

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

Mission:

Del Vista Math & Science Academy is a professional learning community who is committed to providing a high quality education for all students in a nurturing, safe learning environment.

Vision:

Our vision is to produce life-long learners and citizens of positive character through a focused and caring learning environment.

Goals:

We will provide an environment of academic excellence that will develop creative and critical thinkers. We will commit to provide a supportive learning environment that models a strong, positive work ethic, sparks an attitude of inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens. We will engage each of our students as unique individuals in order to prepare them for college and career readiness. Every employee will honor students, parents, and community members by providing exemplary customer service.

Del Vista Math & Science Academy is home to approximately 548 students in grades TK - 5. In addition, a district preschool class is located on site, which serves a morning and afternoon class. We also house a moderate/severe preschool class. The diversity of the community of Delano is reflected in its student population. The student demographics are as follows: Hispanic - 94%, Filipino - 3.2%, Asian - .6%, African American - .8%, American Indian - .2% and Multi - .6%. Our student population is also divided into the following subgroups: 86.1% socioeconomically, 56.5 % English Learners, 7.8% Migrant, .4% Foster Youth, 5% immigrant and 1.9% McKinney-Vento.

Through this LCAP, Del Vista Math & Science Academy is committed to address the needs of all students by offering strategic intervention and enrichment opportunities to guide them to become successful scholars. Each goal within this plan was strategically created to address our mission, vision, and goals.

Reflections: Successes

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

Del Vista Math & Science Academy used local measures for the 2020-2021 school year for student learning accountability. The local measures used to report student progress are STAR Math, STAR Reading and IXL Reading/Math. The following are successes for our school:

- Attendance during Distance Learning was above 98.63%.
- According to the 2019 California School Dashboard, the suspension rate is at .3%. The school had a decline of 1.4%, which also has the school in the Blue range. Currently for the 2020-2021 school year, there are no pupil suspensions nor expulsions.
- DVMSA had an increase of 9 points in English Language Arts. Goal 1 has allowed the school to devote many resources to ensure that our teachers have resources to decrease the distance from met for all students.
- In math, the dashboard reports that DVMSA had an increase of 31.1 points.
- 61.2% of English Learners were making progress towards English language proficiency, which placed DVMSA in the High progress level.
- The reclassification rate for 2019-2020 is at 10.2%.
- All students were provided chromebooks to use during distance learning. Hot spots were provided to students/families who did not have internet services.
- DVMSA embedded a half hour block for student support at the end of the day in order to provide extra assistance to pupils. Interim Assessment Block intervention was also provided by third - fifth grade teachers to targeted students.

Reflections: Identified Need

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

Although we still held on to our mission and vision, the COVID-19 pandemic drastically changed how we met the needs of our school community. DVMSA understood that the school closure in March 2020 caused a major impact on our students and families. Curriculum pacing, traditional methods of instruction and assessments of student learning were also affected. Based on the 2019 California School Dashboard, the following are areas of identified need:

- Although our students are in the Yellow performance band in English Language Arts, English Learners are 34.7 points below standard as compared to All students who are 26.8 points below standard. Goal 1 will help to support targeted intervention for K-5 students that are below grade level. The reading intervention teacher will provide professional development that supports teachers in the teaching of reading. The district ELD coach will continue to be utilized in order to provide professional development in the areas of Speaking, Listening, Reading and Writing.

- In the area of Math, All students are also in the Yellow performance band. However, the English Learners are 42.2 points below standard and the socioeconomically disadvantaged students are 41.6 points below standard as compared to All students who are 40.5 points below standard. We will continue to use the resources in Goal 1 to assist towards closing the distance from met in all groups. The math coach will continue to provide teachers support through modeling and professional development.
- IXL Reading results indicate the following needs: third grade scored the lowest on Grammar (203) and Reading Strategies (249); fourth grade scored the lowest on Grammar (279) and Writing Strategies (360); and fifth grade scored the lowest on Reading Strategies (418) and Grammar and Mechanics (427).
- IXL Math results indicate the following needs: third grade scored the lowest on algebra (288) and measurement (307); fourth grade scored the lowest on Grammar (279) and writing strategies (360); and fifth grade scored the lowest on algebra and algebraic thinking (404).

LCAP Highlights

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

DVMSA met with various stakeholder groups to discuss and analyze each goal and action item of the previous LCAP. Based on input from stakeholder collaboration as well as measuring student needs through local assessments and data, DVMSA will continue to implement the three LCAP goals as in the previous LCAP, but will change the action items under each goal to address current needs.

Goal #1 – DVMSA will work to provide a world class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure student success in career and college readiness.

Goal #2 – DVMSA will maintain a safe and secure learning environment that is engaging and stimulating and will enable our students to become productive and responsible citizens.

Goal #3 – DVMSA will Implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Arts and the Mathematics.

The following action items are addressed under each goal to meet specific student needs:

Goal 1:

Curriculum and Instruction

Professional Development

Specialized academic coach to help all teachers with lesson design and lesson delivery

Instructional support for TK and Kindergarten students through instructional aides

Data Analysis and Targeted Intervention

Vice Principal of Learning for instructional support

Goal 2:

Vice Principal to help monitor school safety and maintain a positive school culture

School nurse to assist in the health and safety of all students

Emergency management systems training and materials

Culture building activities for students and parents
Physical education teacher to promote wellness
Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated pupils in need

Goal 3:
Providing music, visual and performing arts for all students
Parent involvement activities both at the district and site levels
Providing Librarian and resource clerk as liaisons
Technology enhancement
School-wide STEAM program implementation with a lab
Scicon opportunities to promote science education in grade five

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Del Vista Math & Science Academy values the input of all stakeholder groups. To gather input, the school makes every effort to reach out to all parents by utilizing different formats to gather feedback. Acknowledging that not all families have the ability to connect virtually due to lack of Wi-Fi, the school has provided additional methods in which the parents can participate and provide stakeholder input. The school has sent out phone surveys in both English and Spanish where parents can simply respond via text message to each question. This method has produced larger amount of responses over mailing out paper/pencil surveys. The school has also met virtually with School Site Council and the ELAC committee to gather input for the development of this plan. Their participation, comments, questions, and concerns have guided the creation of some of the action items and have provided guidance on how to best meet the needs of their children. In addition, the school has sought input from parents of students with unique needs such as GATE, English learners, foster youth, exceptional needs, and socioeconomically disadvantaged students to help determine additional supports to better serve their children and to help mitigate learning loss. DVMSA has also reached out to all staff, students and other school personnel for input via surveys where they are able to express their needs, concerns, and provide specific information relating to their experience with the impacts of COVID-19. The school has provided technology support to help all stakeholders connect and be active participants of all meetings. All meetings and surveys have been translated to Spanish to ensure that non-English speaking parents are able to participate and provide input. Before finalizing the Local Control and Accountability Plan, the school reviewed all surveys and comments during stakeholder meetings. All participants of stakeholder meetings were provided with the opportunity to submit written comments via text messages, surveys, or email. The information gathered was utilized to refine the plan and add additional layers of tiered supports for all students, and also provided additional support for staff such as professional development and access to additional supplies, materials, and online platforms to support their efforts with high quality instruction. The final plan will be presented at a public hearing for review and commentary from the public at the beginning of June 2021 and will be presented for adoption by the School Board on June 14, 2021.

A summary of the feedback provided by specific stakeholder groups.

In collaboration with the district, surveys were administered to different stakeholder groups. Their input guided actions and ideas to better implement the school's LCAP. Different parent groups were involved as stakeholders such as; English learners, foster, Migrant, GATE, and parents of students with exceptional needs. The parent survey allowed them to express their needs and areas of support for instruction from home. Parents were able to express their needs, ideas and suggestions. Through the opportunity to provide input during ELAC and SSC, the two major concerns were: 1) to have students return to in person instruction and 2) how it is more difficult for students to learn via distance learning. Classified and certificated staff were provided the opportunity to provide feedback during School Site Council meetings, staff meetings and leadership team meetings. These stakeholder meetings helped identify specific materials and supplies that they needed to support distance learning instruction as well as identifying the items they need to eventually return to in-person instruction. Students in grades 4-5 were provided with a survey to help determine what types of supports they need to be successful scholars. Students were able to identify specific materials, devices, and connectivity needs through the survey. In addition, they were able to identify if they had a need for social-emotional support.

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

Because of stakeholder input, the school was able to identify specific actions that will provide support to unduplicated pupils, especially English Learners, Foster Youth, McKinney-Vento and socio-economically disadvantaged groups. The input also reaffirmed to continue with some of the actions that were currently in place. To mitigate learning loss in both ELA and math, after school intervention will need to begin early on in the 21-22 school year which will be covered in Goal 1. It will need to be very focused and targeted based on student data. Professional development for teachers will need to continue to be a focus especially in the area of targeting foundational gaps in ELA and math. Goal 2 will continue to address school safety and positive school culture and Goal 3 will continue to address STEAM and extra-curricular opportunities for pupils and parents. Through this LCAP, Del Vista Math & Science Academy is committed to address the needs of all students by offering strategic intervention and enrichment opportunities to guide them to become successful scholars. Each goal within this plan was strategically created to address our mission, vision, and goals.

Goals and Actions

Goal

Goal #	Description
1	DVMSA will provide a world-class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure students success in college and career readiness.

An explanation of why the LEA has developed this goal.

Based on state and local assessments, DVMSA has identified the need to continue to increase the quality of instruction. The school will make a continued effort to provide appropriate training for all teachers and to provide all necessary classroom resources to improve instruction. Teachers need continuous support to ensure that students are receiving the best academic learning experience. The school will focus on providing ongoing support for all teachers via professional development opportunities, one on one coaching, and different tiers of support in all content areas. The school will focus on mitigating learning loss because of the COVID-19 pandemic and an entire academic school year of distance learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services 1 A. Teachers appropriately assigned and fully credentialed 1 B. Pupil access to standards-aligned instructional materials 1 C. School facilities maintained in good repair	Priority 1: Basic Services 1 A. DVMSA has 24 out of 25 classroom teachers that are fully credentialed in 2020-2021. This indicates that 96% of classroom teachers at DVMSA are fully credentialed. 1 B. Based on the Williams Team assessment which was completed remotely in				Priority 1: Basic Services 1 A. 98% of classroom teachers to be fully credentialed in 2023-2024 1 B. 100% sufficiency of standards aligned textbooks 1 C. Continue to maintain DVMSA facilities in good repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 2: State Standards</p> <p>2 A. Implementation of CCSS</p> <p>2 B. Programs/Services that enable ELs to access CCSS and ELD standards for academic knowledge and English Proficiency</p> <p>Priority 4: Pupil Achievement</p> <p>4 A. Statewide assessments</p> <p>4 B. Percentage of pupils who have completed A-G courses</p> <p>4 C. Percentage of pupils successfully completed Career Technical Education</p> <p>4 D. Percentage of pupils completing both A-G courses and CTE</p>	<p>September of 2020, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams webpage.</p> <p>1 C. Based on the Facilities Inspection Tool from the Williams Team which was completed remotely in September 2020, the district had facilities maintained in good repair.</p> <p>Priority 2: State Standards</p> <p>2 A.DVMSA implements all content performance standards. Based on administrative notes and visits 98% of teachers are fully implementing CCSS. The Next Generation Science Standards</p>				<p>Priority 2: State Standards</p> <p>2 A. Continue to have teachers fully implement CCSS. Next Generation Science Standards to be fully implemented</p> <p>2 B. Continue to substantially implement ELD standards. Improve the implementation of Integrated ELD to Substantially implemented.</p> <p>Priority 4: Statewide Assessments</p> <p>4 A. Statewide Assessments Desired Outcomes for 2023-2024 All Students (Met or Exceeded) ELA: 65% Math: 55% ELs ELA: 25% ELs Math: 25% Reclassified ELA:75% Reclassified Math: 60% SPED ELA: 25%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4 E. ELs who became English Proficient	are being implemented partially.				SPED Math: 25% SED ELA: 60% SED Math: 50%
4 F. EL reclassification rate	2 B. ELD Standards are substantially implemented. 98% of teachers are implementing the ELD standards during an additional 30 minute ELD block and using the adopted ELD curriculum. The implementation for integrated ELD is partial as evidenced by SBAC, ELPA, Redesignation data and lesson plans.				4 B. NA
4 G. Students who passed AP exam					4 C. NA
4 H. Percentage of pupils who demonstrate college preparedness					4 D. NA
	Priority 4: Pupil Achievement				4 E. Increase the percentage of ELs who make progress toward English proficiency as measured by the ELPAC. Level 4 = 40% Level 3 = 30% Level 2 = 15% Level 1 = 15%
	4 A. Statewide assessments CAASPP Results (2018-2019) All Students (Met or Exceeded) ELA: 51.10% Math: 39.73% ELs ELA: 12.81% ELs Math: 12.58% Reclassified ELA:60.07%				4 F. Desired outcome for the reclassification rate is 15%
					4 G. NA
					4 H. NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Reclassified Math: 43.10% SPED ELA: 16.35% SPED Math: 12.61% SED ELA: 39.19% SED Math: 27.48% 4 B. NA 4 C. NA 4 D. NA 4 E. English Language Proficiency for Summative ELPAC 2018-2019: Level 4 = 16.40% Level 3 = 37.77% Level 2 = 30.12% Level 1 = 15.71% 4 F. Reclassification rate for DVMSA for 2019-2020 is 10.2%. 4 G. NA 4 H. NA				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Progress Monitoring and Intervention	DVMSA will monitor the progress of reading and math K-5 for student achievement through staff meetings, leadership team meetings, grade level collaborations, targeted tutoring and data analysis to benefit unduplicated students. Grade level chairs will be funded to assist in the monitoring of student achievement via the leadership team. Progress monitoring incentives for will be funded to recognize students. Students will be recognized and celebrated in the areas of ELA and math. Priority 4 Roadmap Principle 2 (B, C), 3 (D)		Yes
2	Professional Development and Resource Teacher	<p>DVMSA will provide staff with Common Core professional development and intervention professional development. The Resource Teacher will be funded through this action to assist with professional development and intervention.</p> <ul style="list-style-type: none"> • Structured Teacher Planning Time will be scheduled throughout the year • Weekly Team Time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS ELA, Math and ELD • Data Presentations – will be scheduled three times a year • Articulation meetings in the areas of Math, ELA and ELD • Reading intervention teacher will provide professional development in the area of literacy • Math coach will model lessons to K-5 and special education teacher (substitutes will be arranged) • Purchase of materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics, Science and technology • Late Start PD/Planning day materials and supplies will be funded • The ELA, ELD, Math and technology coaches provide professional development to K-5 teachers and special education teacher • AVID professional development and implementation <p>Priority 2 Roadmap Principle 3 (D)</p>		Yes

Action #	Title	Description	Total Funds	Contributing
3	Instructional Program Support via Instructional Aides	DVMSA will support the instructional program with instructional aides for full day Kindergarten classes and Special Education to provide support for tiered interventions during the instructional day. Instructional aides in first and second will support the instructional program for unduplicated students. Funding is principally directed to unduplicated students. Priority 1, 2, 4 Roadmap principle 3		Yes
4	Instructional Support Via Libraries	DVMSA will support the instructional program by expanding the library and by purchasing a variety new and engaging books including nonfiction titles as well as purchasing books for classroom libraries. Funds will also be allocated for library supplies and shelving. Priority 1 Roadmap principle 1, 2		Yes
5	Grade Span Adjustment in Upper Grades	In a continued effort to mitigate learning loss, DVMSA will provide two additional teachers to reduce class size reduction in order to increase opportunities for specialized and differentiated instruction. Class size reduction will be expanded to 4th and 5th grades since there is a high concentration of English Learners in order to target the Long Term English Learners. Funding will also be principally directed to improve learning for all unduplicated pupils. Priority 1, 4 Roadmap principle 3 (B)		Yes
6	Math Coach	DVMSA will fund a math coach to assist teachers and provide lesson modeling and professional development. Funds will be principally directed to improve the learning for all unduplicated pupils. Priority 2, 4 Roadmap principle 2, 3		Yes
7	Reading Intervention Teacher	DVMSA will fund a reading intervention teacher to support pupils directly who are lacking foundational skills. The teacher will provide targeted pupils with intensive reading intervention in an effort to have		Yes

Action #	Title	Description	Total Funds	Contributing
		them reading. Priority will be given to unduplicated students. Priority 1, 2,4 Roadmap principle 2		
8	Vice Principal of Learning	DVMSA will fund a Vice Principal of Learning to provide teachers and staff with professional development opportunities and assist with curriculum development. Funds will be principally directed to improve the learning for all unduplicated pupils. Priority 2, 4 Roadmap principle 2, 3		Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	DVMSA will maintain a safe and secure learning environment that is engaging and stimulating and will enable our students to become productive and responsible citizens.

An explanation of why the LEA has developed this goal.

Del Vista Math & Science Academy places top priority on providing all students a learning environment where they feel safe and connected. Addressing mental health needs and providing social emotional learning opportunities play an important part of creating a positive learning environment in every classroom. The actions within this goal support the school's efforts and commitment to provide all students, especially unduplicated subgroups, with social emotional and mental health support as part of their learning experience in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement	Priority 5: Pupil Engagement				Priority 5: Pupil Engagement
5 A. School attendance rate	5 A. DVMSA's attendance rate for the 2020-2021 school year is 98.63%				5 A. Desired outcome for 2023-2024: attendance rate - 98% or above
5 B. Chronic absenteeism rates	5 B. The chronic absenteeism rate for the 2020-2021 school year is 4.3%				5 B. Desired outcome for 2023-2024: chronic absenteeism rate - 2%
5 C. Middle School dropout rates	5 C. NA				5 C. NA
5 D. High School dropout rates	5 D. NA				5 D. NA
5 E. High School graduation	5 E. NA				5 E. NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 6: School Climate</p> <p>6 A. Pupil suspension rates</p> <p>6 B. Pupil expulsion rates</p> <p>6 C. Other local measures on the sense of safety and school connectedness</p>	<p>Priority 6: School Climate</p> <p>6 A. The rate of suspensions for 2020-2021 is 0%</p> <p>6 B. The rate of pupil expulsions for 2020-2021 us 0%</p> <p>6 C. On the 2019-2020 CalSCHL Survey, Del Vista had a 66% 5th grade participation rate. According to the School Climate Report Card results, students' responses indicate that Del Vista scored above state average scores in all areas of Supports and Engagement as well as Other School Climate Indicators. However, in the Low Violence indicator, low violence victimization was slightly below state average with low violence perpetration being the lowest score. On Support and Engagement:</p>				<p>Priority 6: School Climate</p> <p>6 A. Desired outcome for 2023-2024: suspension rate - 0%</p> <p>6 B. Desired outcome for 2023-2024: expulsion rate - 0%</p> <p>6 C. Desired outcome for 2023-2024: To have 90% of our pupils and staff feel safe and connected to school.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	strengths include high expectations, caring relationships and perceived school safety; improvement area is meaningful participation. On Other School Climate Indicators: Strengths are home high expectations positive behavior, rule clarity, and social emotional learning support; the lowest score (77%) was on fairness.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Nurse	DVMSA will expand the duties of the nurse to enhance parent communication and the health and safety of the students, including attendance. The nurse and the health services clerk will serve as liaisons for the DVMSA and provide parent and staff training. Training topics will include epipens, chronic disease management, HIV/AIDS for students, CPR and AED. The nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Director of Health Services in the following areas: COVID-19 education, HIV/AIDS, growth and development classes with special attention to unduplicated students, and any other areas that need professional development. Priority 5 Roadmap principle 3 (B)		Yes

Action #	Title	Description	Total Funds	Contributing
2	Emergency Management	DVMSA will provide materials and supplies to provide training in emergency management systems which may include: video entrance monitoring fee, two-way radios, first aid kits, safety vests, etc. PPE materials and supplies will be funded (thermometers, gloves, hand sanitizer, etc) Priority 6 Roadmap principle 1 (C)		
3	Vice Principal	DVMSA will continue to employ and train the vice principal on MTSS, attendance, pupil engagement and instruction with special attention to unduplicated students, to continue to promote student safety and continued support of teachers. The vice principal will conduct SAT meetings to provide special assistance and guidance to unduplicated pupils. Priority 5, 6 Roadmap principle 1 (C), 3 (D)		Yes
4	Noon Duty Aides	DVMSA will support and promote student safety and visibility by employing noon duty aides/crossing guards. Priority 6 Roadmap principle 1 (C)		Yes
5	Fieldtrips	DVMSA will provide academic field trips (once it is safe to do so) for all students with special focus on unduplicated students. Priority 5, 6 Roadmap principle 4 (B)		Yes
6	Positive School Culture	DVMSA will promote a positive school culture by providing: <ul style="list-style-type: none"> • At least five culture building activities for students, staff and parents per year. Examples: assemblies, family nights, rallies, field trips (i.e. hockey games, college visits, escape room, etc.) • Shade structures and concrete plaza meeting areas will enhance social relationships and promote collaborative school related activities with special focus on unduplicated students' parents. • Offering extra-curricular activities (ASB, robotics, etc.) Stipends will be funded through this action. 		Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Promoting involvement in competitions such as Math team, Battle of the Books, Oral Language Festival, Science, etc. Special focus will be placed on recruiting unduplicated students and parents. Priority 6 Roadmap 1 (D) 		
7	Parent Education/Involvement Activities	DVMSA will provide informative meetings/activities for parents and/or students to address issues such as: gang awareness, drugs, behavior, communication, bullying, math/literacy nights, parent education nights, Kiddie Parade, Health/Wellness, technology, etc. Effectiveness will be measured based on surveys and evaluations of the sessions or on school data. Special focus will be placed on recruiting unduplicated student parents. Priority 5, 6 Roadmap principle 1 (D)		Yes
8	MTSS/PBIS	<p>DMVSA's MTSS/PBIS Team, with support by the site administration will provide professional development, coaching and support to site staff in Behavioral Intervention Tiers (MTSS). The team will also assist in promoting school safety. Professional development may include:</p> <ul style="list-style-type: none"> Trauma Informed/Social Emotional Learning and/or Training Classroom management Whole Brain Safety protocols <p>Parent communication Purchase of character building materials and/or programs that support the instruction and practice of the Del Vista Way and MTSS will be made. Incentives to support the MTSS Tiers will implemented (e.g. bracelets, pencils, erasers, bumper stickers, etc.). Teachers will be supplied with incentives for their MTSS treasure box. Priority 6 Roadmap principle 1 (C, D)</p>		Yes
9	Attendance Incentives	DVMSA will provide attendance incentives for exemplary attendance which may include fieldtrips.		Yes

Action #	Title	Description	Total Funds	Contributing
10	Additional Costs	Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need. Priority 5, 6 Roadmap 3 (B)		Yes
11	Kindergarten Shade Structure	The school will fund a shade structure and/or shade sails on the kindergarten playground to provide a safe and affirming school environment for play and socialization. Priority 5, Roadmap 1		Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics and the Arts.

An explanation of why the LEA has developed this goal.

Based on stakeholder input, there is a need to provide students more experiences and enrichment opportunities in STEAM. Internal stakeholder input indicates a need to increase technology use in the classrooms.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement (engagement) 3 A. Efforts to seek parent input in making decisions for DVMSA 3 B. How DVMSA promotes parental participation of unduplicated pupils (SED, ELs, Foster Youth) 3 C. How DVMSA will promote parental participation in programs for students with disabilities	Priority 3: Parental Involvement (engagement) 3 A. DVMSA holds 5 School Site Council and ELAC meetings per year which provides all parents including the parents of unduplicated pupils the opportunity to provide their input in making decisions. Distribution days were also opportunities for parents to provide input. Stakeholder meetings with special subgroups such as Migrant, DELAC, and				Priority 3: Parental Involvement (engagement) 3 A. Desired outcome for 2023-2024: Continued effort to increase parent participation and to survey parents as to the effectiveness of the activities. 3 B. Desired outcome for 2023-2024: To continue to meet with parents and provide them with opportunities to be involved in their child's school activities and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7: Course Access</p> <p>7 A. Extent to which pupils have access and are enrolled in a broad course of study for grades 1 to 6</p> <p>7 B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils (SED, ELs, Foster Youth)</p> <p>7 C. Extent to which pupils have access to and are enrolled in programs/services developed and provided to students with disabilities</p> <p>Priority 8: Pupil Outcomes</p> <p>8. Other indicators of pupil performance in required areas of study</p>	<p>GATE are also held. Redesignation meetings also provide parents the opportunity to provide feedback/input. DVMSA also provides opportunities for parents to provide input during parent education nights, parent conferences, Coffee with the Principal, etc. COVID-19 made it difficult to hold in person parent activities in 2020-2021. In 2019-2020 the following parent activities were held up until March 2020: parent conferences, Coffee with the Principal, Breakfast with your Child, Assemblies, etc.</p> <p>3 B. All parents are invited to participate in school events including the parents of unduplicated pupils. Notices are posted on google classroom, classdojo and social</p>				<p>meetings. A continued special emphasis will be placed on inviting and promoting participation of parents of unduplicated pupils and parents of children with disabilities.</p> <p>3 C. Desired outcome for 2023-2024: Continued efforts to have 100% of parents of students with disabilities to attend scheduled IEP and 504 meetings. This will be accomplished by consistently providing communications (letters, phone calls by teachers and/or nurse) encouraging parents to attend via in-person, phone conferences and/or zoom.</p> <p>Priority 7: Course Access</p> <p>7 A. Desired outcome for 2023-2024:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>media pages. Flyers are also sent home with students. Teleparents are sent to parents as reminders both in English and Spanish. DVMSA also provides opportunities for parental involvement through parent education nights, parent conferences, Coffee with the Principal, School Site Council and ELAC. COVID-19 made it difficult to hold in person parent activities in 2020-2021. In 2019-2020 the following parent activities were held up until March 2020: parent conferences, Coffee with the Principal, Breakfast with your Child, Assemblies, etc.</p> <p>3 C. Parents of students with disabilities were provided with opportunities to participate in their child's education and</p>				<p>100% of students will have access to a broad course of study</p> <p>7 B. Desired outcome for 2023-2024: 100% of students will have access to or have the opportunity to enroll in programs/services offered through the school</p> <p>7 C. Desired outcome for 2023-2024: 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>school programs throughout the school year. Through regular communications (letters, phone calls by teachers and/or nurse), parents were encouraged to attend IEP meetings virtually and/or through conference calls. 100% of parents of students with disabilities attended scheduled IEP and 504 meetings as evidenced through the IEP and 504 documents.</p> <p>Priority 7: Course Access</p> <p>7 A. 100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music. Distance Learning made it difficult to teach music this school year.</p> <p>7 B. Due to COVID-19, 80% of</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>unduplicated pupils had access to programs and services including (but not limited to) intervention opportunities, expanded learning through ASES (POWER) program and additional programs and services such as Migrant and GATE.</p> <p>7 C. Due to COVID-19, 80% pupils including pupils with disabilities had access to programs and services (including but not limited to) intervention opportunities, expanded learning through ASES (POWER) program and additional programs/services such as Migrant and GATE.</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Band/GATE/STEAM/ Extra-Curricular	DVMSA will continue to promote band, GATE, the arts and STEAM and after school clubs for example: science/robotics club, dance club, art club, photography and the ability to hire art an consultant, etc. Materials, supplies and stipends will be funded for implementation. Priority 7 Roadmap principle 2 (D)		Yes
2	Librarian and Resource Clerk	DVMSA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours and computer lab time. They will also serve as a liaison for parents of unduplicated pupils. Priority 3 Roadmap principle 1 (D), 3 (B)		Yes
3	Technology - Academic Programs/Software	DVMSA will enhance the current technology programs through the purchase of software (i.e. Go Pebble, Lexia, Generation Genius, Prodigy, etc.). Priority 7 Roadmap principle 3 (B), 4 (C)		Yes
4	Implementation of School-wide STEAM Program	DVMSA will promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff. This will also include providing STEAM camps during fall and summer breaks. Priority 7 Roadmap principle 3 (D) and 2 (B)		Yes
5	Scicon	DVMSA will continue to promote Science education for students in grade five by supporting participation in Scicon camp for students. Priority 7 Roadmap principle 4 (B)		Yes
6	Technology Equipment	Purchase of technology equipment and infrastructure as stipulated in the site and District's Technology Plan to enhance daily classroom instruction. Priority 7 Roadmap principle 3 (B), 4 (C)		Yes

Action #	Title	Description	Total Funds	Contributing
7	Physical Education Teacher	The school will employ a physical education teacher to provide specialized services for students. Special attention will be focused on unduplicated students. The teacher will include Social Emotional Learning lessons . Priority 7 Roadmap Principle 4 (C)		Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.29%%	\$1,457,359

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

Required Descriptions

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

New Teacher Support - Funds for this action have been principally directed to meet the needs of unduplicated subgroups; English learners, foster youth, and low-income students. Although all students will benefit from having new teachers fully trained and receive extra support to ensure high quality instruction, new teachers need to be equipped with the knowledge and skills to serve students with special needs, such as students in the unduplicated subgroups. Having fully trained new teachers who receive ongoing support by site/district coaches and administrative staff, will be an effective way of meeting the goals of these students because they will be trained to identify the needs of each student and have the ability to provide specific strategies to increase learning.

Professional Development - Funds for professional development have been principally directed to meet the needs of English learners, foster youth and low-income students. Teachers will receive training to carefully analyze data and use the results to ensure that students are provided with appropriate intervention opportunities. While the needs of all students are considered when planning professional development and training for teachers and staff, the school recognizes that English learners, foster youth and low-income students will need additional support and interventions. The teachers will receive training to equip them with the knowledge and strategies to plan appropriate lessons and strategies to meet the needs of these students. Having all teachers trained and provided with knowledge and strategies to assist unduplicated pupils will provide the students opportunities to excel.

English Language Development - English learners require constant monitoring to ensure that they are progressing appropriately in language acquisition. This action is principally directed to meet the needs of English learners and pupils from other subgroups that are also classified as English learners. This action will be effective in meeting the learning goals for these students as they will have constant data analysis and will be provided with extra supports to meet their individual needs.

Grade Span Adjustment in upper grades - Grade span adjustment is typically provided for all students in grades TK-3. This action allows DVMSA to provide grade span adjustment to two upper grade classrooms that are impacted with English learners or other groups of

students with high needs. This action will allow for smaller classes and will therefore allow teachers to provide instruction in smaller group settings to allow for interventions within the school day.

Instructional Program Support - Under the guidance of the classroom teacher, the instructional assistants will be able to work with foster youth, English learners, and low income students in small group settings to provide additional assistance. This action will provide unduplicated pupils the opportunity to receive reinforcement in their instruction and provide them with an additional opportunity to receive intervention within the school day.

Coaches - All coaching staff attend training and professional development where they learn best teaching practices and strategies to help unduplicated students. They help equip classroom teachers with the necessary skills to provide intervention during the regular school day. Coaches help teachers to design lessons to specifically target the needs of unduplicated subgroups.

Student Intervention Academies - Student intervention academies will be offered to all students, but funds from this action will be principally directed to unduplicated pupils. The needs of these students will be addressed through these academies in an effort to mitigate loss of learning. This action will be effective in meeting the goal of these students by providing very targeted interventions and allow them extended opportunities for success.

Health Services - While all students will benefit from health services, unduplicated pupils will receive priority of services as many do not have access to regular healthcare or insurance. Funding for this action will allow for students to have immediate access to healthcare and by keeping the students healthy, they will have better opportunities for academic success.

Emergency Management Systems - Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

School Safety - Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

Positive School Climate - This action focuses on suspensions, expulsions, and overall school climate. The students are exposed to many opportunities to encourage positive school climate. The needs of unduplicated students were considered first since they often don't have access to some of the opportunities offered through this action such as field trips, motivational speakers, etc.

Mental Health/Social Emotional Learning - Funds for this action have been principally directed to meet the needs of unduplicated subgroups; English learners, foster youth, and low-income students. Although all students will benefit from this action, unduplicated subgroups will have priority for services. Having extra support for students in the area of mental health and social emotional learning will equip students with coping mechanisms and strategies to improve their overall mental health which will translate to greater academic gains. Unduplicated subgroups will be carefully monitored through these goals and connected to extra support from school services and community agencies if needed.

Parent Training - Offering parent training and ensuring that all trainings and meetings are translated into Spanish will ensure that parents of English learners stay informed and are active participants in their child's education. Great efforts are made so that parents of unduplicated pupils participate in parent trainings and meetings. District and school site personnel make extra efforts to reach out to unduplicated parents to provide assistance with technology to ensure connectivity. Upon the return to in-person instruction, parents of unduplicated students will continue to be a priority when conducting any parent training or meeting. This will provide the students with better opportunities for success in their learning.

Additional Student Needs - Unduplicated pupils are considered first for support services under this action. Many students are unable to attain personal care items or clothing. This action will ensure that unduplicated students have all items needed to attend school and have academic success.

DUSD Vision Center - The vision center prioritizes services for unduplicated pupils as many of them do not have access to medical insurance or medical care. Funds for this action will ensure that students have healthy vision to help with their academic success.

Behavior Intervention Instructional Assistants - Unduplicated students will receive priority for services from the behavior intervention instructional assistants. Unduplicated students placed in this class will receive additional support for tiered intervention opportunities through small groups. This action will help meet the academic and behavior needs of unduplicated pupils.

Intervention Counselors - The intervention counselors will prioritize services for unduplicated pupils with social and emotional needs. They will work with school site staff as well as families to ensure that they have knowledge of the strategies they need to cope with mental health needs. Having the skills to cope with social, emotional, and mental health needs will help unduplicated pupils succeed in their academic endeavors.

Visual/Performing Arts - unduplicated students often do not have the opportunity to experience visual and performing arts in their home life. Funds from this action will ensure that all unduplicated pupils are provided with art, dance, band, choir, mariachi, piano, violin, and folklorico dancing. This action will allow unduplicated pupils to become well-rounded students with access to the visual and performing arts.

Parent Involvement - Offering parent involvement opportunities and ensuring that all trainings and meetings are translated into Spanish will ensure that parents of English learners stay informed and are active participants in their child's education. Great efforts are made so that parents of unduplicated pupils participate in parent trainings and parent involvement activities. District and DVMSA personnel make extra efforts to reach out to unduplicated parents to provide assistance with technology to ensure connectivity. Upon the return to in-person instruction, parents of unduplicated students will continue to be a priority when conducting any parent training or meeting. This will provide the students with better opportunities for success in their learning.

Extended Opportunities for Parents/School Liaisons - Funding from this action will support parents of unduplicated pupils to have access to extended hours at the school site. They will have access to speak to a liaison before or after school hours. Many parents of our unduplicated pupils are farmworkers and need access to school personnel at earlier or later school hours. This will ensure that parents stay connected and get the information from the school they need regarding their child.

AVID Instruction - Unduplicated pupils often don't receive the same opportunities to attend a college or university due to their academic needs. AVID instruction will provide them with the necessary skills to succeed academically and prepare them both instructionally and mentally as they build their confidence in their learning. This action will allow unduplicated pupils to have exposure to AVID instruction since the elementary grades and will amplify their opportunities to career and college readiness.

Technology - Equitable access to technology is of utmost importance. DVMSA has focused on providing a device to each student to use at home. In addition, the school in collaboration with the district has provided students with hotspots to ensure connectivity. Technology funds have been principally directed to ensure that unduplicated subgroups have equal access to technology and hotspots for connectivity.

STEAM Instruction - STEAM instruction provides students with hands-on opportunities in the field of Science, Technology, Engineering, Arts, and Mathematics. Unduplicated students are a priority for STEAM instruction to give them exposure to these hands-on opportunities. These hands on labs will help the students grow academically to prepare them for a 21st century future.

Science Education - All unduplicated subgroups will be offered the opportunity to attend SCICON as 5th graders completely free of charge. Students will have the opportunity to receive hands on science education. This opportunity free of charge will be prioritized for unduplicated pupils to ensure that they are able to participate. Hands on activities and learning will be especially important for the education of our English learners to better comprehend the science education standards.

Gifted and Talented Education - Many students that qualify for the GATE program are part of one of more of the unduplicated subgroups. This action allows for students to receive GATE support throughout the school year - including a summer enrichment academy.

Technology Equipment/Infrastructure - Unduplicated students will have priority in access to school technology. Students will receive technology to have access to keep at home to help with homework. They will also receive an additional device to use at school.

Unduplicated students will receive priority for hotspots to ensure that they have connectivity when working from home. This will allow them to always have access to instruction both at home and at school. This will help with their academic success.

Physical Education Teacher - Funds for this action have been principally directed to meet the needs of unduplicated subgroups; English learners, foster youth, and low-income students. The Physical education teacher will place a high focus on Social Emotional Learning throughout their daily instruction. Providing unduplicated pupils with extra support in SEL during their physical education class will be an effective way of meeting the goals of these students because they will be trained to identify the needs of each student and have the ability to provide specific strategies to increase learning.

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

Del Vista Math & Science Academy will utilize Supplemental and Concentration funds to provide services to all students with more intensive and targeted research based intervention during school, after school, and during targeted academics. The services will be principally directed for all underachieving subgroups with specific focus on low income, foster youth and English Learners. The funds will also be utilized to improve teacher and administrator capacity and knowledge by providing staff with administrative professional development opportunities. In addition, through the assistance of the district data specialist the school will better observe the effectiveness of initiatives for this targeted subgroup. DVMSA will continue working with the ELD Director to support our English Learners in particular our Long Term English Learners achievements through the support of site training and researched based coaching techniques provided by the district ELD coach. Coaches will continue to assist the teachers with lesson design and curriculum planning. The implementation of the ELD and NGSS standards will continue to be a priority focus. The addition of the class size reduction teachers will assist in increasing the opportunity for specialized and differentiated instruction in the grade level that has a high concentration of English Learners and to target the Long-Term English Learners. The addition of a Paxton-Patterson science lab will continue to assist in our focus of NGSS implementation. The school psychologist will continue to work alongside the district Marriage and Family Therapist and vice principal to provide support our Tier 2 and 3 students and unduplicated students. The program will be in full implementation under the direction of the Director of Student Support Services and the vice principal. They will work alongside the school psychologist to ensure the three tiers of implementation. They will also serve as liaisons to foster youth students and our homeless students. These funds will provide increased and improved services and strategies to specifically target at risk students while still meeting the social and emotional learning needs of all students. The school will also begin to address more specifically the needs of the students with disabilities with the help of the district special education academic coach. All new teachers will continue to receive training and support of all district and site initiatives. Students will continue to be supported with health and wellness education and physical education literacy through the instruction of the physical education teacher. Technology will continue to be priority with the continued support of two technology coaches. All Kindergarten classes will continue to be provided with an instructional aide in order to assist with the implementation of full day Kinder classes. The focus on All funds are principally directed to provide needed services to all pupils including unduplicated counts.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Totals:	Total Personnel	Total Non-personnel
Totals:		

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Progress Monitoring and Intervention					
1	2	English Learners Foster Youth Low Income	Professional Development and Resource Teacher					
1	3	English Learners Foster Youth Low Income	Instructional Program Support via Instructional Aides					
1	4	English Learners Foster Youth Low Income	Instructional Support Via Libraries					
1	5	English Learners Foster Youth Low Income	Grade Span Adjustment in Upper Grades					
1	6	English Learners Foster Youth Low Income	Math Coach					
1	7	English Learners Foster Youth Low Income	Reading Intervention Teacher					
1	8	English Learners Foster Youth Low Income	Vice Principal of Learning					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	School Nurse					
2	2		Emergency Management					
2	3	English Learners Foster Youth Low Income	Vice Principal					
2	4	English Learners Foster Youth Low Income	Noon Duty Aides					
2	5	English Learners Foster Youth Low Income	Fieldtrips					
2	6	English Learners Foster Youth Low Income	Positive School Culture					
2	7	English Learners Foster Youth Low Income	Parent Education/Involvement Activities					
2	8	English Learners Foster Youth Low Income	MTSS/PBIS					
2	9	English Learners Foster Youth Low Income	Attendance Incentives					
2	10	English Learners Foster Youth Low Income	Additional Costs					
2	11	English Learners Foster Youth Low Income	Kindergarten Shade Structure					
3	1	English Learners Foster Youth Low Income	Band/GATE/STEAM/Extra- Curricular					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Librarian and Resource Clerk					
3	3	English Learners Foster Youth Low Income	Technology - Academic Programs/Software					
3	4	English Learners Foster Youth Low Income	Implementation of School-wide STEAM Program					
3	5	English Learners Foster Youth Low Income	Scicon					
3	6	English Learners Foster Youth Low Income	Technology Equipment					
3	7	English Learners Foster Youth Low Income	Physical Education Teacher					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$0.00	\$0.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Progress Monitoring and Intervention	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
1	2	Professional Development and Resource Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
1	3	Instructional Program Support via Instructional Aides	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
1	4	Instructional Support Via Libraries	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
1	5	Grade Span Adjustment in Upper Grades	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy 4 - 5		
1	6	Math Coach	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
1	7	Reading Intervention Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Vice Principal of Learning	Schoolwide	English Learners Foster Youth Low Income			
2	1	School Nurse	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
2	3	Vice Principal	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
2	4	Noon Duty Aides	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
2	5	Fieldtrips	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
2	6	Positive School Culture	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
2	7	Parent Education/Involvement Activities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
2	8	MTSS/PBIS	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
2	9	Attendance Incentives	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
2	10	Additional Costs	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
2	11	Kindergarten Shade Structure	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy TK-K		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Band/GATE/STEAM/Extra-Curricular	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
3	2	Librarian and Resource Clerk	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
3	3	Technology - Academic Programs/Software	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
3	4	Implementation of School-wide STEAM Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
3	5	Scicon	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
3	6	Technology Equipment	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
3	7	Physical Education Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: DVMSA		

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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