

STEAM Academy at La Presa

2020-21 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	STEAM Academy at La Presa
Street	1001 Leland Street
City, State, Zip	Spring Valley, CA 91977
Phone Number	(619) 668-5720
Principal	Andrea Radmilovich
Email Address	andrea.radmilovich@lmsvschools.org
School Website	https://www.lmsvschools.org/steamacademy/
County-District-School (CDS) Code	37-68197-0132431

2021-22 District Contact Information

District Name	La Mesa-Spring Valley School District
Phone Number	(619) 668-5700
Superintendent	David Feliciano
Email Address	info@lmsvsd.net
District Website Address	www.lmsvschools.org

2021-22 School Overview

STEAM VISION (what we strive to be): STEAM academy will foster life-long learners in a high-achieving, innovating school that respects diversity and ensures a positive, safe, collaborative environment.

STEAM VALUES: Innovation; Respect; Discipline; Pride

The STEAM Academy at La Presa is dedicated to the development of the academic and social needs of our students. With the support of our families and community, we are committed to cultivating the values of innovation, respect, discipline, and STEAM Academy “Pride” in all of our students. Our entire school maintains a focus around the curricular areas of Science, Technology, Engineering, Arts, and Math (STEAM).

The STEAM Academy Program in grades 4-6 is structured around a team of teachers at each grade level who share a group of students throughout the day. One teacher works with students in language arts and social studies while their team partner is able to focus on math and science. All 4th – 6th grade teachers engage students in a STEAM period centered around 21st century learning skills.

Our 7th and 8th grade students follow an 80-minute block schedule. In this schedule, students attend four 80-minute periods of humanities, science, math, and elective or PE courses a day along with a 30-minute Innovation or Advisory Support class period. With our 80-minute block scheduling, teachers are able to teach an in-depth curriculum to our benchmark (proficient and PACE (Program for Acceleration, Challenge, and Enrichment)) students while providing remediation and support for our strategic and intensive (two years or more below-grade level) students. Students are placed in language arts and math class specifically suited to their academic needs.

By using data gathered from multiple assessment tools, students are able to move between levels based on teacher developed criterion. Students and parents can access student progress on a daily basis by using our Jupiter Grading System on-line. Students are scheduled in innovation classes based on STEAM program components in engineering, technology/media, biomedical, or the arts. However, for students who need intervention, they are instead placed in Advisory Support classes in order to provide academic intervention in math, language arts, English Language Development (ELD), and study skills when needed. In addition to a rigorous academic program targeted for the diverse needs of our students, we are also able to offer a variety of pathway elective courses such as media/technology, engineering/robotics, biomedical, band, choir, and dance.

2021-22 School Overview

Our STEAM Academy at La Presa has a targeted education program for students designated at ELPAC (English Language Assessment for California) levels 1 and 2. In this program, students are taught ELD with an alternative curriculum using the most effective Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) strategies. A minimum of 30 minutes of ELD instruction is targeted for all students with ELPAC levels 1-4. The master schedule at our STEAM Academy provides common prep times between teachers of particular content levels. This 80-minute prep time each day allows the regular exchange of effective instructional and assessment practices.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	32
Grade 5	67
Grade 6	105
Grade 7	330
Grade 8	294
Total Enrollment	828

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.1
Asian	0.8
Black or African American	9.7
Filipino	4.6
Hispanic or Latino	71.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.1
White	9.3
English Learners	29.1
Foster Youth	0.1
Homeless	6.8
Socioeconomically Disadvantaged	79.7
Students with Disabilities	18.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.2	86.8	449.9	90.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.5	0.7	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	2.5	5.6	1.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	8.5	1.7	12115.8	4.4
Unknown	3.8	10.6	27.1	5.5	18854.3	6.9
Total Teaching Positions	35.9	100.0	494.8	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.9
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.9

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK, Houghton Mifflin-Harcourt, Journeys - Year Adopted 2009 K – 6th, McGraw-Hill, Wonders - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync - Year Adopted 2015 Supplemental/Intervention Instructional Materials: Cambrium Learning, Read Well McGraw-Hill, Flex Literacy McGraw-Hill, Wonder Works English Language Development TK, Hampton Brown, Avenues - Year Adopted 2011 K – 6th, McGraw-Hill, Wonders, English Language Development - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync, English Language Development - Year Adopted 2009	Yes	0
Mathematics	TK – 5th, Houghton Mifflin-Harcourt, Math Expressions - Year Adopted 2015 6th – 8th, College Preparatory Math - Year Adopted 2019 Supplemental Instructional Materials: Moby Max	Yes	0
Science	TK-5th, Pearson Scott-Foresman, California Science - Year Adopted 2007	Yes	0

	6th - 8th, Holt, Rinehart & Winston, Holt California Science - Year Adopted 2007 Supplemental Instructional Materials: K-6th, Studies Weekly, Science Weekly		
History-Social Science	K - 6th, Studies Weekly, Studies Weekly - Year Adopted 2020 7th – 8th, National Geographic, World History & US History - Year Adopted 2019	Yes	0
Foreign Language	6th – 8th, Prentice Hall, Realidades - Year Adopted 2004	Yes	0

School Facility Conditions and Planned Improvements

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

Year and month of the most recent FIT report	April 2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

2020-21 Local Assessment Test Results in ELA by Student Group (iReady)

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	814	734	90%	10%	19%
Female	375	336	90%	10%	21%
Male	439	398	91%	9%	16%
American Indian or Alaska Native	11	10	91%	9%	27%
Asian	10	10	100%	0%	30%
Black or African American	96	88	92%	8%	16%
Filipino	45	10	96%	4%	38%
Hispanic or Latino	588	525	89%	11%	15%
Native Hawaiian or Pacific Islander	12	8	67%	33%	8%
Two or More Races	41	38	93%	7%	22%
White	277	242	87%	13%	22%
English Learners	217	195	90%	10%	3%
Foster Youth	4	4	100%	0%	25%
Homeless	80	66	83%	18%	5%
Military	50	49	98%	2%	22%
Socioeconomically Disadvantaged	645	576	89%	11%	15%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	157	137	87%	13%	1%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group (iReady)

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	814	730	90%	10%	15%
Female	375	336	90%	10%	17%
Male	439	394	90%	10%	13%
American Indian or Alaska Native	11	10	91%	9%	36%
Asian	10	10	100%	0%	20%
Black or African American	96	87	91%	9%	13%
Filipino	45	44	98%	2%	36%
Hispanic or Latino	588	518	88%	12%	12%
Native Hawaiian or Pacific Islander	12	7	58%	42%	8%
Two or More Races	41	40	98%	2%	22%
White	277	243	88%	12%	15%
English Learners	217	189	87%	13%	4%
Foster Youth	4	4	100%	0%	25%
Homeless	80	64	80%	20%	4%
Military	50	49	98%	2%	24%
Socioeconomically Disadvantaged	645	573	89%	11%	12%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	157	136	87%	13%	3%

*At or above the grade-level standard in the context of the local assessment administered.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

At our STEAM Academy we invite and encourage parental support. During Back to School Night and our Open House, parents are actively recruited to become participants on our various leadership teams such as PTA and School Site Council (SSC). Classroom volunteers are usually always welcome with schedules and arrangements made through our STEAM Academy office. Our STEAM Academy has a very active English Learner Advisory Committee (ELAC) group that meets a minimum of four times a year to discuss issues pertinent to their child's success, as well as parent education opportunities. Once a year, parents are invited and encouraged to attend Parent/Teacher/Student conferences in order to meet and discuss student progress and/or concerns of either teacher or parents. We also host 'Coffee with the Principal' several times a year via Zoom

2021-22 Opportunities for Parental Involvement

and in person. We will hold these meetings in the library. We also host 'Coffee with the Vice Principal', and that meeting is facilitated in Spanish. Please contact our school office at (619) 668-5720 for questions related to parental involvement.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	844	835	194	23.2
Female	396	389	88	22.6
Male	448	446	106	23.8
American Indian or Alaska Native	1	1	0	0.0
Asian	7	7	1	14.3
Black or African American	82	82	16	19.5
Filipino	38	38	4	10.5
Hispanic or Latino	607	599	155	25.9
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	26	26	4	15.4
White	78	77	11	14.3
English Learners	249	245	73	29.8
Foster Youth	2	2	1	50.0
Homeless	83	80	33	41.3
Socioeconomically Disadvantaged	712	703	179	25.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	167	165	61	37.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	12.38	1.78	4.64	0.52	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.36	2.27	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.78	0.00
Female	2.02	0.00
Male	1.56	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.41	0.00
Foster Youth	0.00	0.00
Homeless	2.41	0.00
Socioeconomically Disadvantaged	1.97	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.80	0.00

2021-22 School Safety Plan

Current site Comprehensive School Safety Plans (CSSP) are received by the district each year and are approved by the La Mesa-Spring Valley School Board of Education. Each site's plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school's Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Council for review and acceptance prior to submission to the Board of Education.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	6	0	0
Mathematics	27	7	14	7
Science	31	0	19	9
Social Science	30	2	9	6

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	6	7	8
Mathematics	25	9	15	6
Science	29	4	8	10
Social Science	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	3	6	9
Mathematics	28	6	12	9
Science	30	2	10	11
Social Science	0	0	0	0

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	828

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library and Learning Resources Technician	.65
Library Media Services Staff (Paraprofessional)	0
Psychologist	.6
Social Worker	.2
Nurse	.20
Health Technician	.89
Speech/Language/Hearing Specialist	.6
Site Teacher on Special Assignment (Intervention, Site Subs, etc.)	3
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,934.55	\$416.35	\$6,518.20	\$90,564.84
District	N/A	N/A	\$6,694.41	\$90,729.54
Percent Difference - School Site and District	N/A	N/A	-2.7	1.7
Percent Difference - School Site and State	N/A	N/A	-25.7	5.3

2020-21 Types of Services Funded

Title I - Basic Grant
 Special Education
 ASES - After School Education and Safety
 Title II Part A - Improving Teacher Quality
 Title III Part A - Limited English
 Lottery - Instructional Materials

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,081	\$52,060
Mid-Range Teacher Salary	\$74,706	\$84,043
Highest Teacher Salary	\$108,136	\$107,043
Average Principal Salary (Elementary)	\$138,462	\$133,582
Average Principal Salary (Middle)	\$151,011	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$223,665	\$240,628
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional learning in La Mesa-Spring Valley Schools (LMSVS) continues evolving to cultivate capacity and efficacy of teachers so 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 has 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, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to mathematics, science, and the needs of English learners.

Our Blended Professional Development program for 2021-22 offers online professional development options while still offering face-to-face professional development. Regardless of the learning format, our LMSVS educators are eager to engage in professional development, and the district is committed to supporting them with many tools, strategies, and training.

Central to our training in 2021-22 is the book *Opening Doors* by Dr. Trudy Arriaga and Randall Lindsey. Dr. Arriaga, a former superintendent, author and speaker, launched our work on the topics of equity and cultural proficiency, what she refers to as simply "Opening Doors for All Children". Dr. Arriaga is working with LMSV and other school districts throughout the United States to support the building of culturally proficient organizations. Her leadership has focused on the core values that ensure equity, access, and opportunity for every child and their family. District employees attended her keynote address at the start of the year. Dr. Arriaga will continue to present to our staff during the 2021-22 school year, and her book will be used throughout the year to anchor our practice and approach to opening doors for all children through our work on equity and cultural proficiency.

Professional Development

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.

In order to customize professional learning for certificated staff this year, 16 Lead Teachers were hired in specific areas (science, math, ELD, specialized academic instruction (SAI), PE, etc.) and offered a stipend to develop at least three sessions that will be offered through our Professional Blended Learning program. The Lead Teachers will contact their job alike cohort members across the district to gather information on specific training topics of interest, and either provide the training or coordinate with an outside expert to provide it.

Additional individual professional development opportunities offered or planned by Teachers on Special Assignment, Lead Teachers, social workers, and/or administrators for the 2021-22 school year include the following courses:

- Build Math Minds
- Building Thinking Classrooms
- Integrated ELD through Language Function
- i-Ready: Using Data to Plan Instruction
- Math Fluency
- NGSS 101: Phenomenon Based Learning
- Pro-ACT
- Processing Grief and Loss with your Middle School Students
- Reading in the Upper Grades for Struggling Readers
- Responding to Behavior Escalation
- Trauma-Informed Care

As the school year progresses, we will continue to provide support in these and other areas to deepen our expertise in providing instruction to our students.

As we continue to support the planning and professional development of our educators, the LMSVS Staff website has developed to include pacing guides, essential standards, quarantine and Independent Study Agreement resources, quick links for tutorials with Google Classroom and other Learning Management Systems, online curriculum supports, and more. The site also includes tools and information for supporting English learners and Special Education students, and providing differentiation in the content areas.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3.5	5.5	3.5