

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

LEA Name

La Mesa-Spring Valley School District

CDS Code:

37 68197 0000000

Link to the LCAP:

(optional)

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

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

Revised for 2022-23
School Board approval scheduled for June 15, 2022

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

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 educational partner groups, and the interest-based process is used as the core for problem-solving. The district covers 26 square miles and serves 11,358 students 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), and one blended learning school (grades K-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 \$167.4 million.

In LMSVS, federal funds are used to supplement and enhance the initiatives that support our district goals. Federal funds, in conjunction with state funds, are used to close the achievement gap and support all students in meeting challenging state academic standards as reflected in our Local Control Accountability Plan (LCAP). Various measures are used to determine needs such as student achievement and growth data, stakeholder surveys, committee notes, and classroom/school observations.

Our LCAP goals include:

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

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

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

After reviewing data on the most recent California School Dashboard (2019) and our local data from 2021-22, the district has identified several areas needing improvement, including increasing the academic performance of all our student groups, and reducing suspensions and chronic absenteeism district-wide.

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

In mathematics, a performance gap also exists. Our Asian student group was at a blue (very high) performance level, and our Filipino and White student groups were at a green (high) performance level; however, there are student groups who are two or more performance levels below these student groups. While we had no student groups in the red (very low) performance level, our African American and Pacific Islander student groups were signified as being at the yellow (medium) performance level, and our English learners, Hispanic, Homeless, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities were at an orange (low) performance level on the Dashboard.

The district will continue to address these student academic performance needs in a variety of ways during the 2022-23 school year:

- Instruction and Data Support (IDS) Teachers at each site will facilitate and support the development and implementation of a systematic schoolwide approach to multi-tiered interventions and supports; collaborate and build capacity with site leadership teams and administrators to effectively use assessment data to drive instruction and establish a model for continuous student improvement; and provide direct training, coaching and support for teachers with interventions and curriculums at the site and district level

- 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
- All staff members will engage in professional learning that promotes equity for all student groups

We believe that our work on developing strong professional learning communities during the 2021-22 school year strengthened our collaboration among teacher teams and focused the work of these teams around the teaching and assessing cycle. These cycles helped to align our standards-based instruction with learning targets and success criteria as well as developing strategies for those students who needed additional support to meet the success criteria. We will continue this work in the coming year.

Because of the academic performance gaps previously mentioned, there was a need for a district-wide, systematic tool that could be used with all of our students for the purpose of universal screening and diagnostic assessments. We responded by moving forward with the purchase of i-Ready in 2021-22. i-Ready Assessment and i-Ready Personalized Instruction are part of a subscription-based software that has provided us with adaptive diagnostic assessment, growth monitoring assessments, and standards mastery assessments for all of our K-8 learners. It also helped us to target interventions for our learners in the areas of their greatest need. As such, it has been and will continue to be an integral part of our district's assessment and intervention systems.

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

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

Since the collection of the dashboard data in 2019, we have continued to collect local data regarding academic achievement, suspensions, and chronic absenteeism. Although local suspension data from 2020-21 was skewed due to distance learning, and local chronic absenteeism data for last year and 2021-22 was impacted due to COVID-19 rates, we plan to address these areas with additional interventions.

As such, the district has implemented an alternatives to suspension program during the 2021-22 school year at the elementary schools utilizing site social workers, which has also promoted a positive school environment and provided social/emotional support for students. We will expand this program in 2022-23. The initial results of our middle school alternatives to suspension program, which began in the 2019-2020 school year (Mending Matters), have led us to anticipate long-term improved results in our suspension and chronic absentee rates across all of our campuses. However, due to the effects of the pandemic and the fact that there were very few suspensions during the 2020-2021 school year due to distance learning, we know that the 2021-2022 school year will demonstrate an increase in suspension rates.

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

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

Alignment

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

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

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

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

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

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

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

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

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

With respect to inexperienced teachers, our two schools with the highest percentage of low-income students have one teacher identified as inexperienced. However, when we look at our 13 Title 1 schools in sum, we have a total of 32 teachers identified as inexperienced versus 16 inexperienced teachers in our ten non-Title 1 schools. These same numbers are consistent when we look at the service of our minority students in our schools as well. Thus, we currently have more inexperienced teachers in our schools where we have a higher percentage of low-income students, as well as minority students.

We have implemented adjustments to our recruitment and retention processes starting in 2021-22 and continuing in 2022-2023 that we anticipate will positively impact our percentage of experienced teachers at our schools with the highest percentage of low-income students. These adjustments include the review of temporary and probationary contracts and the teacher transfer process districtwide. We have also recently been able to provide credit for all years of service for teachers entering our school district.

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

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

In 2021-2022 school year, our district implemented the Leading Effective Educator Practice (LEEP) evaluation system with our certificated staff. All temporary and probationary status certificated staff were evaluated by a supervisor using the California Standards for the Teaching Profession (CSTP). All permanent certificated staff are evaluated on a 2-3 year cycle using the LEEP evaluation system for professional growth. The LEEP process includes goal setting, collaboration, observations, coaching and professional learning.

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

Professional development (PD) is a priority in LMSVS, as well as access to teacher mentors, as needed. Training is provided to our school site leaders in the areas of high-quality learning and teaching. Our LEEP program successfully supports the growth and development of our new general education and special education teachers. Additionally, educators engaged in blended professional learning where they are able to select subject and grade level-specific courses related to their assignment throughout the year that are led by teacher leaders in the district.

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

Parent and Family Engagement

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

Our social workers and mental health providers will continue to do outreach to parents of English learners and assist parents at Title I schools in navigating the school system. These staff members support parents to find community resources, hold parent workshops, and gather information about community needs. The district website lists parent resources related to helping families work with their children to improve achievement; however, teachers often also provide take-home materials based on specific student needs.

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

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

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

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not operate any targeted assistance school programs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The set-aside of federal funds for homeless students is principally directed to ensure continuity of services and targeted support for homeless students. The funds are used to purchase bus passes for students and families to ensure continuity of enrollment at their school of origin if students are temporarily housed out of district. Additionally, we recently established a partnership with Arts for Learning to provide an after school trauma-informed program for some of our most vulnerable students experiencing homelessness that will provide additional social-emotional support through visual and performing arts. We will expand this partnership in the 2022-23 school year.

Student Transitions

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not receive Title I, Part D funds.

Formal Agreements ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not receive Title I, Part D funds.

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not receive Title I, Part D funds.

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not receive Title I, Part D funds.

Educational Needs ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS does not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS promotes professional growth and improvement to teachers and administrators to address the identified needs of our students in a variety of ways that are differentiated to meet the needs of adult learners. Areas of need are identified by student achievement data, educational partner input, and observation. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness.

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

All staff will participate in ongoing professional learning through workshops, online offerings, and site-based professional learning around district and site priorities as identified through needs assessments and student data. District level professional learning will continue to focus on the site administrator as the lead learner, who will in turn provide professional learning through Site Learning Days, staff meetings, and PLC meetings.

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

Teachers will work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement.

Leading Effective Educator Practice (LEEP) is the teacher evaluation process that we will continue to implement in LMSVS in the 2022-23 school year. A team of teachers and administrators in LMSVS learned, collaborated, and designed LEEP over a three-year period. Each school and principal will implement LEEP at their sites. The major shift for LEEP from our previous teacher evaluation system is moving into a growth model that is tailored to meet the needs of each individual staff member with coaching, support, professional learning, and collaboration.

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

We will continue to offer a Blended Professional Development program which provides online, blended and face-to-face professional development. Teachers are provided with multiple opportunities throughout the year to select professional learning sessions that are relevant to their particular situation, based on the needs of their students.

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

Professional development days at the start of the 2022-23 school year will focus on the district Targeted Instructional Area (TIA): Comprehension of informational text. (California Standards RI1-10).

Instructional Focus Statement:

Each and every LMSV student will improve their ability to read, understand and make meaning of grade level appropriate informational text across all content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California State Standards. This TIA was determined through an analysis of district-wide student data, and all schools will be engaged in professional learning to better understand the expectations embedded in relevant standards and the promising practices that lead to greater student achievement. All blended professional learning will include a focus in informational text, regardless of content area.

As we progress through the year, we will identify barriers that might prevent certain student groups from achieving in this area and honor the assets these students bring to the classroom. We will continue to focus on core values that ensure equity, access, and opportunity for every child and their family as we align the actions of our district with our values and principles in our effort to build a culturally proficient organization.

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

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

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

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

Regardless of the manner in which our students are educated, LMSVS believes in continuous learning and we will ensure high-quality professional learning to all of our staff in an on-going manner throughout the entire 2022-2023 school year.

The effectiveness of all professional learning is assessed through participant feedback, educational partner input, and implementation artifacts. All professional learning that is tied to Title II, Part A is monitored and evaluated through a survey that is given to all participants at the conclusion of their professional learning. The results are shared with the team and a plan is devised depending on the feedback given. The team consists of TOSAs and Learning Support administrators who meet on a weekly basis. Often analysis yields minor tweaks to the facilitation and plans to respond to the support requested by the participants.

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

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

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

TOSAS provide direct services to schools with the highest percentage of children counted under Section 1124(c). In addition, TOSA-led professional learning will focus on research-based strategies to support the learning needs of students from socioeconomically disadvantaged homes. Schools with the highest need will receive onsite, in-person (when possible), differentiated TOSA support. Currently, LMSVS is identified for the Differentiated Assistance (DA) process and support from the San Diego County Office of Education (SDCOE). We have one upper grade academy who will continue to be engaged in DA with the SDCOE team. This site, along with any others that we identify for 2022-23, will receive priority through centralized Title II services based on their identified needs and educational partner input through SSC, ELAC, and staff.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II, Part A activities in LMSVS will help to supplement our work to support new teachers, leaders, and paraeducators in the system. Title II, Part A will allow us to support the new teachers, leaders, and paraeducators more regularly, provide enhanced professional development and coaching, and differentiate that coaching based on assessed skill and need. We will continue to value and support continuous improvement of program actions and strategies through the use of multiple measures. Multiple measures will include student data and educational partner input including:

- Professional Development Feedback - The data will be used to guide future professional development to ensure that content is relevant and meets the needs of participants. All district professional learning sessions that are tied to Title II, Part A will continue to be monitored and evaluated through a survey that will be given to all participants at the conclusion of their professional learning. Online professional development participants will also provide evaluations at course conclusions. Results from both online and in-person PD sessions will be shared with the team and a plan will be devised depending on the feedback given. The team will continue to consist of TOSAs and Learning Support administrators who meet on a weekly basis. As previously mentioned, the analysis may yield minor tweaks to the facilitation and plans to respond to the support requested by the participants.
- Parent Feedback - Parents will provide input and feedback on their satisfaction with their child's instructional program through the annual needs assessment/parent survey. This data, along with informal feedback through parent committees (such as DELAC, ELAC, SSC, and DAC) will inform professional development planning, specifically in the areas of Equity, Restorative Practice, and Trauma-Informed Care.
- Achievement results when available, including SBAC, the Dashboard, and district benchmark assessments, will provide insight into areas of need.
- Input from principals based on walkthrough data will also be used to evaluate the effectiveness of professional learning.
- Additional surveys will continue to be conducted by the district and the certificated and classified bargaining teams. These results will be shared and may reveal district-wide needs. Follow-up meetings will be conducted to develop strategic plans as necessary.

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

- The Framework for Powerful Learning
- Cultural Proficiency and Educational Equity work
- Professional learning for our paraprofessionals conducted by the Special Education department
- Differentiated Assistance and Targeted Feedback

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

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Learning Support department in LMSVS will provide district-wide training throughout the year. The district will ensure that administrators, teachers, and other appropriate staff members receive sufficient professional staff development on specific English learner topics to increase their knowledge and skills in meeting the needs of English learners (ELs):

- TOSAs will provide principals and teachers with professional development and tools to support the implementation of designated and integrated English Language Development (ELD) in all content areas.
- TOSAs will provide customized training and resources in response to observation and student data to ensure effective instruction, including the implementation of the Newcomer Kit, targeted instructional materials, and student engagement in the core curriculum.
- TOSAs will train 6th-8th grade science teachers on providing scaffolding to ELs and using integrated ELD strategies that improve access to the newly adopted science curriculum.

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

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

With the Title III, Part A Immigrant funds that we have received previously, we enrolled immigrant students, in US schools less than one year, in our newcomer academy, "Breakthrough English", during the October and Spring Breaks. Although we will not be receiving Title III, Part A Immigrant funds in 2022-23, we will institute "Breakthrough English" again if funds are made available.

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

The program also provides an important social aspect as well. Because of their diverse cultural backgrounds and experiences, the supplementary program for our immigrant students offer the children a unique opportunity to get to know new friends and develop already established friendships.

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

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSVS will provide high quality language instruction that supplements the core based on scientifically-based research. Our model for ELD instruction is based on the recommendations found in the CDE ELA and ELD Framework and the CA English Learner Roadmap.

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

1: Ensure effective implementation of ELD

- At the K-6 level, our Board-approved ELD core curriculum is Wonders. At grades 7-8, our ELD core is part of StudySync from McGraw Hill.
- Kindergarten-6th grade teachers will implement designated and integrated ELD in conjunction with ELA Wonders. 7-8 ELD and ELA teachers will implement designated and integrated ELD in conjunction with StudySync.
- ELs will receive a minimum of 30 minutes/day of designated ELD aligned with the adopted curriculum.
- All content area teachers will use instructional strategies for integrated ELD to meet language demands of complex text including math.
- All teachers will use frames and scaffolds for collaborative conversations to support ELs in developing skills for oral academic discourse.
- Teachers will utilize strategies to ensure access to academic standards through Guided Language Acquisition Design (GLAD) and other scaffolds with an emphasis on academic language.

2. Ensure access for newcomers through effective instruction and multi-tiered systems of support:

- Protocols to immediately provide support to newcomers and refugee children and their families will be implemented.
- A Newcomer Kit with multiple resources will be provided to teachers along with professional development on how to use the kit.
- Social emotional support will be provided to newcomers through a designated social worker.
- Instructional materials for newcomers will be researched and piloted.

3. Kempton Literacy Academy will continue to offer dual-language immersion (Spanish/English) and promote academic success for ELs through grade 6.

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

- Provide targeted parent education to families of EL students

(1) Understanding how to support your child at home and monitor his/her progress

(2) Promoting authentic home-school collaboration

- Increase parent education class offerings

(1) How to help your child at home

(2) Understanding curriculum adoptions

(3) How to understand/support your child's English language proficiency progress

5. Increase communication/make parents feel welcome and comfortable

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

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

- All ELs are assessed with the Summative ELPAC (English Language Proficiency Assessment for California) for annual growth. The results of this assessment are reviewed at the individual, grade level, school, and district level to make instructional modifications as needed.
- The results of the Equity Report, specifically the English Learner Progress Indicator, when available, are used to monitor areas of strength and potential growth.
- Formative assessments and walkthrough observations are used on a routine basis by site and district staff to evaluate and report on the full implementation of the ELD program at each school site.
- District and site staff review district benchmark assessments for modification of program implementation.

District and site staff monitor EL progress through ELPAC and District benchmarks:

- District and site staff monitor each EL through the annual "Catch Up Plan" that indicates whether appropriate progress is being made based on the number of years in a US school.
- Students at ELPAC levels 3 and 4 who are not making adequate progress participate in intervention.
- Students identified as at-risk LTELs and/or students already considered LTEL are monitored annually and targeted for specific interventions.
- District and site staff review district benchmark assessments for modification of program implementation.
- Collaborative teams meet regularly to analyze assessments to determine student needs and plan instructional responses.
- Students not making adequate academic progress as indicated through formative and district benchmark assessments participate in tiered intervention and progress monitoring.

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

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

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

The majority of the funding will be directed towards Social and Emotional Learning. The focus of the funding and support for student access to a well-rounded education will occur through additional support from a school psychologist who will provide resources/ interventions specifically focused on social and emotional learning, trauma-informed care, PBIS, and restorative practices. In addition, this funding supports two social worker positions whose responsibilities include providing social-emotional lessons and education, engaging with students and families for positive school connections, and diversion programs targeted at reducing suspension rates.

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

\$10,000 of SSAE funding will be specifically allocated to improving the use of technology to increase academic achievement/growth, and digital literacy of students. LMSVS already allocates a healthy budget to its classroom technology program and its efforts toward classroom technological literacy. Since this is not a primary need for us, a small portion is being set aside to meet the requirements of this provision. This funding will be directed toward supporting staff who provide professional development centered on using technology in the classroom to enhance student achievement/engagement.