

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

School Year

2026-2027

Date of Board Approval

June 16, 2026

LEA Name

La Mesa-Spring Valley School District

CDS Code:

37 68197 0000000

Link to the LCAP:

(optional)

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 2026-2027

School Board approval scheduled for June 16, 2026

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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 purpose of the La Mesa-Spring Valley (LMSV) School District is to nurture and inspire every child to learn, achieve, and find their unique voice. Our mission as a public school district encompasses far more than academics and is guided by these principles:

- We are committed to continuously improving as individuals in order to meet the ever-changing needs of children and their families.
- We take collective responsibility for the success of each and every child.
- We cultivate and embrace a culture of belonging for all.
- We love and accept children for who they are, as they are, by celebrating their inherent worth.
- We will be relentless in our efforts to remove barriers, address disparities, and foster a true sense of hope and promise.

LMSV is located just east of San Diego. The district is committed to ensuring high levels of learning for each and every child through grade eight and providing support services that benefit our families. We embrace and value the diversity of our students, families, and staff. LMSV collaborates with and seeks input from all of our educational partners, keeping the child at the center of all of our decisions. The district covers 26 square miles and serves 10,616 students (not including preschool). LMSV offers 17 elementary schools (grades TK-5) and four middle school academies (6-8). One of our elementary schools offers a dual immersion program in English and Spanish, grades TK-5. Our middle school academies each offer a specialized pathway for students, including visual and performing arts, sports and health science, CTE, STEAM and AVID.

The LMSV student population is diverse. The ethnic distribution of our students is as follows: Hispanic - 51.6%, White - 25.6%, Black/African American - 7.5%, Multi-Ethnic (2 or more) - 8.8%, Filipino - 2.0%, Asian - 3.2%, Hawaiian/Pacific Islander - 0.4%, and American Indian-Alaskan Native - 0.1%. Our percentage of Unduplicated Pupils (socioeconomically disadvantaged students, foster youth, English learners) is 62.5%. 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 1,769 people with an annual general fund budget of approximately \$216.7 million.

In LMSV, 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 support 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.

Goal 4 - Equity Multiplier Goal - Bancroft Elementary School

After reviewing data on the most recent California School Dashboard (2025) and our local data from the 2024-25 school year, 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. According to the 2025 California School Dashboard, English/language arts still has a performance gap in the achievement levels amongst our student groups. This is especially concerning for our students with

disabilities, unhoused students, and Long-Term English Learners. This discrepancy also exists in mathematics, where our students with disabilities, Long-Term English Learners, and unhoused students performed in the lowest band.

We are also committed to reducing chronic absenteeism and suspension across our district. While our chronic absenteeism rate declined 2.3%, it still remains at 20.81%. Again, we seek to address disparities where they arise, and our foster youth, English Learners, and long-term English Learners continue to have disproportionately high chronic absenteeism rates. Lastly, while our suspension rates declined only slightly to 2.8%, we still remain slightly below the state average. We will also continue to make efforts to support our groups, Foster Youth and Long-Term English Learners, whose suspension rate is significantly higher than the all-student rate.

The district will continue to address these students' academic performance needs in a variety of ways during the 2026-27 school year:

- Continued emphasis on the instructional focus of improving comprehension of informational text
- Development of shared leadership through training and support of instructional leadership teams and focused learning around the Framework for Powerful Learning
- Targeted professional learning on math instruction
- A focus on the Gradual Release of Responsibility model to strengthen Tier 1 and Tier 2 instruction.
- Collaboration time to analyze English language arts and math achievement data in order to identify students who need targeted and differentiated instruction
- Professional learning focused on promoting equity for all student groups
- Tier 1 social-emotional learning (SEL) instruction is delivered to all students using the Second Step curriculum, with continued enhancement of Tier 2 support strategies.
- Implementation of the Reading Difficulties Risk Screener in grades K–2 to identify students at risk and provide early intervention for potential reading challenges.
- Assign an Extended Learning Early Intervention TOSA to each school site to monitor student data and coordinate targeted intervention efforts.

Our focus this year on the implementation of the Framework for Powerful Learning via our site instructional leadership teams has helped us develop a culture of deep implementation of learning at our sites. Teachers are conducting peer observations and sharing feedback based on quality indicators of effective instructional practices, and utilizing Standards Mastery assessments to increase the rigor of instruction for students. These actions will continue as we learn and implement additional powerful instructional practices in the coming school years.

Analysis of the 2025 California School Dashboard data indicates that reducing suspensions and chronic absenteeism remain key district priorities. District-wide, the all-student suspension rate remained in the yellow performance level band, indicating that overall suspension levels were maintained. However, disaggregated data reveal notable disparities among student groups. While the majority of students fall within the high (orange) performance level, Asian students are at a medium level (yellow), and Hispanic students are at a very low level (green). In contrast, African American students and Long-Term English Learners are disproportionately impacted, with suspension rates in the very high (red) performance level band.

While suspension rates declined slightly, we continue to be concerned about the amount of time that students are missing instruction due to in-school, out-of-school, and teacher-initiated suspensions from class. We are particularly concerned about socio-economically disadvantaged, foster youth, and students of color who are suspended more frequently than their counterparts. This year, the district has continued its commitment to ensuring that each site has a full-time social worker on its campus. Each site's social worker has implemented internal interventions, both preventative and responsive, to create alternatives to suspension on that campus. Additionally, sites are working on Positive Behavioral Interventions and Supports (PBIS) to create cultures of success on their campuses.

The district has shifted from a centralized program to a site-based model of restorative practices and alternatives to suspension at each of our four middle schools. At the secondary level (Grades 6–8), restorative alternatives to suspension are now implemented and facilitated by trained site staff, allowing for more timely, context-specific responses to student behavior. As a result of this increased site ownership, participation in diversion in lieu of suspension has expanded, with 363 students served this year. At the elementary level, restorative alternatives to suspension are overseen by site-based social workers, ensuring developmentally appropriate supports for younger students. Across all sites, suspension data is reviewed monthly by both central office and site principals to monitor trends, identify disparities, and provide targeted support and intervention as needed.

With regard to our levels of chronic absenteeism, the 2025 California School Dashboard shows that all student groups

were impacted by chronic absenteeism. The majority of student groups performed in the medium and low (yellow and orange) performance levels. Foster Youth, English Learners, and Long-Term English Learners were in the very low performance level for chronic absenteeism.

We continue to look for patterns of attendance with our students and families, and how we can interrupt poor attendance before it becomes a habit. We want our students to be healthy and to stay home when they are ill, but we also want to ensure that families are supported if there are needs that are interfering with regular and on-time attendance. It's important to ensure that our students and families feel connected at school so they will be excited to be there every day.

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, the 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, our LCAP actions include 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 parent liaisons who support parent education and outreach at our Title I sites.

Title II funds are allocated to provide professional learning in evidence-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. We understand an increased need for support at our TSI schools and consider those needs when allocating our TOSA support and prioritizing the time she spends at each site.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

La Mesa-Spring Valley School District followed the data collection process outlined by the California Department of Education (CDE) to determine any disparities in educator equity. We used the most current data available from DataQuest, along with local data, and applied the CDE definitions for ineffective, inexperienced, and out-of-field teachers. DataQuest reports teacher data by Full-Time Equivalent (FTE), so a value of 1 represents one full-time teacher.

Based on this analysis, La Mesa-Spring Valley has a total of 26 teachers identified as inexperienced (including out-of-field, interns, ineffective, or incomplete credential status). Of these, 13 are assigned to Title I schools, and 13 are placed at non-Title I schools, reflecting a more balanced distribution than in previous years when inexperienced teachers were disproportionately assigned to Title I campuses. By leveraging this group across both Title I and non-Title I schools, the district is supporting instructional capacity in all settings while continuing to provide targeted support to our highest-need students, including English Learners, students with disabilities, and socioeconomically disadvantaged students.

Over the past several years, we have refined our recruitment and retention practices to increase the number of experienced teachers at schools serving the highest percentages of low-income students. These efforts have included a district-wide review of temporary and probationary contracts, as well as adjustments to the teacher transfer process to support more equitable staffing. We also offer up to ten years of prior service credit to educators joining our district,

making La Mesa-Spring Valley a more attractive option for experienced teachers. Additionally, we have implemented targeted incentives for hard-to-fill positions, such as ongoing retention stipends for teachers with an Education Specialist (Special Education) credential. These strategies will continue into the 2026–27 school year.

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 reviewing Out-of-Field teacher assignments, we currently have five positions in Title I schools and ten in non-Title I schools. Regarding teachers considered ineffective, those working under a Short-Term Staff Permit or Substitute Permit, there is one teacher assigned to a non-Title I school in the district.

To ensure we have highly qualified staff, all teachers are part of an evaluation cycle. 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 Leading Effective Educator Practice (LEEP) evaluation system for professional growth. The LEEP process includes goal setting, collaboration, observations, coaching, and professional learning.

All teachers in LMSV 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 credentials are 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 (DPAC), Classified Staff Council (CSC), District Staff Council (DSC).

Professional development (PD) is a core priority in LMSV, along with ensuring access to teacher mentors as needed to support ongoing growth. School site leaders receive targeted training focused on high-quality teaching and learning, strengthening their ability to lead instructional improvement at their sites. Our LEEP program continues to successfully support the development of both new general education and special education teachers, providing structured guidance and coaching during their early years in the profession.

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.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits

	• Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

LMSV has three schools eligible for Targeted Support and Improvement (TSI). We have one school eligible for Additional Targeted Assistance & Intervention (ATSI). The district will use the LCAP educational partner process to engage parent and family educational partners at TSI and ATSI schools, throughout the year, at site/district parent meetings to gather input. In addition, a Parent Satisfaction Survey was distributed in March, 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 principals to use as part of the annual evaluation of the SPSA and to make changes for the coming school year.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).

2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district parent and family engagement policy was developed in partnership with parent educational partner groups, such as District Parent Advisory Council (DPAC)/School Site Council (SSC), District English Language Advisory Committee (through DPAC)/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 DPAC. The evaluation includes identifying barriers to greater participation by parents in parental involvement activities. Attention is given to our unduplicated student families. 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; DPAC (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

We understand the importance of parent engagement and continue to build a culture where all staff work alongside families to best serve our students. 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 training 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, as 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.

LMSV 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 evidence-based practices in the LCAP, but based on site-level planning, data, and student needs. Since 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 their 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:

LMSV 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:

In 2026-2027, the district will continue to utilize a portion of its Title I funding to support an early intervention behavioral program for preschool students. Students participating in LMSV early childhood programs, and students who are age-eligible for early childhood programs and reside in LMSV boundaries, may be referred to this program for parent and student behavioral support and intervention. This evidence-based program has demonstrated success in other school districts, and we hope to interrupt patterns of disruptive behavior before preschool-aged students transition to elementary school programs, laying the foundation for academic and social-emotional success.

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.

In 2026-2027, the district will continue to utilize a portion of its Title I funding to support an early intervention behavioral program for preschool students. Students participating in LMSV early childhood programs, and students who are age-eligible for early childhood programs and reside in LMSV boundaries, may be referred to this program for parent and student behavioral support and intervention. This evidence-based program has demonstrated success in other school districts, and we hope to interrupt patterns of disruptive behavior before preschool-aged students transition to elementary school programs, laying the foundation for academic and social-emotional success.

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) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through 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:

In 2024-25, LMSV began implementing a Community Schools model at 13 of its campuses, supported through a Community Schools Grant from the California Department of Education. This five-year grant will help us provide wrap-around support to our schools and families most in need - targeting supports such as parent education, mental health support, medical and dental care, after-school tutoring and intervention, attendance intervention and support, and more. The goal is to provide an on-site point-person at each of the identified schools, along with two centralized “hubs” across the district where services can be made available for families who need to access them. All families will have access to the services at our “hubs,” not just those who have students attending designated Community School sites.

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:

LMSV 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

- (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:

LMSV 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:

LMSV 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:

LMSV 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:

LMSV 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:

LMSV 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:

LMSV does not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSV 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:

LMSV 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:

LMSV 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:

LMSV 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:

LMSV 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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

LMSV is committed to fostering a culture of continuous professional growth to support both teachers and administrators in meeting student needs. Our professional learning pathway is informed by a range of data sources, including student achievement data, feedback from educational partners, and observational insights. The Learning Support Department regularly measures, monitors, and adjusts professional development opportunities to ensure effectiveness and provide differentiation across sites and roles. Teachers with preliminary credentials participate in the New Teacher Induction Program, offered through a partnership with SDCOE, and receive ongoing support from colleagues, TOSAs, and site administrators. Through Distributed Leadership, Instructional Leadership Teams (ILTs) collaborate with principals to plan, deliver, and monitor professional learning at each site. Dedicated release time—such as VAPA at the elementary level and collaboration periods at the middle schools—provides teachers with valuable opportunities for data analysis, instructional planning, and ongoing learning. These efforts are designed to empower educators to deliver high-quality, first-best instruction for every student.

Before the 2022-2023 school year, a comprehensive analysis of district-wide student data identified comprehension of informational text as the District's Targeted Instructional Area (TIA) for professional learning. To guide and align our efforts, the following instructional focus statement was established:

- 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.

For the 2025-2026 school year, professional learning continued to be centered on the implementation of this instructional focus through the Framework for Powerful Learning. As a district, we emphasized the powerful instructional framework of Gradual Release of Responsibility, building upon our previous focus areas of close reading, collaborative conversations about text, short constructed responses related to informational texts, and systematic vocabulary instruction. These high-leverage practices are designed to support students in deepening their comprehension and analysis of informational text across disciplines.

Our certificated administrators participated in bi-weekly Learning Leaders meetings, engaging in deep learning related to the TIA, the identified powerful practices, and instructional leadership. Simultaneously, the Extended Learning and Early Intervention teachers on special assignment (ELEI TOSA) partner with principals at each elementary site to support the K–2 instructional focus on early literacy and comprehension of informational texts. Together with members of the Instructional Leadership Team, they facilitate Site Learning Days, providing school-based professional learning that keeps staff focused on strengthening students' reading and thinking strategies across all content areas.

Additionally, we continue to invest in the development of shared leadership to ensure the implementation of the Framework for Powerful Learning is successful at our school sites. Three times this year, site leaders, ELEI TOSAs, and two representative members of the school's Instructional Leadership Team (ILT) were brought in for full-day training and

collaboration with a facilitator (Dr. Bonnie McGrath). Our work with Dr. McGrath focused on ensuring that there was shared leadership and accountability at the school sites for the implementation of professional learning and the monitoring of outcomes for students. ILTs focused on quality indicators for each powerful practice, engaged in conversations around collecting data, measuring, and modifying their site implementation, and learned protocols around student work and data analysis. We will continue this work into the next year as we have seen tremendous impact on sites throughout the district.

In addition to site-based professional learning, all staff engaged in district-developed professional development aligned to both district and site priorities, informed by needs assessments and analysis of student data. For the 2025-2026 school year, professional learning was strategically focused on the Gradual Release of Responsibility framework to build student ownership of their learning through scaffolded instruction that gradually supports independence. Educators explored ways to design lessons that move students from guided practice to independent application, strengthening their ability to take responsibility for learning across all content areas. These instructional foci are intended to benefit all students while providing targeted support for historically lower-performing student groups, including English Learners, long-term English Learners, students with disabilities, and students from socioeconomically disadvantaged backgrounds.

Professional development also included revising Tier 1 instruction and refining Tier 2 systems of support to ensure interventions are targeted, timely, and responsive to student needs. Training on mathematics instruction aligned to the California Mathematics Framework emphasized focus, coherence, and rigor, helping educators integrate conceptual understanding, problem solving, and procedural fluency.

Our professional learning model remains dynamic and responsive, continuously refined based on evolving student, teacher, and administrator needs. The overarching goal for the year is to ensure all students experience scaffolded, independent learning opportunities that build confidence, competence, and ownership, with particular attention to addressing equity gaps for historically underserved student populations.

Given the importance of these instructional priorities, we will continue this work in the 2026-2027 school year, going deeper to strengthen educator capacity and implementation. Professional learning will remain focused on scaffolded instruction, the Gradual Release of Responsibility framework, Tier 1 and Tier 2 supports, and strategies to support historically underserved student groups, ensuring that all initiatives continue to advance equitable and rigorous learning opportunities for every student.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II funds in LMSV are centralized, and the majority are used to fund Teachers on Special Assignment (TOSA) positions. TOSAs, under the guidance of Learning Support, 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 evidence-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, LMSV is identified for the Differentiated Assistance (DA)

process. To support our school in this work, we work with both NCUST and the San Diego County Office of Education. Sites identified as needing additional support (TSI) in 2025-26 will receive priority through centralized Title II.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Title II, Part A activities in LMSV will play a critical role in supplementing our efforts to support new teachers, leaders, and para educators across the system. These funds will enable us to provide more consistent support, enhance professional development and coaching opportunities, and offer differentiated coaching tailored to individual skill levels and identified needs. To ensure the effectiveness of our professional learning offerings, we will utilize multiple measures for evaluation. These measures will include both student performance data and input from educational partners.

Examples include, but are not limited to:

- Professional Development Feedback - All professional development (including those tied to Title II, Part A) is monitored through a participant end-of-course survey. The results of this data are shared with the learning support team and guide future professional development to ensure that content is relevant and meets participants' needs.
- 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 DPAC, ELAC, and SSC), will inform professional development planning, specifically in the areas of Equity, Restorative Practice, and Trauma-Informed Care.
- Achievement results, including SBAC, ELPAC, the Dashboard, i-Ready, and other district benchmark data
- Input from principals based on walkthrough data
- Additional surveys conducted by the district and the certificated and classified bargaining teams.

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

The professional learning plan, along with any revisions, is communicated district-wide to ensure transparency and

alignment. Principals receive regular updates during Learning Leaders meetings on both the content and effectiveness of the professional learning, as well as strategies for supporting implementation at their sites. These meetings will also serve as a forum for principals to provide feedback on classroom implementation, teacher progress, and to suggest potential next steps for continued growth and support. ILT training, ILT meetings and Site Learning Days are all aligned to this work, which brings coherence across the district, while also ensuring educator voice and leadership in the learning.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Learning Support department in LMSV provides 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 K-5th grade science teachers on providing scaffolding to ELs and using integrated ELD strategies that improve access to the newly adopted science curriculum.
- GLAD training will be provided to school sites where principals can support the implementation of these strategies in the classroom

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 training, 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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Targeted supports have been provided for immigrant youth through both a part-time counselor and the hiring of parent-community liaisons. A notification process has been established to ensure that when an immigrant or refugee student enrolls at a school site, both a district TOSA and the district counselor are notified. Immediate outreach is provided both

to the family and to the school site. A Newcomer Toolkit has been developed to support instruction for immigrant/refugee students, and our counselor connects with the family to ensure meaningful participation and transition is supported. This process will be enhanced and expanded with Title III, Part A Immigrant Funds, so that we are able to best serve the needs of our students.

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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LMSV 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.

In La Mesa-Spring Valley Schools, English Language Development (ELD) instruction is consistent, comprehensive, and includes both integrated and designated ELD. Integrated ELD occurs throughout the school day in all subject areas and is delivered by every teacher who has multilingual English Learner (EL) students in their classroom. Teachers use the ELD, ELA/Literacy, and other content standards together to ensure students build academic English skills while accessing and learning grade-level content.

Designated ELD is provided during a dedicated, protected time within the regular school day. This instruction is based on the California ELD Standards and is designed to support English Learners in developing the specific language skills they need to meet challenging academic expectations across all subjects.

LMSV is guided by the principles outlined in the California English Learner Roadmap. This framework promotes the understanding that the simultaneous development of language and academic skills is a shared responsibility among all educators. It emphasizes that every level of the school system plays a role in ensuring that English Learners have equitable access to high-quality instruction and the opportunity to succeed. The principles focus on creating schools that are asset-oriented and responsive to student needs, ensuring intellectually rich instruction and meaningful access to content, fostering system conditions that support effective teaching and learning, and maintaining alignment and articulation within and across educational systems.

Through this comprehensive and collaborative approach, LMSV is committed to ensuring that all English Learners thrive linguistically, academically, and socially.

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 the 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, 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.
 - In grades 2-8, Benchmark Hello! curriculum to support the first 8-16 weeks of school (survival stage) is implemented at every school.
 - Social-emotional support will be provided to newcomers through a designated social worker.
 3. Kempton Literacy Academy will continue to offer dual-language immersion (Spanish/English) and promote academic success for English Learners through grade 5.
 4. Encourage and support meaningful parent, family, and community involvement in the education and success of English learners:
 - Understanding how to support your child at home and monitor his/her progress
 - Promoting authentic home-school collaboration
 - Increase parent education class offerings:
 - How to help your child at home
 - Understanding curriculum adoptions
 - How to understand/support your child's English language proficiency progress
 5. Increase communication/make parents feel welcome and comfortable
 - Interpretation at parent events
 - Parent-community liaisons to assist parents with registration and school procedures

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learners (ELs) in La Mesa-Spring Valley Schools receive high-quality English Language Development (ELD) instruction across all EL program models until they demonstrate proficiency in both English language and academic skills. In addition to ELD, ELs engage in the core grade-level curriculum with the support of differentiated instruction and targeted strategies that ensure access to academic content and language. To support continued growth toward English proficiency and mastery of rigorous state academic standards, LMSV is committed to using research-based instructional materials, ongoing program evaluation, and consistent monitoring to guide and strengthen our practices.

- All English Learners are assessed with the Summative ELPAC (English Language Proficiency Assessment for California) or Alternative ELPAC 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 California Dashboard, specifically the English Learner Progress Indicator, 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 English Learner progress through ELPAC and District benchmarks:

- District and site staff monitor each English Learner through the annual MAPs (Monitoring Adequate Progress for English Learners), which 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 receive an intervention plan to support the student in making the progress we would hope to see.
- 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 (DPAC, ELAC, SSC, 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)

Beginning in the 2024-2025 school year, LMSV implemented the ELLevation platform to help ensure our multilingual learners are monitored and supported through ELPAC/ELPI score analysis, EL/RFEP progress monitoring, reclassification workflows, translated parent letters, and instructional planning tailored to their needs.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Through the Title IV, Part A, Student Support and Academic Enrichment (SSAE) Grant funding, LMSV focuses primarily on addressing priority (c), supporting safe and healthy students. This priority has been identified as the greatest need by our educational partners. LMSV has several mechanisms through which input is sought from educational partners on an ongoing basis. Input was provided at employee and parent advisory groups (DPAC, DSC, CSC, PTA, etc.) regarding the needs at their sites/departments, parent/staff survey data was reviewed, and input was provided by our employee associations as part of our interest-based collective bargaining process. The overwhelming theme from our educational partner input continues to be social-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).

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

- Improve access to social and emotional learning and supports for students
- Reduce suspension rates for middle school students
- Increase the percentage of students who report a positive school connection and positive school climate
- Provide behavioral support and intervention for students exhibiting challenging behavior
- Provide training to staff on de-escalation strategies and appropriate student interventions
- Provide early intervention to students ages 3-6 displaying challenging behavior in preschool, TK or K settings

Objectives will be measured through specific data collection (suspension, discipline, and Panorama 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 developing the social, emotional and behavioral skills of our students at the Tier I level. 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 trauma-informed care, PBIS, and restorative practices. This funding also supports classified staff who are trained and skilled in behavioral strategies, who can help ensure consistency of implementation when behavior plans are written for students.

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

LMSV 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.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Through the Title IV, Part A, Student Support and Academic Enrichment (SSAE) Grant funding, LMSV focuses primarily on addressing priority (c), supporting safe and healthy students. This priority has been identified as the greatest need by our educational partners. LMSV has several mechanisms through which input is sought from educational partners on an ongoing basis. Input was provided at employee and parent advisory groups (DPAC, DSC, CSC, PTA, etc.) regarding the needs at their sites/departments, parent/staff survey data was reviewed, and input was provided by our employee associations as part of our interest-based collective bargaining process. The overwhelming theme from our educational partner input continues to be social-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).

What activities will be included within the support for a well-rounded education?

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

- Improve access to social and emotional learning and supports for students
- Reduce suspension rates for middle school students
- Increase the percentage of students who report a positive school connection and positive school climate
- Provide behavioral support and intervention for students exhibiting challenging behavior
- Provide training to staff on de-escalation strategies and appropriate student interventions
- Provide early intervention to students ages 3-6 displaying challenging behavior in preschool, TK or K settings

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Objectives will be measured through specific data collection (suspension, discipline, and Panorama SEL survey data) and through anecdotal data collection (numbers of students served by the 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 developing the social, emotional, and behavioral skills of our students at the Tier I level. 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 trauma-informed care, PBIS, and restorative practices. This funding also supports classified staff who are trained and skilled in behavioral strategies, who can help ensure consistency of implementation when behavior plans are written for students.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

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

What activities will be included within the support for safety and health of students?

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

- Improve access to social and emotional learning and supports for students
- Reduce suspension rates for middle school students
- Increase the percentage of students who report a positive school connection and positive school climate
- Provide behavioral support and intervention for students exhibiting challenging behavior
- Provide training to staff on de-escalation strategies and appropriate student interventions
- Provide early intervention to students ages 3-6 displaying challenging behavior in preschool, TK or K settings

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Objectives will be measured through specific data collection (suspension, discipline, and Panorama SEL survey data) and through anecdotal data collection (numbers of students served by the 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 developing the social, emotional, and behavioral skills of our students at the Tier I level. 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 trauma-informed care, PBIS, and restorative practices. This funding also supports classified staff who are trained and skilled in behavioral strategies, who can help ensure consistency of implementation when behavior plans are written for students.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

LMSV 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.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

LMSV will include targeted activities to support the effective use of technology as a tool to enhance student engagement, access to supports, and staff capacity. While the primary focus of SSAE funding is on supporting safe and healthy students, a portion of funds will be used to strengthen educators' ability to integrate technology in meaningful and impactful ways. Activities will include professional development for certificated and classified staff focused on leveraging technology to support social-emotional learning, student engagement, and differentiated instruction. This includes the use of digital platforms and tools that support SEL curriculum implementation, progress monitoring, and student access to resources related to mental health and well-being. Additionally, staff will be trained to use technology to collect and analyze data (e.g., discipline, attendance, and SEL survey data) to better identify student needs, monitor progress, and inform responsive interventions. Technology will also support communication and collaboration among student support

teams, allowing for more coordinated and timely services for students. These efforts are designed to ensure that technology is used intentionally to enhance, rather than replace, high-quality instruction and student support systems, ultimately contributing to improved student outcomes, increased engagement, and a more positive school climate.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Activities supported through the grant will be evaluated through a combination of quantitative and qualitative data to inform continuous improvement and future program planning. Key outcome measures will include suspension and discipline data, rates of tobacco- and drug-related incidents, and student responses on the CORE Social-Emotional Learning (SEL) survey, particularly in areas related to school climate and sense of connection.

Data will be formally reviewed on an annual basis and monitored quarterly by the Student Supports division to assess progress toward stated objectives, ensure equitable access to services, and identify trends or areas of need. In addition, anecdotal data—such as the number of students served by social workers and behavior support teams, as well as feedback from staff, students, and families—will provide insight into the effectiveness and implementation of services. Ongoing input from educational partners, including staff, families, and advisory groups (e.g., DPAC, DSC, CSC, PTA), will also be used to evaluate program impact and inform adjustments. This continuous feedback loop will ensure that resources and strategies remain responsive to student needs and that future program planning is data-driven, targeted, and aligned to improving student well-being, behavior, and overall school climate.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022