planned actions and services for this goal were implemented for the 2021-2022 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, the district assumes a variance of 10% or more to be a material difference:
- Action 2.2 - Increased costs due to negotiated salary increases provided to employees for the 2021-22 school year, which included retroactive payments
- Action 2.11 - Some anticipated expenditures were paid for in the previous fiscal year

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

This year, La Mesa-Spring Valley partnered with Dr. Trudy Arriaga, author of Opening Doors, to provide professional learning to all staff with intensive time spent with our instructional leaders. Our learning focused on what it will take to be a culturally proficient school district. More specifically, we took time to review the policies and practices of our organization, as well as the behaviors and values of us as individuals. As leaders, we were able to think, reflect, and act on our policies and practices with the intent of leading more of our students, regardless of their differences, to achieve at a higher level and engage at a deeper level…without giving up who they are. This deep work is an ongoing process that will continue as we evaluate equitable practices in our school district and review systems and structures to ensure that every student is getting what they need, both academically and socially-emotionally.

LMSV currently has an extremely high rate of chronic absenteeism and a low average daily attendance rate. Like many school districts across the nation, La Mesa-Spring Valley has experienced a significant increase in absenteeism and a decrease in daily attendance due to COVID-19 and mandatory quarantines. According to internal reports, as of May 13, 2022, LMSV's chronic absence rate is about 34.1%, representing a huge jump from 13% in 2018-19 (and 12.4% for the 2019-20 partial year prior to schools closing on March 13, 2020). This is primarily due to students staying home due to COVID-19 concerns, symptoms, and/or infections, and students and families failing to engage in at-home learning through Independent Study Agreements and our Virtual Learning Academy, which are both offered to all students who are required to stay home due to COVID-19. This lack of engagement in at-home learning is thought to be related to challenges that many

LMSV families are facing, including parents and guardians working several jobs and being unable to help with at-home learning, struggling with their own health and/or mental health struggles, and generally feeling overwhelmed with parenting through the challenges presented by the COVID-19 pandemic.

While school social workers, psychologists, and counselors are reporting an increase in maladaptive behaviors since LMSV schools reopened last Spring, there has been some success in decreasing punitive discipline practices as seen by our suspension rates. As of May 13, 2022, LMSV's 2021-22 suspension rate is 2.25% district-wide. This represents a significant decline from 4.6%, which was the suspension rate during the 2018-19 school year, our last uninterrupted school year prior to the COVID-19 pandemic. This decline can be attributed to LMSV's diversion programs, increased school social work support at all schools, and expanded training opportunities around behavior, restorative justice practices, and trauma-sensitive approaches in schools. Although the current suspension rate represents a success, there is still much work to be done. The La Mesa-Spring Valley School District aims to decrease its overall suspension rate even further and also to address the disproportionality that exists. Suspension rates for some student subgroups are significantly higher than the overall rate. The suspension rate is currently 5.0% for students with disabilities and 7% for African American students, which are both very concerning and highlight the need for additional improvement in this area.

LMSV uses two different tools to assess climate and culture: 1) the California Healthy Kids Survey, and 2) a district-developed survey completed annually by parents. The California Healthy Kids Survey (CHKS) has not yet been administered during the 2021-22 school year. Thus, the most recent data available is from the 2020-21 school year. The survey was administered during distance learning in February of 2021 and as a result, numerous items were not included in the survey due to this learning environment and guidelines from WestEd. However, quite a bit of helpful data was gathered from the remaining items. The 2020-21 CHKS results indicated that 83% of elementary students feel that there were caring adults at school, compared to 72% of 7th graders. 89% of 5th graders and 77% of 7th graders reported high expectations by adults at school. 77% of 5th grade students reported positive parent involvement in school while 65% of 7th grade students reported that parent involvement in school is promoted by the school community. There was not much variation between genders on these three items at the middle school level but there were significant differences between gender at the elementary school level with males reporting significantly higher than their female peers on all three items. Additionally, students identifying as two or more ethnicities reported caring adults and high expectations at a lower rate than their White and Hispanic classmates.

Unfortunately, two items that would have been helpful in looking at school climate and culture were eliminated by WestEd due to distance learning. These items were school connectedness and feeling safe at school most or all of the time. The most recent survey data for these items is from 2018-19 when 73% of 5th grade students and 53% of 7th grade students reported feeling a sense of school connectedness most or all of the time. At that time 77% of 5th grade students and 48% of 7th grade students reported feeling safe at school most or all of the time. There was no significant variation between genders at the elementary level for these items, but at the middle school level, male students reported a higher level of school connectedness and school safety. Another notable difference between these two items was that Asian students reported significantly lower rates of school connectedness and safety at school compared to their peers.

LMSV's parent survey was administered earlier in the 2021-22 school year and widely distributed to all district families TK through 8th grade. Results of this survey indicate that 90% of parents have an overall sense of community within their child's school, with 95% reporting that school staff treat them with respect and 89% reporting that they feel welcome to participate at their child's school. 94% of parents reported their child feeling welcome at school while only 76% reported that school staff welcomes their suggestions. 90% of parents reported that their

child's background (race, primary language, religion, unique needs, economic status) is respected at school. 86% of parents reported an overall sense of safety, with only 78% reporting feeling that discipline at their child's school is fair, 91% feel that their child is safe at school, and 89% reporting that the school clearly informs students what would happen if they break school rules. These survey results indicate that there is room for improvement in all areas, but particularly when it comes to school staff being open to parent/guardian feedback and suggestions, taking parent/guardian concerns seriously, fair discipline, and clear communication about expectations and consequences if rules are broken. LMSV started implementing restorative practices during the 2017-18 school year and began focusing on childhood trauma soon after, but the district wishes to revamp this focus and expand this implementation, particularly with regards to restorative practices, relationship-focused education, and non-punitive discipline practices.

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.

The Educational Services Department will be restructured for the 2022-2023 school year due to retirements. Actions 2.1 and 2.2 have been updated to reflect the change of position to Director of Student Services. Action 2.3 will be modified in the coming year. The district has concluded its cultural proficiency work with Dr. Trudy Arriaga, but will continue to focus on ensuring academic and social-emotional equity for students through a partnership with National Center for Urban School Transformation (NCUST). Action 2.10 has been modified to specify that the SEL survey will be administered to students in grades 5 and 7.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 educational partner 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%	2021-22 99%			Desired outcomes for 2023-24: 100%
Basic Services: Ensure 100% access for students to standards-aligned instructional materials.	2020-21: 100%	2021-22 100%			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%	2021-22 100%			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	2021-22: CCSS ELA - stage 5 ELD - stage 4 CCSS Math - stage 5 NGSS- stage 3 History/SS - stage 5 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	2021-22 100%			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
3.1	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
3.2	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.	$10,716,404.68	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	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).	$2,707,000.00	No
3.4	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.	$197,812.23	No
3.5	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.	$4,631,380.24	No
3.6	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.	$4,048,648.61	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	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.	$6,088,298.32	No
3.8	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.	$1,771,046.71	Yes
3.9	Classroom Environments/ Furniture **REMOVED	Goal 3, Action 9 ** THIS ACTION HAS BEEN REMOVED, EFFECTIVE 2022-23 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.	$0.00	No
3.10	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.	$606,479.68	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.

All planned actions and services for this goal were implemented for the 2021-2022 school year except action 3.9 . This action has been eliminated. Our initial plan included a possible allocation for upgraded, flexible furniture to support the classroom learning environments. The staffing demands of the year have required us to reallocate those funds to those expenses and furniture will not be able to be purchased with these funds. Our plan to have 100% fully qualified teachers was at 99% this year due to 3 misassignments for teachers needing EL certification and 2 intern credentials due to staffing shortages.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, the district assumes a variance of 10% or more to be a material difference:
- Action 3.2 - Increased costs due to negotiated salary increases provided to employees for the 2021-22 school year, which included retroactive payments
- Action 3.3 - Some anticipated expenditures were paid in the previous fiscal year; expenditures will be much higher in the coming year due to textbook adoption cycles
- Action 3.6 - Due to declining enrollment and lack of transportation staff, some transportation routes were reduced which resulted in lower costs
- Action 3.7 - Increased costs due to negotiated salary increases provided to employees for the 2021-22 school year, which included retroactive payments; increased food costs
- Action 3.8 - A technology plan was implemented to spread total costs across multiple years instead of having all costs in a single year
- Action 3.9 - Funds were reallocated to staffing expenses

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

During the 2021-22 school year, the District was able to successfully implement 9 out of the 10 goals listed within Goal 3 (with the exception of 3.9). We provided, and in some cases increased, our transportation services allowing our afterschool program to participate in intramural sporting events. Our school facilities, as documented by Facilities Inspection Tools (FIT) reports were safe, clean, and well maintained, all schools received an overall ranking of "Good" or better on the Facility Inspection Tool as reported on their annual School Accountability Report Card. All students had access to standards aligned materials taught by highly qualified staff.

The hiring of our Director of Safety and Risk Management has proven very beneficial for LMSV and has supported many of our efforts in this arena by implementing the following:
- Communications and procedures related to the prevention and response to COVID-19, as a result of evolving state guidance.
- COVID-19 testing and the management of a COVID-19 testing team to provide testing to volunteers and employees, both for those who may optionally test as well as those who are required to test weekly.

- Safety and emergency response training through the provision of regular professional development for site safety leads.
- Safety and emergency response through the implementation of an emergency response platform (CrisisGo).
- A return to work program for employees injured during the course of their duties.
- Planned training and professional development for employees.
- Consultation with the Joint Powers Authority concerning issues of property and liability.

The Information Technology (IT) department improved customer service and end user experiences this year to maximize high levels of learning for our students. Two new Technology Support Technicians were hired to better support school sites and ensure student and teacher hardware were always working and connected. IT also centralized the repair of student devices allowing us to always have enough working devices to provide to students and staff with no wait time. Over 3,000 student Chromebooks were purchased and deployed to support a one-to-one environment in grades 3-8. Over 1,500 iPad Air 1s were removed from our system and replaced to support a one-to-one environment in grades K-2. IT was also able to update and upgrade the media labs at LMAAC and SVA. IT implemented and provided PD on Clever which is our single sign-on platform that allows students and staff to quickly and more efficiently access online curriculum as well as technology accelerators such as iReady. Teacher training was provided on how to differentiate instruction using online curriculum resources as well as how to leverage Google Classroom to better support student learning.

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.

3.9 - This action has been eliminated. Our initial plan included a possible allocation for upgraded, flexible furniture to support the classroom learning environments. The staffing demands of the year have required us to reallocate those funds to those expenses and furniture will not be able to be purchased with these funds.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
16,747,149	1,197,033

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.36%	0.59%	$543,198.11	19.95%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 Schools' 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 67.07% 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 educational partner 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: 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, Action 5: The district will support sites in providing effective intervention to underserved students by continuing 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. 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, 3, 4, 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, Action 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 and improve the quality of parent feedback and engagement 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 interpreters/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, Actions 1, 2: The district is committed to improving teacher quality and diversity in underserved communities with our underserved student groups. With the collaboration of SDSU, we will continue to be an integral part of training the next generation of teachers to be well-prepared to teach our diverse learners. The district will maintain a student to teacher ratio target that is below the statutory limits to the greatest extent possible. These actions are principally directed at unduplicated students because well-equipped teachers, who can meet the needs of our diverse learners in smaller class sizes, will 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 curriculum.

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 $16,747,149 in supplemental and concentration funding for the 2022-23 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 educational partner 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 19.95% 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 2022-23 school year.

La Mesa-Spring Valley Schools will continue to 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
- Diversion programs
- Increased number of school Social Workers, specifically for an elementary diversion program and for the childcare program
- Professional development for teachers on social-emotional learning

Specific Supports for English Language Learners
- TOSA with English Learner expertise
- Social worker to support our Newcomers and their families
- Newcomer toolkit
- 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
- hotspots
- School and personal supplies

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The amount of additional concentration grant add-on funding the La Mesa-Spring Valley School District received is $869,810.The following 16 sites have an enrollment of unduplicated student groups greater than 55% (2021-22 CALPADs data): Parkway Middle (58.45%), Northmont Elementary (59.33%), Rolando Elementary (69.01%), Sweetwater Springs Elementary (70.73%), La Mesa Dale Elementary (75.60%), Trust Blended Learning (77.05%), Loma Elementary (80.94%), STEAM Academy (81.98%), Casa de Oro Elementary (82.66%), Highlands Elementary (83.88%), Rancho Elementary (85.62%), Spring Valley Academy (86.30%), Avondale Elementary (89.10%), La Presa Elementary (90.29%), Bancroft Elementary (92.12%), and Kempton Literacy Academy (95.64%).

Concentration grant add-on funding has been used to fund 22 Instruction Data Support (IDS) teachers. These positions were added as additional staff this year to improve both instruction and social-emotional support for students. Proportionally, social worker time was allocated higher to sites with higher concentrations of students who are low-income, English learners and/or foster youth in order to help mitigate the effects of the pandemic on those particularly affected student groups. In addition, the district has also used other funding sources

to offset class size issues and address staffing issues at sites with the identified student groups of 55% or more, including adding positions to address the impact of teacher absences due to quarantine requirements.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0.009	0.015
Staff-to-student ratio of certificated staff providing direct services to students	0.036	0.039

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$42,529,037.96	$3,509,279.92	$290,641.23	$19,450,657.75	$65,779,616.86	$45,262,180.01	$20,517,436.85

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Learning for our Certificated Teachers	English Learners Foster Youth Low Income	$1,162,442.08	$301,891.47		$169,667.58	$1,634,001.13
1	1.2	Learning Support TOSAs	English Learners Foster Youth Low Income	$63,884.37	$5,182.67		$314,056.64	$383,123.68
1	1.3	Professional Learning for Certificated Administrators	English Learners Foster Youth Low Income	$18,000.00				$18,000.00
1	1.4	Instruction and Data Support (IDS) Teachers Assigned to School Sites	All	$232,229.94	$52,864.33		$2,543,725.43	$2,828,819.70
1	1.5	Assessment and Intervention Programs	English Learners Foster Youth Low Income	$511,669.45				$511,669.45
1	1.6	Administrative Education Services Staff	All	$171,652.40	$11,804.47		$174,164.52	$357,621.39
1	1.7	Summer Academy	All		$1,093,315.80		$206,684.20	$1,300,000.00
1	1.8	Newcomer "Breakthrough English"	All					
1	1.9	Special Education	Students with Disabilities	$18,000,000.00			$7,756,589.00	$25,756,589.00
2	2.1	District Teams to Support Sites	English Learners Foster Youth Low Income	$116,688.84	$74,065.24		$257,483.95	$448,238.03

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Social-emotional Support, Programs, & Partnerships	All	$37,640.90	$740,155.94		$624,654.16	$1,402,451.00
2	2.3	Cultural Proficiency for All Staff	English Learners Foster Youth Low Income	$5,700.00				$5,700.00
2	2.4	Professional Learning for Classified Staff	English Learners Foster Youth Low Income	$28,333.33				$28,333.33
2	2.5	Alternatives to Suspension	All		$80,000.00	$20,000.00		$100,000.00
2	2.6	Elementary Diversion Program	All	$22,876.41				$22,876.41
2	2.7	School Attendance Rates	English Learners Foster Youth Low Income					$0.00
2	2.8	Attendance Teams at Every School	English Learners Foster Youth Low Income					$0.00
2	2.9	Differentiated Assistance	Students with Disabilities					$0.00
2	2.10	Student Survey	All				$11,046.71	$11,046.71
2	2.11	Educational Partner Surveys	All				$30,517.00	$30,517.00
2	2.12	Parent Education	English Learners Foster Youth Low Income	$114,067.56				$114,067.56
3	3.1	Appropriately Credentialed Staff Partnerships	English Learners	$59,492.00				$59,492.00
3	3.2	Class Size Targets	English Learners Foster Youth Low Income	$10,716,404.68				$10,716,404.68
3	3.3	Standards Aligned Materials	All	$1,557,000.00	$1,150,000.00			$2,707,000.00
3	3.4	Director, Safety & Risk Management	All			$197,812.23		$197,812.23
3	3.5	Condition of Facilities	All	$4,631,380.24				$4,631,380.24
3	3.6	Transportation Services/ESS	Foster Youth Low Income	$3,975,819.61		$72,829.00		$4,048,648.61

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.7	Child Nutrition Services	All				$6,088,298.32	$6,088,298.32
3	3.8	District Technology Plan	English Learners Foster Youth Low Income	$497,276.47			$1,273,770.24	$1,771,046.71
3	3.9	Classroom Environments/ Furniture **REMOVED	All					$0.00
3	3.10	Site Discretionary Funds	All	$606,479.68				$606,479.68

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$86,514,786	16,747,149	19.36%	0.59%	19.95%	$17,269,778.39	0.00%	19.96 %	**Total:**	$17,269,778.39
								LEA-wide Total:	$17,269,778.39
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Learning for our Certificated Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,162,442.08	
1	1.2	Learning Support TOSAs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,884.37	
1	1.3	Professional Learning for Certificated Administrators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	
1	1.5	Assessment and Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$511,669.45	
2	2.1	District Teams to Support Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,688.84	
2	2.3	Cultural Proficiency for All Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,700.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Professional Learning for Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,333.33	
2	2.7	School Attendance Rates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.8	Attendance Teams at Every School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.12	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,067.56	
3	3.1	Appropriately Credentialed Staff Partnerships	Yes	LEA-wide	English Learners	All Schools	$59,492.00	
3	3.2	Class Size Targets	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,716,404.68	
3	3.6	Transportation Services/ESS	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,975,819.61	
3	3.8	District Technology Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$497,276.47	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$70,024,760.73	$61,979,952.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Learning for our Certificated Teachers	Yes	$1,134,750.00	$1,334,001.14
1	1.2	Learning Support TOSAs	Yes	$357,262.55	$335,488.67
1	1.3	Professional Learning for Certificated Administrators	Yes	$36,000.00	$27,500
1	1.4	Instruction and Data Support (IDS) Teachers Assigned to School Sites	No	$2,741,571.00	$2,828,819.70
1	1.5	Assessment and Intervention Programs	Yes	$736,815.05	$511,669.45
1	1.6	Administrative Education Services Staff	No	$300,000.00	$357,621.38
1	1.7	Summer Academy	No	$4,000,000.00	$1,159,362.39
1	1.8	Newcomer "Breakthrough English"	No	$72,000.00	$74,849.65
1	1.9	Special Education	No	$25,597,307.95	$25,459,156.42
2	2.1	District Teams to Support Sites	Yes	$483,303.00	$549,993.04

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Social-emotional Support, Programs, & Partnerships	No	$912,438.00	$1,013,144.24
2	2.3	Cultural Proficiency for All Staff	Yes	$5,700.00	$3,835.59
2	2.4	Professional Learning for Classified Staff	Yes	$0.00	$0.00
2	2.5	Alternatives to Suspension	No	$70,630.00	$64,848.42
2	2.6	Elementary Diversion Program	No	$32,772.81	$22,876.41
2	2.7	School Attendance Rates	Yes	$0.00	$0.00
2	2.8	Attendance Teams at Every School	Yes	$0.00	$0.00
2	2.9	Differentiated Assistance	No	$0.00	$0.00
2	2.10	Student Survey	No	$11,046.71	$11,046.71
2	2.11	Stakeholder Surveys	No	$44,600.00	$30,517
2	2.12	Parent Education	Yes	$95,351.15	$95,103.84
3	3.1	Appropriately Credentialed Staff Partnerships	Yes	$59,492.00	$63,414.00
3	3.2	Class Size Targets	Yes	$10,844,109.20	$10,716,404.68
3	3.3	Standards Aligned Materials	No	$537,285.00	$276,633.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Director, Safety & Risk Management	No	$188,890.00	197,812.23
3	3.5	Condition of Facilities	No	$4,768,882.89	$4,631,380.24
3	3.6	Transportation Services/ESS	Yes	$4,023,740.41	$3,748,648.61
3	3.7	Child Nutrition Services	No	$5,398,891.01	$6,088,298.32
3	3.8	District Technology Plan	Yes	$4,221,863.00	$1,771,046.71
3	3.9	Classroom Environments/Furniture	No	$2,700,000.00	$0.00
3	3.10	Site Discretionary Funds	No	$650,059.00	$606,479.68

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$17,146,860	$16,794,251.43	$16,595,947.33	$198,304.10	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning for our Certificated Teachers	Yes	$724,773.64	$862,442.08		
1	1.2	Learning Support TOSAs	Yes	$238,175.03	$16,249.36		
1	1.3	Professional Learning for Certificated Administrators	Yes	$36,000.00	$27,500		
1	1.5	Assessment and Intervention Programs	Yes	$263,355.00	$511,669.45		
2	2.1	District Teams to Support Sites	Yes	$15,555.00	$125,984.94		
2	2.3	Cultural Proficiency for All Staff	Yes	$5,700.00	$3,835.59		
2	2.4	Professional Learning for Classified Staff	Yes	$0.00	$0.00		
2	2.7	School Attendance Rates	Yes	$0.00	$0.00		
2	2.8	Attendance Teams at Every School	Yes	$0.00	$0.00		
2	2.12	Parent Education	Yes	$95,351.15	$95,351.15		
3	3.1	Appropriately Credentialed Staff Partnerships	Yes	$59,492.00	$63,414.00		
3	3.2	Class Size Targets	Yes	$10,844,109.20	$10,716,404.68		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	Transportation Services/ESS	Yes	$4,011,740.41	$3,675,819.61		
3	3.8	District Technology Plan	Yes	$500,000.00	$497,276.47		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$92,067,477	$17,146,860	0%	18.62%	$16,595,947.33	0.00%	18.03%	$543,198.11	0.59%