

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 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 student successes in college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1 (a) - Basic Services – Teachers appropriately assigned and fully credentialed for assignment</p> <p>19-20 The expected outcome is to have 100% for 2019-2018 school year.</p> <p>Baseline DVMSA has 24 teachers that are highly qualified and fully credentialed. This indicates 96% of all teachers at DVMSA are appropriately assigned and fully credentialed.</p>	<p>DVMSA has 27 teachers that are highly qualified and fully credentialed. This indicates 90% of all teachers at DVMSA are appropriately assigned and fully credentialed.</p>
<p>Metric/Indicator Priority 1 (b) – pupils access to standards-aligned materials</p> <p>19-20 The expected outcome for 2019-2020 school year is 100%</p> <p>Baseline Based on the Williams Team visits in August, 2016, 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 visit webpage.</p>	<p>Based on the Williams Team visits in August 2019, 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>

Expected	Actual
<p>Metric/Indicator Priority 1 (c) – School facilities maintained in good repair</p> <p>19-20 The expected outcome for 2019-2020 school year is Exemplary.</p> <p>Baseline Based on the Facilities Inspection Tool from the Williams Team visit in August, 2016, the district received a rating of Exemplary.</p>	<p>Based on the Facilities Inspection Tool from the Williams Team visit in August 2019, the district received a rating of Exemplary.</p>
<p>Metric/Indicator Priority 2 (a) – Implementation of CCSS</p> <p>19-20 Expected outcome for 2019-2020 is of 99% full implementation.</p> <p>Baseline DVMSA will implement all content performance standards. Based on the C3 Observation tool and administrative notes and walkthroughs 95% of teachers are fully implementing CCSS. Expected outcome for 2017-2018 is of 97% full implementation.</p>	<p>DVMSA will implement all content performance standards. Based on administrator observations 100% of teachers are fully implementing CCSS.</p>
<p>Metric/Indicator Priority 2 (b) – Programs/Services that enable EIs to access CCSS and ELD standards for academic content knowledge and English proficiency</p> <p>19-20 Expected outcome for 2017-2018 is 97% substantial implementation of ELD standards during the ELD block.</p> <p>Baseline The ELD standards were substantially implemented. Based on classroom walkthroughs by the ELD director and principals, 90% of teachers are implementing the ELD standards during an additional 30-45 minute ELD block. EL students received ELD instruction daily using the adopted curriculum and ELD standards. The implementation is only partial for Integrated ELD, as evidenced by SBAC, CELDT and Redesignation Data and lesson plans. The Next Generation Science Standards are still in the initial stages of implementation. A baseline will be</p>	<p>Based on virtual classroom visits by the school Principal, it is noted that 100% of teachers are substantially implementing the ELD standards during a designated 30 minute ELD block.</p>

Expected	Actual
<p>established in 2017-2018 using classroom observations and lesson plans.</p>	
<p>Metric/Indicator Priority 4 (a) – Statewide Assessments</p> <p>19-20 Expected Outcomes for 2019-2020: All Students: ELA: 45% Math: 28% ELs ELA: 26% ELs Math: 20% SPED ELA: NA SPED Math: NA SED ELA: 41% SED Math 28%</p> <p>Baseline CAASPP Met/Exceeded Results – All students: ELA: 29% Math: 12% ELs ELA: 6% ELs Math: 2% SPED ELA: NA SPED Math: NA SED ELA: 26% SED Math: 9%</p>	<p>Actual Outcomes:</p> <p>Due to the COVID-19 pandemic, CAASPP tests were not given for the 2019-2020 school year.</p> <p>2018-2019 CAASPP Results - Standard Met or Exceeded All Students:</p> <p>ELA: 39% Math:30%</p> <p>ELs ELA: 18% ELs Math: 15%</p> <p>SPED ELA: 0% SPED Math:0%</p> <p>SED ELA: 38% SED Math: 29%</p>
<p>Metric/Indicator Priority 4 (b) – API</p> <p>19-20 The Academic Performance Index – N/A</p>	<p>The Academic Performance Index - N/A</p>

Expected	Actual
<p>Baseline The Academic Performance Index – N/A</p>	
<p>Metric/Indicator Priority 4 (c) – A-G courses and CTE</p> <p>19-20 The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p> <p>Baseline The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p>	<p>The percentage of pupils who have successfully completed A-G courses or CTE sequences or program - N/A</p>
<p>Metric/Indicator Priority 4 (d) – Els who became English proficient</p> <p>19-20 Expected outcome for the percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2019-2020 are: Level 1 = 10%, Level 2 = 30%, Level 3 = 30%, Level 4 = 30%</p> <p>Baseline The percentage of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2016-2017 are: Level 1 = 24%, Level 2 = 21.5%, Level 3 = 43%, Level 4 = 10.5%, and Level 5 = 1%</p>	<p>2018-1019 Summative ELPAC Level 1 (Beginning Stage) = 15.71% Level 2 (Somewhat Developed) = 30.12% Level 3 (Moderately Developed) = 30.77% Level 4 (Well Developed) = 16.40%</p> <p>2019-2020 Initial ELPAC Novice = 58.89% Intermediate = 20.88% Initial Fluent English Proficient = 20.23%</p>
<p>Metric/Indicator Priority 4 (e) – Els reclassification rate</p> <p>19-20 Expected outcome for 2019-2020 is 12%.</p> <p>Baseline The EL reclassification rate – For the 2016-2017 school year the rate was 2%.</p>	<p>The EL reclassification rate for 2019-2020 is 10.2%.</p>

Expected	Actual
<p>Metric/Indicator Priority 4 (f) – Students who passed AP exams</p> <p>19-20 NA</p> <p>Baseline NA</p>	<p>The percentage of pupils who have passed an AP exam with 3 or higher - N/A</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>DVMSA will monitor the progress of reading and math K-5 for student achievement through staff meetings, leadership team meetings, grade level collaborations, 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. Accelerated Reader incentives will be funded to recognize students. Students will be recognized and celebrated in the areas of math and reading.</p> <p>Priority 4 Roadmap Principle 2 (B, C), 3 (D)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration \$14,000</p> <p>3000-3999: Employee Benefits Concentration \$2,725</p> <p>4000-4999: Books And Supplies Concentration \$5,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,802.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$343.25</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$15,375.05</p>
<p>All professional development will be funded out of action 3. The funds will be redirected accordingly.</p>	<p>1000-1999: Certificated Personnel Salaries Concentration NA</p> <p>3000-3999: Employee Benefits Concentration NA</p> <p>4000-4999: Books And Supplies Concentration NA</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$5,495.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,110.33</p>
<p>DVMSA will provide staff with Common Core professional development and intervention professional development. The Resource Teacher will assist with professional development and intervention.</p>	<p>1000-1999: Certificated Personnel Salaries Concentration \$19,231</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$17,439.10</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Structured Teacher Planning Time throughout the year Extended Planning days will be provided to staff Weekly Team Time for planning, to improve instructional practice, <p>lesson design and refining assessment practices in CCSS ELA, Math and ELD</p> <ul style="list-style-type: none"> Data Presentations - three times a year Articulation meetings (two) in the areas of Math, ELA and ELD Math coach will model lessons to K-5 and special education teacher Purchase materials/supplies that enhance quality first instruction in <p>ELA, ELD, Mathematics, Science and technology</p> <ul style="list-style-type: none"> Late Start PD/Planning The ELA, ELD, Math and technology coaches provide professional <p>development to K-5 teachers and special education teacher</p> <p>Priority 2 Roadmap Principle 3 (D)</p>	<p>3000-3999: Employee Benefits Concentration \$5,433</p> <p>4000-4999: Books And Supplies Concentration \$14,383</p> <p>5000-5999: Services And Other Operating Expenditures Concentration \$15,127</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,014.87</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$30,271.21</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$9,749.30</p>
<p>All professional development will be funded out of action 3. The funds will be redirected accordingly.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental NA</p> <p>3000-3999: Employee Benefits Supplemental NA</p> <p>4000-4999: Books And Supplies Supplemental NA</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental NA</p>	
<p>DVMSA will support the instructional program with instructional aides for full day Kindergarten classes and Special Education students including English Learners. Instructional aides in first and second will also support</p>	<p>2000-2999: Classified Personnel Salaries Concentration \$38,275</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$41,155.81</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>the instructional program for unduplicated students. They will assist in providing intervention support in math facts, early reading intervention/foundational skills and ELD to unduplicated students. Priority 1, 2, 4 Roadmap principle 3</p>	<p>3000-3999: Employee Benefits Concentration \$11,366</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$8,024.10</p>
<p>DVMSA will support the instructional program by expanding the library and by purchasing a variety new and engaging updated 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</p>	<p>4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$15,634.91</p>
<p>DVMSA will provide two 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 to target the Long-Term English Learners. Priority 1, 4 Roadmap principle 3 (B)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$148,311 3000-3999: Employee Benefits Supplemental \$45,191</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$120,283.95 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$59,317.60</p>
<p>DVMSA will fund a science coach (K-5). This coach will assist teachers and provide modeling and professional development. Priority 2, 4 Roadmap principle 2, 3</p>	<p>1000-1999: Certificated Personnel Salaries Concentration \$101,813 3000-3999: Employee Benefits Concentration \$36,717</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$101,702.96 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$38,643.11</p>
<p>DVMSA will fund a math coach. This coach will assist teachers with resources, provide modeling and professional development. Priority 2, 4 Roadmap principle 2, 3</p>	<p>1000-1999: Certificated Personnel Salaries Concentration \$75,571</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$75,524.87</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Concentration \$37,328	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$28,821.81
<p>DVMSA will fund a reading intervention teacher to support students directly who are lacking foundational skills. The teacher will provide selected students with intensive reading intervention in an effort to have them reading. Priority will be given to unduplicated students and special education students. Priority 1, 2, 4 Roadmap principle 2</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$97,850 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$35,945</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$84,990.03 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$35,030.02</p>
NA	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration NA 3000-3999: Employee Benefits LCFF Supplemental and Concentration NA</p>	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

DVMSA was able to implement the actions in goal 1. However, funds were not fully expended due to COVID-19. Since DVMSA shifted to distance learning from March to June 2020, funds were used to support students by providing them needed technology and learning materials/supplies. Every student was able to take home a Chromebook for Distance Learning. Those students that did not have internet access were initially provided teacher assignment packets. Then, students were provided access to internet hotspots (ATT & Verizon). Every student was provided their textbooks to take home as well. Newcomers were monitored and provided support by our site resource teacher. English Learners continued to receive ELD instruction from their teachers. McKinney Vento and Foster Youth were being monitored by the Vice-Principal and Principal. Learning supplies such as pencils, crayons, paper, notebooks, white boards, etc. were ordered and distributed to students through drive through distribution events. Del Vista Math & Science Academy teachers received specialized training from the district's content area coaches on ways to support their student's learning. Special efforts were made by the district ELD coaches to ensure that our English Learners received support through integrated and designated ELD times during distance learning. Students and parents also had access to the school psychologist and a social worker for social emotional wellness. Families and staff were provided childcare for the remainder school year for essential workers through district and site

efforts. Teachers were provided laptops, printers, document cameras and other supplies in order to teach from home. Coaches and the site resource teacher provided teachers support. The majority of funds were used to ensure student and family connectivity with their teachers and school. These efforts allowed for all students, especially unduplicated pupils, to have full access to all learning opportunities.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

DVMSA success in implementing the actions/services to achieve goal 1 were:

1. Continuing to connect with students and families for student learning. Chromebooks were distributed to TK-5 students. Teacher assignment packets were provided to students that did not have internet service. Teachers made weekly contact with students and logged all contact in their Student Contact Log. Teachers also used various platforms to communicate with families such as Google Classroom, Remind and Clasdojo. The school also continued to provide information to parents through Blackboard Connect, messages on the marquee and mail outs.
2. Providing teachers support and supplies needing to teach through Distance Learning. Our teachers were allowed to take any materials and technology home that they needed to use with Distance Learning. Teachers were able to place instructional supply orders and have them delivered directly to their home. They had the support of all the coaches (math, ELD, technology, etc.) and site resource teacher.

Challenges:

1. Learning loss: Continuing to provide learning/instruction to students without or poor internet services. Teacher assignments/packets were initially provided. However, it was important for DVMSA to provide internet access to these families.
2. Providing continued support to those teachers struggling with technology and distance learning.
3. Providing students with continued social emotional support through distance learning. We have a school psychologist who we share with 3 other schools.

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 5 (a) – School attendance rates</p> <p>19-20 Expected outcome for 2019-2020 is 98%</p> <p>Baseline The current attendance rate for is 96.88%</p>	<p>Due to the COVID-19 pandemic, the yearly attendance rate is not provided.</p>
<p>Metric/Indicator Priority 5 (b) – Chronic absenteeism rates</p> <p>19-20 Expected outcome for 2019-2020 is 2% absentee rate.</p> <p>Baseline DVMSA’s chronic absenteeism rate is 9%.</p>	<p>Due to the COVID-19 pandemic, the chronic absenteeism rate is not provided.</p>
<p>Metric/Indicator Priority 5 (c) – Middle School dropout rate</p> <p>19-20 NA</p> <p>Baseline NA</p>	<p>Middle School dropout rate-NA</p>

Expected	Actual
<p>Metric/Indicator Priority 5 (d) - High school dropout rate</p> <p>19-20 High school dropout-N/A</p> <p>Baseline High school dropout-N/A</p>	High School dropout rate-NA
<p>Metric/Indicator Priority 5 (e) - High School Graduation rate</p> <p>19-20 High School Graduation rates-N/A</p> <p>Baseline High School Graduation rates-N/A</p>	High School graduation rate-NA
<p>Metric/Indicator Priority 6 (a) – Pupil suspension rates</p> <p>19-20 Expected outcome for 2019-2020 is .5%</p> <p>Baseline The current school suspension rate is .5%.</p>	Pupil Suspension rates are 0%.
<p>Metric/Indicator Priority 6 (b) – Pupil expulsion rates</p> <p>19-20 Expected outcome for 2019-2020 is 0</p> <p>Baseline No student has been expelled from DVMSA this school year.</p>	Pupil expulsion rate is 0%.
<p>Metric/Indicator Priority 6 (c) – Other local measures on sense of safety and school connectedness</p> <p>19-20 Expected outcome for 2019-2020 is 87%.</p> <p>Baseline</p>	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

Expected	Actual
<p>Students in grades 4 and 5 were surveyed. The surveys collected indicate that 81.5% of students feel safe and connected at school.</p>	<p>slightly below state average with low violence perpetration being the lowest score. On Support and Engagement: 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.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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 school sites and provide parent and staff training. Training topics will include epi-pens, 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: 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)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$53,735 3000-3999: Employee Benefits Supplemental \$18,909 4000-4999: Books And Supplies Supplemental \$2,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$53,676.68 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,926.65</p>
<p>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. Priority 6 Roadmap principle 1 (C)</p>	<p>4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,049.32 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$787.50</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		3000-3999: Employee Benefits LCFF Supplemental and Concentration \$113.36
<p>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)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration \$55,018</p> <p>3000-3999: Employee Benefits Concentration \$24,789</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$55,950.65</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$25,005.07</p>
<p>This action will no longer be funded. Training on safety can be provided through action 2.</p>	<p>Concentration N/A</p>	
<p>DVMSA will continue to promote student safety and visibility by employing noon duty aides/crossing guards as well as providing safe shaded play structure for the Kindergarten playground. Priority 6 Roadmap principle 1 (C)</p>	<p>2000-2999: Classified Personnel Salaries Concentration \$50,000</p> <p>3000-3999: Employee Benefits Concentration \$3,582</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$54,920.50</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,946.78</p>
<p>The DVMSA will provide academic field trips for all students with special focus on unduplicated students. Priority 5, 6 Roadmap principle 4 (B)</p>	<p>4000-4999: Books And Supplies Concentration \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures Concentration \$8,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$686.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,473.00</p>
<p>DVMSA will promote a positive school culture by providing:</p> <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 	<p>1000-1999: Certificated Personnel Salaries Concentration \$3,000</p> <p>3000-3999: Employee Benefits Concentration \$584</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$58.50</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3.01</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>relationships and promote collaborative school related activities. with special focus on unduplicated students' parents.</p> <ul style="list-style-type: none"> offering extra curricular activities (ASB, robotics, etc.) promoting involvement in competitions such as Math team, Battle of the Books, Oral Language Festival, Science, etc. <p>Special focus will be placed on recruiting unduplicated students and parents. Priority 6 Roadmap 1 (D)</p>	<p>4000-4999: Books And Supplies Concentration \$7,310</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,205.89</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,185.00</p>
<p>DVMSA will provide informative meetings for parents and/or students to address issues such as: gang awareness, drugs, behavior, communication and bullying. 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)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration \$500</p> <p>3000-3999: Employee Benefits Concentration \$97</p> <p>4000-4999: Books And Supplies Concentration \$2,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$106.56</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14.45</p>
<p>DMVSA's MTSS/BPIS 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 Classroom management Whole Brain Safety protocols Parent communication <p>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>	<p>4000-4999: Books And Supplies Concentration \$5,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,822.10</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$177.90</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
DVMSA will provide attendance incentives for exemplary attendance which may include fieldtrips. Priority 5 Roadmap 1 (D)	1000-1999: Certificated Personnel Salaries Concentration \$2,000 2000-2999: Classified Personnel Salaries Concentration \$1000 3000-3999: Employee Benefits Concentration \$461 4000-4999: Books And Supplies Concentration \$5,000 5000-5999: Services And Other Operating Expenditures Concentration \$5,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,146.50
Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need. Priority 5, 6 Roadmap 3 (B)	4000-4999: Books And Supplies Concentration \$500	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$704.42
This action will no longer be funded. Funds will be redirected.	2000-2999: Classified Personnel Salaries Concentration NA 3000-3999: Employee Benefits Concentration NA 4000-4999: Books And Supplies Concentration NA 5000-5999: Services And Other Operating Expenditures Concentration NA	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$655.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$787.36
This action will no longer be funded. Funds will be redirected.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration NA	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental and Concentration NA	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 school closures, Del Vista Math & Science Academy shifted to a distance learning model from March to June 2020. DVMSA was able to implement all of the actions/services for Goal 2 in order to continue to provide a safe and secure learning environment to our students, families and staff. The funds that were not completely expended due to COVID-19 were redirected to areas that would assist with distance learning. For example, noon duty aides were used to assist Food Services with the distribution of food for our families which includes unduplicated pupils. Extra funds were redirected to the MTSS/PBIS action in order to encourage students in the different MTSS Tiers to remain motivated during the school closure. Funds were also redirected to technology in order to ensure that students and families remained connected. Funds were also shifted to purchase PPE supplies for DVMSA.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

DVMSA success in implementing the actions/services to achieve goal 2 were:

1. Student attendance: The majority of students were connecting with teachers. Once teachers were able to connect their students into their google classrooms and develop a routine/schedule, student attendance got much better.
2. DVMSA continued to promote positive school culture by holding spirit weeks throughout the year especially from March till the end of the school year. Communication continued through the use of social media and teleparent notifications.

Challenges:

1. Parent meetings: Finding a means to connect with all parents during the pandemic. All in-person meetings were cancelled from March until June.
2. DVMSA could not provide fieldtrips due to the pandemic.
3. Providing social emotional support to students who suffered a loss of a family member during this time as well as support to those pupils struggling with distance learning.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3 (a) – Efforts to seek parent input in making decisions for DVMSA</p> <p>19-20 Expected outcome for 2019-2020 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities.</p> <p>Baseline Based on sign in sheets, DVMSA had significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, etc.</p>	<p>Due to the COVID-19 pandemic, it is difficult to provide results to parent input in making decisions for DVMSA. However, DVMSA had very positive parent/guardian attendance during parent conferences. The principal also hosted "Coffee with the Principal." SSC and ELAC meetings were consistently held for parents to participate in as well.</p>
<p>Metric/Indicator Priority 3 (b) – How DVMSA promotes participation of parents for unduplicated pupils</p> <p>19-20 Expected outcome for 2019-2020 is to continue to meet with parents and provide them with opportunities to be involved in their child’s school site activities and meetings. A continued special emphasis will be placed on inviting and promoting</p>	<p>Due to the COVID-19 pandemic, all events were stopped. However, DVMSA promoted participation of parents for unduplicated pupils through Blackboard Connect messages, school flyers, classdojo, the use of the school marquee and coffee with the principal.</p>

Expected	Actual
<p>participation of parents of unduplicated pupils and parents of children with disabilities.</p> <p>Baseline At the site level, English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. Stakeholder meetings were held at DVMSA and all parents were invited to attend, including the parents of unduplicated pupils. Stakeholder meetings were also held with special subgroups such and Migrant, DELAC, and GATE. DVMSA increased the number of parent engagement activities for English Learners and other subgroups as evidenced by the number of parents involved in ELAC, DELAC, SSC, redesignation meetings and/or school site activities.</p>	
<p>Metric/Indicator Priority 3 (c) – How DVMSA promotes participation of parents for pupils with exceptional needs</p> <p>19-20 Expected outcome for the 2019-2020 school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents.</p> <p>Baseline Parents of students with exceptional needs were provided with opportunities to be involved in their child’s education and school activities. Through regular communications, parents were encouraged to attend IEP meetings as well as meetings and trainings offered through state agencies such as Kern Regional Center and H.E.A.R.T.S. Connection. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.</p>	<p>Due to the COVID-19 pandemic, meetings were placed on hold. Communication with parents of pupils with exceptional needs were held via phone calls.</p>
<p>Metric/Indicator Priority 7 (a) – Extent to which pupils have access and are enrolled in a broad course of study</p> <p>19-20</p>	<p>100% of pupils had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, music. However, the COVID-19 pandemic limited the school to offering some of these courses of study.</p>

Expected	Actual
<p>Expected outcome for the 2019-2020 school year is 100%</p> <p>Baseline 100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music if offered at their school site.</p>	
<p>Metric/Indicator Priority 7(b) – Extent to which pupils have access to and are enrolled in programs /services for unduplicated pupils</p> <p>19-20 Expected outcome for 2019-2020 is to continue to have 100% access for all students.</p> <p>Baseline 100% of unduplicated pupils had access to programs and services including (but not limited to) extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.</p>	<p>Up until March (COVID-19) 100% of unduplicated pupils had access to programs and services including (but not limited to) extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.</p>
<p>Metric/Indicator Priority 7(c) – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs</p> <p>19-20 Expected outcome for 2019-2020 is to continue to have 100% access for all students.</p> <p>Baseline 100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules and program attendance records</p>	<p>Up until March (COVID-19), 100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, Summer School and additional programs and services offered by the District. Evidenced through class schedules and program attendance records</p>

Expected	Actual
<p>Metric/Indicator Priority 8 – Other indicators of pupil performance in required areas of study</p> <p>19-20 Expected outcome for 2019-2020 is to set baseline data for ARI and writing benchmark. Each grade level will increase at least by 5% each subsequent year in literacy.</p> <p>Baseline Will implement assessments in ADEPT for all K-5 English Language Learners for targeted ELD instruction. Baseline scores will be set during the 2017-2018 school year.</p> <p>ARI assessments for all K-5 students to measure literacy. Implementation of district writing benchmarks to measure improvement in writing skills.</p>	<p>Due to COVID-19, a baseline data was not set for ARI and writing benchmark.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>DVMSA will continue to promote band, the arts and STEAM and after school clubs for example: science club, dance club, art club, photography and the ability to hire artist from Bakersfield Museum of Art, etc. Materials and supplies will be purchased for implementation. Priority 7 Roadmap principle 2 (D)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$50,836</p> <p>3000-3999: Employee Benefits Supplemental \$20,845</p> <p>4000-4999: Books And Supplies Supplemental \$20,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$51,657.42</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,486.49</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,413.21</p> <p>5000-5999: Services And Other Operating Expenditures LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>DVMSA will provide funds for parent involvement activities. Activities will include math nights, grade level parent ed nights, literacy nights, general information meetings, Kiddie Parade technology, etc. Priority 3 Roadmap principle 1 (D)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$500</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$1,000</p> <p>3000-3999: Employee Benefits Supplemental \$231</p> <p>4000-4999: Books And Supplies Supplemental \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>	<p>Supplemental and Concentration \$2,580.79</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$152.82</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14.23</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,904.04</p>
<p>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)</p>	<p>2000-2999: Classified Personnel Salaries Concentration \$68,581</p> <p>3000-3999: Employee Benefits Concentration \$61,663</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$67,866.58</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$55,986.29</p>
<p>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)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,549.65</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$70.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14.15 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$239.80
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 proving STEAM camps during fall and summer breaks. Priority 7 Roadmap principle 3 (D) and 2 (B)	1000-1999: Certificated Personnel Salaries Supplemental \$27,092 3000-3999: Employee Benefits Supplemental \$5,274 4000-4999: Books And Supplies Supplemental \$15,000 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,081.77 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,865.68
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)	Not Applicable Not Applicable N/A Not Applicable Not Applicable N/A 4000-4999: Books And Supplies Supplemental \$2,000 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,140.00
DVMSA will enhance and expand student opportunities in GATE activities. Students will receive year-long engagement opportunities. Priority 7 Roadmap principle 2 (B)	1000-1999: Certificated Personnel Salaries Supplemental \$2,092	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,310.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Supplemental \$408 4000-4999: Books And Supplies Supplemental \$1,000 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$264.72 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$119.82
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)	4000-4999: Books And Supplies Supplemental \$75,471 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$40,957.11 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$9,505.00 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$6,408.46
DVMSA will employ a physical education teacher to provide specialized services. Special attention will be focused on unduplicated students. Priority 7 Roadmap principle 4 (C)	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$59,686 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,345	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$56,962.90 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$29,006.59
	Not Applicable	Not Applicable NA

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 school closures, Del Vista Math & Science Academy shifted to a distance learning model from March to June 2020. Funds of actions/services not fully implemented were used to support students by providing them technology and instructional materials. Every student was able to take home a Chromebook for Distance Learning. Those students that did not have internet access were initially provided teacher assignment packets. Then, students were provided access to internet hotspots (ATT & Verizon). Parents and students received training from the vice principal and/or attendance clerk on the use of technology. Every student was provided their textbooks to take home as well. Learning supplies such as pencils, crayons, paper, notebooks, white boards, etc. were ordered and distributed to students through drive through distribution events. Families and staff were provided childcare for the remainder school year for essential workers. Teachers were provided laptops and document cameras in order to teach from home. Coaches and the site resource teacher provided teachers support. Teachers all had access to laptops for distance learning. The majority of funds were used to ensure connectivity was in place for all students and families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

DVMSA success in implementing the actions/services to achieve goal 3 were:

1. To enhance teacher instruction, DVMSA was able to purchase learning programs. These were very useful during distance learning. (Lexia, Brainpop, Go Pebble, etc.)
2. Students from K-5 all had access to a chromebook for student learning.
3. DVMSA students had access to an art consultant who also created art projects with students through the Zoom platform.

Challenges:

1. Parent Involvement: Finding a means to connect with all parents during the pandemic was difficult during March. All in-person meetings were cancelled from March until June.
2. Inability to send staff to a STEAM conference due to the pandemic.
3. Due to the COVID-19 pandemic, DVMSA was unable to provide students with the opportunity to participate in extra-curricular activities such as Robotics, science club, etc.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In preparation for the return to in-person instruction, the school will need to provide personal protective equipment (PPE) for all students and staff. Equipment will include: face shields, gloves, face coverings, hand sanitizer, protective barriers, disposable smocks, etc. The school will have a contactless temperature kiosk and a triage tent at to monitor students and staff.	\$36,000	\$36,831	No
The school will purchase sanitizing equipment and supplies to maintain disinfected classrooms.	\$20,000	\$0	No
Social distancing signage will be placed throughout school site to ensure that all students, staff and parents maintain appropriate social distancing upon their return to campus.	\$2,400	\$0	No
The school will provide appropriate training for all staff to prepare for in-person instruction. Training would include: appropriate use of sanitation supplies, adhering to physical distancing of staff and students, hand washing, symptom screening including temperature checks, use of PPE, etc.	\$400	\$0	No
The school will transition to provide meals in the classrooms and will need to purchase items needed to implement the change to facilitate the delivery and serving of meals. Items to include: delivery carts, coolers, insulated bags, etc.	\$8,000	\$5,762	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>The school will purchase individual instructional supplies and manipulatives to avoid classroom sharing and cross contamination within each classroom. Items to include: math manipulatives and counters, pencils, dry erase markers, dry erase boards, sharpeners, glue sticks, notebooks, etc. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation schoolwide, the needs of unduplicated pupils were considered first as they are the majority of our student population and would likely not have the means to provide their own supplies and materials to avoid sharing classroom supplies.</p>	\$20,000	\$0	Yes
<p>The school will provide personal clothing and health care items that McKinney-Vento and foster students may need to facilitate their physical return to campus. Special consideration will be made for students to receive this assistance while respecting their privacy, yet ensuring that they have all items they need. This action is intended to meet the needs of students in response to the COVID-19 pandemic.</p>	\$400	\$0	Yes
<p>In an effort to mitigate learning loss, the school will purchase the Nearpod platform to support English learners with language acquisition and provide them with extra academic support and formative assessments in real time to monitor their progress on a daily basis. Teachers will be provided with training support to implement this supplemental tool for English learners. This action is intended to meet the needs of students in response to the COVID-19 pandemic. This action is intended for specific support to English learners and immigrant students.</p>	\$1,200	\$0	Yes
<p>The school will hire temporary academic support personnel to help support students when they return to in-person instruction. Academic support personnel would principally direct intervention services to unduplicated student subgroups. This action is intended to meet the</p>	\$20,000	\$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first.			
The school will purchase a large screen, sound system, and projector for parent meetings to be held outdoors upon the return to in-person instruction. This will allow for active parent participation in a setting that is more conducive to adhere to social distancing. These efforts will be made to reach parents of unduplicated pupils as they have less access to meetings in a virtual format.	\$6,250	\$0	Yes
The school site will have the opportunity to offer outdoor instruction weather permitting. The school will purchase shade structures and furniture to support outdoor instruction.	\$86,557	\$0	No
Purchase of additional technology for classroom instruction so that teachers have resources needed to provide instruction from home and in-person upon the reopening of the school sites.	\$6,400	\$59,680	No
Purchase of additional technology devices so that students have access to devices at home and at school. These funds are principally directed to serve unduplicated pupils as they are less likely to have the means to purchase an additional device to use at home.	\$128,000	\$50,240	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The following items were provided by the District: social distance signage, sanitizing equipment and supplies, Nearpod, personal protective equipment and outdoor furniture.

The shade structure is in the process of receiving approval from the Division of the State Architect. The funds have been encumbered and the project is expected to be completed in 2021.

Expenses for in-person instruction were lower than budgeted because Del Vista Math and Science Academy did not offer in-person instruction for the 2020-2021 school year. Temporary personnel to support in-person instruction were not hired, and clothing necessary for McKinney Vento and Foster youth to return to in-person instruction was not purchased. Funds were redirected to improve air quality in the classrooms through the purchase of GPS ionization devices and toward the conversion to touchless restrooms. The funds also supported an instructional coach that was diverted to assisting with the distance learning program (\$91,920).

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes: Del Vista Math & Science Academy in collaboration with Delano Union School Site adopted three different calendars for the 2020-21 school year in anticipation of the different scenarios that the COVID-19 pandemic may bring and how it would impact the return for in-person instruction. DVMSA along with the site actively prepared all summer for the return to in-person instruction by creating a plan with a three-phase approach. The school was able to fully attain personal protective equipment for students and staff as well as sanitizing supplies to clean all facilities. In addition, DVMSA was able to install GPS ionization units in the HVAC systems throughout all site facilities. This technology is 99.4% effective in removing COVID-19 from the air and surfaces. The school also installed social distancing signage in all buildings and equipped all work areas and student desks with protective glass barriers. However; with the safety of all students and staff in mind, and after careful and ongoing review of the community's COVID-19 positivity rates, the site along with the district opted for a distance learning model the entire 2020-21 school year. Beginning in September 2020, the site in collaboration with the district began to plan the implementation of Phase I of the return to in-person instruction for the students with exceptional needs population. Due to the high positivity rates in COVID-19 cases in the community of Delano, and the surge that put the county in the Deep Purple Tier for most of the fall and winter seasons, Phase I of the plan was not able to come to fruition until April of 2021. DVMSA opened its doors for in-person instruction for the moderate/severe students with exceptional needs population following a 1:1 rotation schedule that would allow for students to begin their transition to in-person instruction while at the same time continue to receive support via distance learning. This group will continue in-person instruction for four additional weeks in the summer to provide students with extra support and expanded opportunities to continue to work on IEP goals. Even though most students remained on a distance learning instructional program for the 20-21 school year, DVMSA was able to implement many of these actions and prepared all classrooms and site buildings with the necessary technology, protective glass barriers, and PPE necessary to welcome students back as soon as it is deemed safe to do so.

Challenges: Due to the very high positivity rates in the community of Delano, DVMSA was unable to open for in-person instruction during the 2020-21 school year. The school began planning for Phase I of a reopening to in-person instruction, which began with bringing students with exceptional needs back first followed by Phase II, which added at-risk subgroups such as English learners, students experiencing homelessness, foster youth, and students failing to connect to distance learning. Phase III would then bring all students back in a staggering block schedule to allow for appropriate social distancing within the classroom. During the fall and winter season of the 2020-21 school year, the county of Kern experienced a surge in COVID-19 cases, making it unsafe for the return to in-

person instruction plan to be implemented. As spring approached and the county's numbers were improving, the community of Delano still maintained a very high positivity rate, which delayed the re-opening plan even further. In April of 2021, the site was able to provide in-person instruction to students with exceptional needs in the moderate/severe classes only. In-person instruction for the moderate/severe classes will continue through the summer of 2021. The school continues to prepare for the return to in-person instruction for all students in the fall of 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The school purchased chromebooks, hotspots, and vouchers for Wi-Fi to provide connectivity to all students to support their distance learning. The purchase of devices was made in an effort to assist unduplicated students with accessibility to both devices and WiFi however, all students will be provided with the devices and hotspots.	\$152,000	\$73,085	Yes
Technology was purchased for teachers and auxiliary staff to support distance learning instruction. Technology included laptops, chromebooks, cell phones, printers, and hotspots.	\$16,000	\$18,558	No
All students received learning kits equipped with supplies and materials to support their learning. Supplies include: dry erase markers, pencils, notebooks, sharpeners, etc. Although all students received the learning kits, they were purchased to assist unduplicated pupils as they are less likely to be able to provide their own supplies needed for instruction.	\$4,000	\$25,254	Yes
All students in grade 5 received physical education kits to enhance physical activities at home during distance learning instruction. The kits include: jump ropes, scarves, bean bags, foam balls, and a mesh bag to hold all equipment. The equipment is designed to help students build physical skills and staying active while learning from home. All students	\$7,840	\$20,954	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
received the physical education kits, but they were purchased to assist unduplicated students as they are less likely to have access to the equipment or to be able to purchase it.			
McKinney-Vento students received lap desks so that they can have a designated mobile work space.	\$160	\$0	Yes
The school purchased research based online platforms to supplement instruction. Platforms include: IXL, Stemtaught, Nearpod, ESGI, Activate Learning, Rethink, Zoom, and Screencastify. All of these platforms are supplemental to instruction and teachers have been provided with appropriate staff development to navigate these programs. Special consideration is made for unduplicated pupils to provide them with additional resources to improve their learning and provide them with additional layers of support.	\$78,000	\$29,061	Yes
The school's mental health team participated in social-emotional professional development to better serve staff and students and support their social-emotional needs. Special efforts are made to meet the Social Emotional Learning needs of unduplicated students.	\$4,000	\$0	Yes
The school provided professional development opportunities to all teachers and staff to enhance virtual instruction. Trainings included Zoom, Screencastify, and Google classroom among others.	\$800	\$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Support for English Language Development instruction is provided through the district's ELD department. Training modules were provided to all staff to help design lessons for ELD instruction. The training modules include strategies for integrated and designated instruction, and special strategies for language acquisition for newcomers.	\$80	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Expenses for instructional materials were greater than budgeted for distance learning because Del Vista Math and Science Academy did not offer in-person instruction for the 2020-2021 school year. In addition to learning kits, instructional materials and supplies were purchased for students and staff to support the distance learning program.

The District provided the following: Hot Spots, lap desks for McKinney Vento students, professional development for enhancing virtual instruction, English Language Development and Social Emotional Development.

The physical education kits were provided for Kinder-5th grade.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

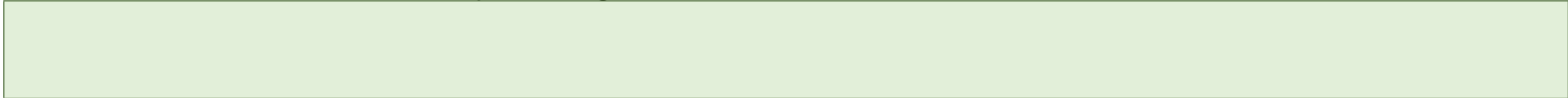
Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The school hired temporary academic support personnel to provide intervention services for all students in need. Tutoring services were principally directed to unduplicated subgroups.	\$20,000	\$0	No
A stipend is provided to employees to communicate with parents after hours in an effort to mitigate student learning loss and actively engage parents in their child's learning. Most parents are farm laborers and are considered essential workers who are unavailable during the day for communication. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation schoolwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not be able to communicate during the regular school day. Translation services are provided to non-English speaking parents to ensure that they are active participants of their child's learning.	\$44,000	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The stipend for teachers to communicate with parents after hours was funded by the District.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.



Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

Challenges:

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes: Del Vista Math & Science Academy places top priority on pupil and family engagement at all times. Even with a full year of distance learning, the school continued its efforts to connect with pupils and parents. For the 20-21 school year, all parent and student events were held in a virtual format. The district continued to host most student events such as; Oral Language Festival, Science Fair, Henry Greve Speech Contest, and GATE festival. Students had the opportunity to prepare presentations and/or research projects and present them virtually via recorded videos through Flipgrid. The district then held an awards or a presentation ceremony for all families virtually after each event via Zoom. Additionally, DVMSA continued to have student celebrations and assemblies virtually such as student of the month and other awards assemblies. The school offered virtual field trips throughout the year. Students received materials, supplies, and books via a drive-thru distribution to prepare them for fun activities related to their virtual field trips. School site and district parent committees continued to fully function virtually. DVMSA actively met with their School Site Council and English Learner Advisory Committees. These committees were able to continue to oversee all compliance items under their responsibility. The district also continued to meet virtually with all district sponsored committees such as the District English Language Advisory Committee, the Migrant Parent Advisory Committee and the GATE Parent Advisory Committee. The district and school also hosted several stakeholder meetings to provide a platform for input in the development of the new district and school LCAP. All meetings were held regularly throughout the entire school year at both the site and district level. One success that the district and school is very proud of is the efforts made to ensure that students remained connected during the entire school year. When students were struggling with either the knowledge to log on to their online classes, or the motivation to join their classes, the school deployed a team to the home to help each child individually either by helping them problem solve the connectivity issue or by providing social emotional support and motivation to encourage the students to log in daily. Each day after the teachers submitted their attendance, DVMSA began to call each child that had not connected. When necessary, a home visit was made to help problem solve the situation. Students who were having issues with chronic absenteeism were visited by a site and/or district team. All teachers were paid an additional stipend to connect with families in the evening hours in an effort to accommodate the parents' working schedules. The district and site team provided additional supports or interventions to ensure that the student connected with their teachers daily. Members of the district team included social workers, marriage and family therapist, or site administration. Through these home visits, the teams discovered barriers that the students were encountering and therefore not connecting daily. Each barrier was addressed and the team provided a resolution whenever possible. Many students were provided with desks to do their work, additional

technology to ensure connectivity, individual tutors to support their academic needs, and even clothing and toiletry items if needed. Parents were taught how to help their child log into Zoom and they received help on how to check the parent portal and Google classrooms for assignments. Students with even more chronic attendance issues received a special home visit by the district superintendent who met with families and provided special outreach services to support the needs of each family.

Challenges: In spite of all the efforts that district and site staff made to connect with pupils and families on an ongoing basis, there were many families that failed to connect even after multiple attempts. The district and school offered multiple resources to provide connectivity into the home, including vouchers for home Wi-Fi, hotspots, and Chromebooks or iPads for the students. The school provided one to one trainings on how to log on to multiple learning and communication platforms, but some families still did not connect. Some site and district parent meetings received low attendance. In an effort to simplify the process of connecting to meetings with parents, the district and school provided various means to connect to the specific meeting link. DVMSA created our own Google classrooms where we posted the Zoom links to the meetings. This allowed for students to assist their parents in accessing their meetings. Links were also disseminated via text, email, and letters. Although a plethora of assistance was offered, there were still some families that struggled with connecting with their child's teacher, the school site, and the district office. The school will continue all efforts to continue to provide daily outreach to all pupils and parents for the remainder of the school year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes: DUSD has successfully provided off site meal service to all enrolled students throughout the 2020-2021 school year. Meals were distributed via drive thru and walk-up service in a non-congregate setting, while maintaining social distancing practices, consistent with the requirements of the California Department of Education and the U.S. Department of Agriculture. The distribution sites were spread out across the District and in the communities with the greatest need. The "grab and go" meals were distributed every Wednesday, with students receiving meals for the whole week. Meals were distributed at the following nine locations: Albany Park, Almond Tree Middle School, Cecil Avenue Math & Science Academy, Del Vista Math & Science Academy, Harvest Elementary School, Nueva Vista Language Academy, Nutrition Services, Princeton Street School and Pioneer School. In the Fall of 2020, the District added evening distribution times to accommodate working parents. In order to limit student exposure to COVID-19, the District took full advantage of the federal flexibility waiver that allowed parents to pick up meals without students being present. To protect the distribution staff, the meal distributions were scheduled only once per week. Every Wednesday, parents would pick up grab and go meals and bulk food items that provided a supply of nutritious meals for the entire week. In August 2020, the food distribution expanded to include supper and snacks through participation in the Child and Adult Care Food Program. Supper and snacks were provided throughout the 2020-2021 school year to ensure that students had access to nutritious meals throughout the pandemic. Outreach was conducted in English and Spanish through parent phone calls, social media, flyers and online resources to ensure that families were aware of the the availability of free breakfast, lunch, supper and snacks. The program was very successful because of the efforts of the school nutrition team. Coordinating the menu with holidays, promoting special dress up days and decorating the distribution sites are a few examples of how the staff created excitement for the meal distributions. Distribution times were coordinated around the distance learning instructional schedule so that students did not miss instructional time in order to pick up meals. In

addition to scheduling evening distributions for working parents, the District also accommodated special meal requests for students with allergies or restricted diets, as stipulated by their medical providers. A total 2,842,234 meals have been served as of May 18, 2021.

Challenges: The greatest challenge was maintaining the integrity of the school nutrition program. DUSD implemented new operating procedures that included a DUSD Meal Passport Card to ensure that meals were distributed only to parents and guardians of eligible children and that duplicate meals were not distributed. Given the nine distribution locations, and number of meals being distributed each week, staffing was also a challenge. With staffing shortages due to illness and quarantine, the District temporarily assigned employees from all departments to assist with the distribution of meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Professional Development for teachers - 4 hours. All teachers will be offered the opportunity to participate in a training to address the Social and Emotional Learning needs of their students.	\$5,360	\$5,445	Yes
Distance Learning Program (Distance Learning Professional Development)	Professional Development for Teachers - 12 hours. All teachers will be offered the opportunity to participate in professional development of supplemental platforms to provide additional supports to all students, but principally directed to unduplicated subgroups.	\$21,280	\$663	
Distance Learning Program (Supports for Pupils with Unique Needs)	English Learner trainings - Nearpod professional development for the use of the platform for English Learners. In addition, the ELD director and coaches will be providing professional development opportunities for all staff on lesson design and language acquisition strategies for English learners.	\$1,200	\$0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Professional Development expenditures were lower than budgeted because the training was provided by the District.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Overall, the 2019-2020 LCAP was implemented substantially up until March March 2020. The California School Dashboard (2018) showed that our school and students were continuing to make growth. However, we do not have results for 2019 CAASPP since third through fifth grade students did not assess due to the pandemic. The school in collaboration with the district ensured that our students all had technology and internet connection to continue with their learning.

The 2020-2021 Learning Continuity and Attendance Plan allowed DVMSA to use stakeholder feedback to create a safe environment for learning. Although we did not implement the in-person model of instruction, DVMSA had established a contingency plan for the return to in-person instruction that outlined all safety protocols for all students and employees. DVMSA was able to monitor student engagement/connectivity as well as the instructional program daily. Student engagement reports were generated daily which allowed administration to conduct home visits to assist families with connectivity and to reinforce the importance of daily live interactions. Pacing was modified by the curriculum facilitators in order to address the instructional constraints as a result of distance learning. Google Classroom, Screencastify and Zoom were identified as the three essential programs to our instructional framework for distance learning. The school along with the district mandated an instructional schedule for elementary students consisting both of synchronous and asynchronous lesson delivery allowing students to receive instruction in core content and ELD each day. The Learning Continuity and Attendance plan informed the development of the 21-22 through 23-24 since it will allow Del Vista Math & Science Academy to address the needs of all students by offering strategic intervention and enrichment opportunities to guide our students to become successful scholars. Goal 1 will address student learning loss. Goal 2 will continue to address learning in a safe environment (positive school culture, MTSS, SEL, etc.) and Goal 3 will provide opportunities for advancement in STEAM. DVMSA places top priority on delivering a high quality instructional program with equitable access to all students including unduplicated subgroups.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,453,775.00	1,336,689.00
Concentration	686,054.00	0.00
LCFF Supplemental and Concentration	211,826.00	1,336,689.00
Supplemental	555,895.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,453,775.00	1,336,689.00
1000-1999: Certificated Personnel Salaries	711,235.00	628,308.06
2000-2999: Classified Personnel Salaries	158,856.00	164,260.77
3000-3999: Employee Benefits	329,893.00	330,874.24
4000-4999: Books And Supplies	174,664.00	163,611.15
5000-5999: Services And Other Operating Expenditures	79,127.00	43,226.32
6000-6999: Capital Outlay	0.00	6,408.46

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,453,775.00	1,336,689.00
1000-1999: Certificated Personnel Salaries	Concentration	271,133.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	157,536.00	628,308.06
1000-1999: Certificated Personnel Salaries	Supplemental	282,566.00	0.00
2000-2999: Classified Personnel Salaries	Concentration	157,856.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	164,260.77
2000-2999: Classified Personnel Salaries	Supplemental	1,000.00	0.00
3000-3999: Employee Benefits	Concentration	184,745.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	54,290.00	330,874.24
3000-3999: Employee Benefits	Supplemental	90,858.00	0.00
4000-4999: Books And Supplies	Concentration	44,193.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	163,611.15
4000-4999: Books And Supplies	Supplemental	130,471.00	0.00
5000-5999: Services And Other Operating Expenditures	Concentration	28,127.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	43,226.32
5000-5999: Services And Other Operating Expenditures	Supplemental	51,000.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	6,408.46

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	709,266.00	695,729.28
Goal 2	258,485.00	256,402.20
Goal 3	486,024.00	384,557.52

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$335,607.00	\$152,513.00
Distance Learning Program	\$262,880.00	\$166,912.00
Pupil Learning Loss	\$64,000.00	
Additional Actions and Plan Requirements	\$27,840.00	\$6,108.00
All Expenditures in Learning Continuity and Attendance Plan	\$690,327.00	\$325,533.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$159,757.00	\$102,273.00
Distance Learning Program	\$16,000.00	\$18,558.00
Pupil Learning Loss	\$20,000.00	
Additional Actions and Plan Requirements	\$21,280.00	\$663.00
All Expenditures in Learning Continuity and Attendance Plan	\$195,757.00	\$120,831.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$175,850.00	\$50,240.00
Distance Learning Program	\$246,880.00	\$148,354.00
Pupil Learning Loss	\$44,000.00	
Additional Actions and Plan Requirements	\$6,560.00	\$5,445.00
All Expenditures in Learning Continuity and Attendance Plan	\$473,290.00	\$204,039.00