

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Del Vista Math and Science Academy

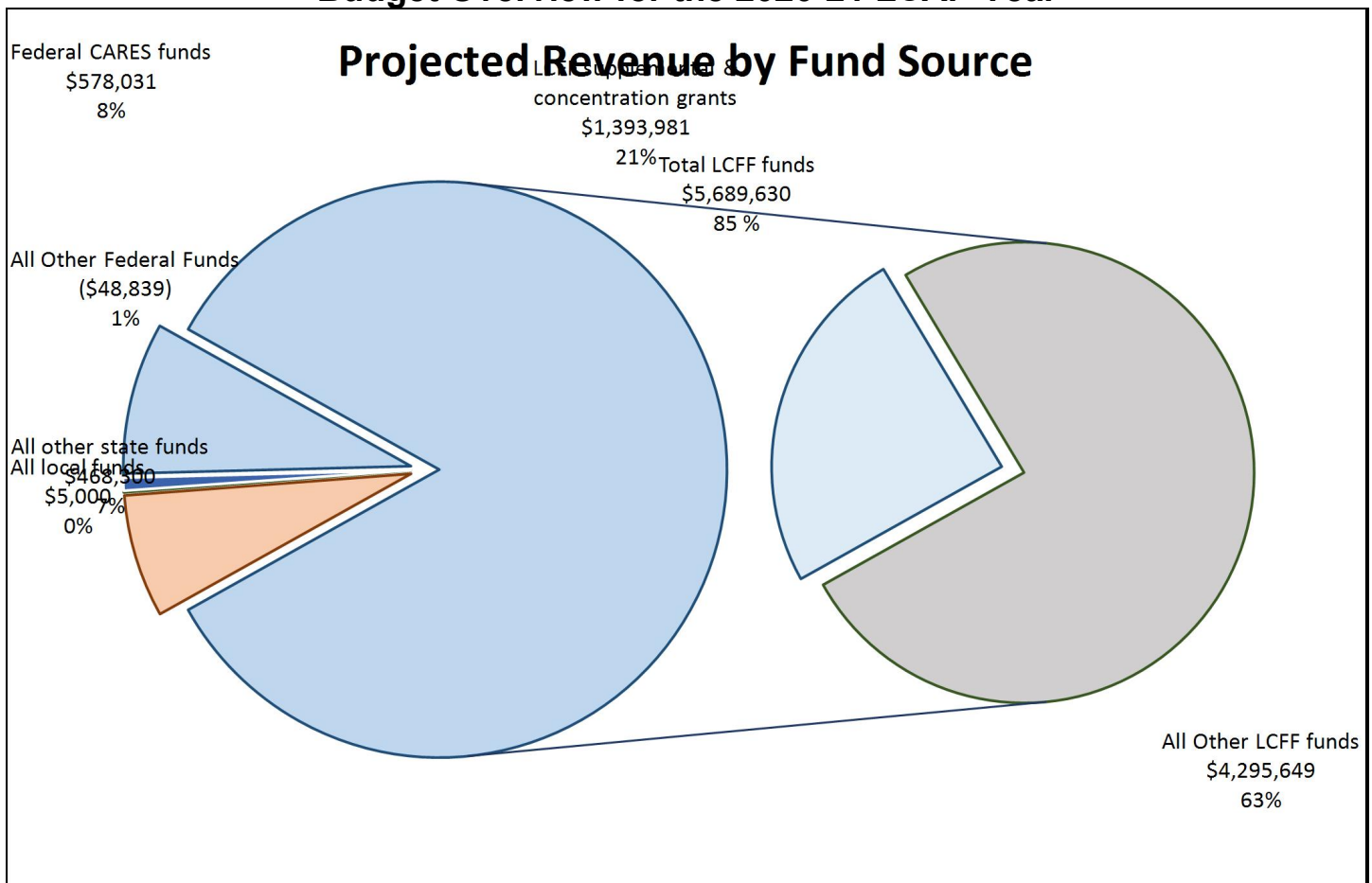
CDS Code: 15634046009369

School Year: 2020-2021

LEA contact information: Ana Ruiz, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

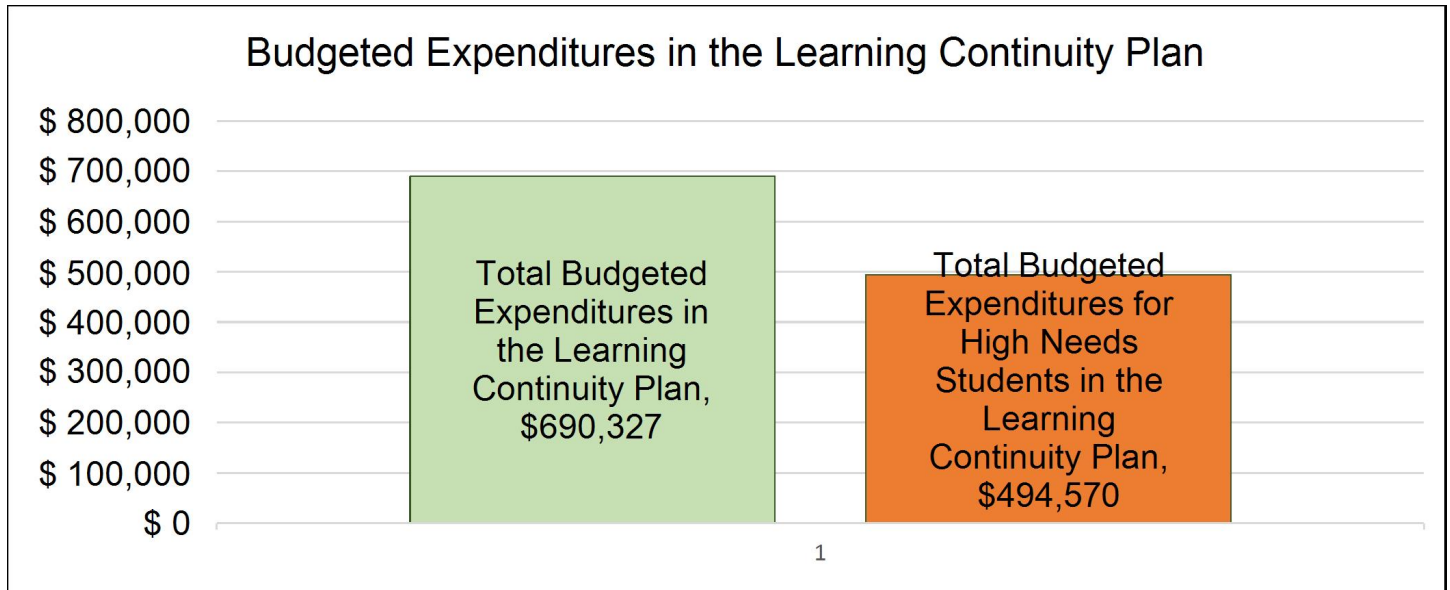


This chart shows the total general purpose revenue Del Vista Math and Science Academy expects to receive in the coming year from all sources.

The total revenue projected for Del Vista Math and Science Academy is \$6,692,122, of which \$5,689,630 is Local Control Funding Formula (LCFF), \$468,300 is other state funds, \$5,000 is local funds, and \$529,192 is federal funds. Of the \$529,192 in federal funds, \$578,031 are federal CARES Act funds. Of the \$5,689,630 in LCFF Funds, \$1,393,981 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Del Vista Math and Science Academy plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Del Vista Math and Science Academy plans to spend \$6,707,627 for the 2020-21 school year. Of that amount, \$690,327 is tied to actions/services in the Learning Continuity Plan and \$6,017,300 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

In addition to the funds allocated in the LCAP, the General Fund is providing supplemental resources to augment the services provided for unduplicated students including: after school tutoring and targeted professional development for teachers in all content areas. Federal Funds also provide a Resource Teacher to assist in monitoring English learners and provide extra support and intervention for at-risk students, instructional aides for TK and Kindergarten classes, and a math coach to assist teachers with professional development, lesson design, and student interventions. District Federal Funds also provide for two ELD coaches. Federal funds were used to provide parent education nights and parent involvement activities. Additional intervention services are provided to students through the POWER after school program funded by ASES. The General Fund supports the core academic program for unduplicated students by providing the necessary staffing to maintain class sizes at a ratio of 24:1. Funds have also been targeted to maintain the school facilities in good repair.

Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

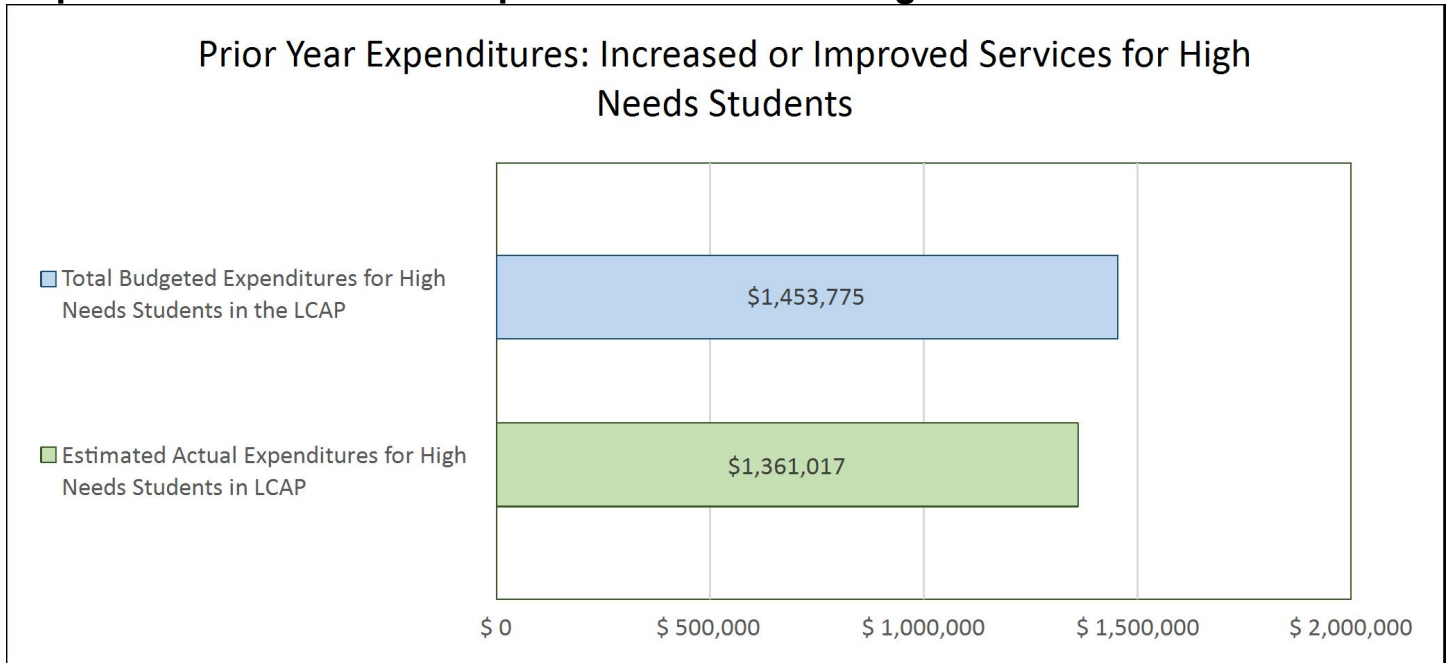
In 2020-21, Del Vista Math and Science Academy is projecting it will receive \$1,393,981 based on the enrollment of foster youth, English learner, and low-income students. Del Vista Math and Science Academy must describe how it intends to increase or improve services for high needs students in the

Learning Continuity Plan. Del Vista Math and Science Academy plans to spend \$494,570 towards meeting this requirement, as described in the Learning Continuity Plan.

Del Vista Math & Science Academy will meet the requirements to improve services for high needs students by providing targeted academic support based on individual needs as measured on local assessments. The school will provide after school intervention as well as homework support with the goal of providing additional opportunities for students to receive supplemental instructional services. The school funds additional staffing to assist with the efforts to ensure that high needs students receive extra support. These staff members include: a math coach, reading intervention teacher, instructional aides, and a site resource teacher. These staff members assist with lesson development, pacing guides, professional development, and lesson modeling to improve the quality of instruction. Classroom teachers receive planning time to develop lessons, analyze data, and provide outreach to students and parents outside working hours to increase the efficacy and connectivity of students during distance learning. Along with regular after school tutorials, the school will increase services by recruiting certificated academic liaisons to assist with the POWER after school program funded through ASES. The liaison will provide targeted intervention to provide at-risk students with differentiated instruction and additional support during the after school program. In order to ensure that the needs of our students are met, Del Vista Math & Science Academy will continue to coordinate and utilize all funding sources. We will ensure to follow the actions in the Learning Continuity Plan to assist our unduplicated students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Del Vista Math and Science Academy budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Del Vista Math and Science Academy actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Del Vista Math and Science Academy's LCAP budgeted \$1,453,775 for planned actions to increase or improve services for high needs students. Del Vista Math and Science Academy actually spent \$1,361,017 for actions to increase or improve services for high needs students in 2019-20.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2019-2020 was less than the total budgeted expenditures. This was due in part to a few factors. Most of the professional development that was provided was done during the regular school day and federal funds were used in coordination with LCAP Funds. The district also provided and funded professional development throughout the school year. Parent education nights were planned for the spring but due to COVID-19 they did not take place. Field trips were within a 60 mile radius. Therefore, they were not as costly. Planned student activities, parent involvement and some field trips did not take place due to the COVID pandemic. The pandemic also prevented DVMSA staff from attending the AVID and STEAM conferences. Our Saturday intervention, Camp Success, was affected by the pandemic as well. Funds were redirected to provide students with high quality distance learning. All students received a Chromebook and hotspot if they did not have WiFi at home to ensure that all students, especially high needs students had connectivity and access to instruction.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|------------------------------------|------------------------|-----------------------------------|
| Del Vista Math and Science Academy | Ana Ruiz Principal | aruiz@duesd.org (661) 721-5040 |

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Mission:

Our students will recognize and develop their talents, know that they are valued and will experience success through a world-class education. Our students will acquire a strong foundation for their future college and career endeavors.

Vision:

We are a learning community of educators that holds integrity and excellence as our core values. We are serving families that have entrusted their children to us. We will be deserving of that trust. We will be excellent role models; we will be highly skilled practitioners; and we will be dedicated and proactive in meeting the personal and academic needs of our students and their families. We embrace our responsibility to serve the community and we define our personal success in terms of the success of our students.

Goals:

We will provide an environment of academic excellence that will develop creative and critical thinkers.

We will commit to provide a supportive learning environment that models a strong, positive work ethic, sparks an attitude of inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens.

We will engage each of our students as unique individuals in order to prepare them for college and career readiness.

Every employee will honor students, parents, and community members by providing exemplary customer service.

Del Vista Math & Science Academy is home to approximately 548 students in grades TK - 5. In addition, a district preschool class is located on site which serves a morning and afternoon class. The diversity of the community of Delano is reflected in its student population. The student demographics are as follows: Hispanic - 94.7%, White - .7%, Asian - .4%, African American - .2%, and Multi - .5%. Our student population is also divided into the following subgroups: 89.1% socio-economically disadvantaged, 64.8% English Learners, 10.3% Migrant, 0% Foster Youth, and 3% Immigrant.

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

LCAP Highlights

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

Reflecting on our school mission, vision and goals; and through an extensive collaboration with various stakeholder groups, the following goals were created to address the needs of our students:

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

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

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

Our key LCAP actions include:

- Full implementation of Common Core State Standards
- Fully credentialed teachers- 96%
- Williams Team FIT tool - 100% sufficiency in access to materials and facilities in good repair
- Teachers trained in ELD Standards and Strategies - 100%
- CAASPP results - Standard Met/Exceeded ELA - All students: 36.02%
- CAASPP results - Standard Met/Exceeded Mathematics - All students: 18.82%
- ELPAC results: Level 1 (Beginning Stage) - 15.22%; Level 2 (Somewhat Developed) - 20.30%; Level 3 (Moderately Developed) - 30.75%; Well Developed 33.73%
- English Learner reclassification rate - 11% (32/284)

- Attendance rate - 97.84%
- Chronic Absenteeism rate - 3.3%
- Suspension rate - 1.7%
- Expulsions - 0
- Parent surveys indicate a need for continued funding to keep schools safe and well maintained
- Staff surveys indicate a need for increased continued professional development. Staff is also requesting increase of time for collaboration with colleagues. Smaller class size in Kinder, fourth and fifth grades.
- Staff and student surveys also indicate the need for a larger cafeteria and library.
- Staff surveys indicate a need for student extra-curricular activities
- Student surveys indicate a need to continue the efforts to offer incentives for positive behavior and attendance.
- Students surveys indicate the need for larger classrooms or smaller class size
- All unduplicated pupils had access to programs and services available to all students.
- Students were provided with opportunities for extended learning including after school intervention, ASES/POWER, summer school, and any additional program offered by the site.

Review of Performance

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

Greatest Progress

Del Vista Math and Science Academy is proud of the following achievements and areas of progress:

1. The chronic absenteeism rate for DVMSA is at 3.3% per the California School Dashboard. The school's rate is well below Kern County's rate which is 12.1% and the state's rate which is 9%. The school's efforts to reduce chronic absenteeism have demonstrated to have a positive impact in our school attendance. The school devotes many resources through Goal 2 to ensure that our attendance rate is high and that we reduce the chronic absentee rate.

2. Parent participation continues to increase per sign in sheets of all events. DVMSA is especially proud of the parent involvement STEAM activities that have taken place. The school will continue to

support all efforts of parent involvement and will continue to offer multiple opportunities for parent involvement via Goals 2 and 3.

3. DVMSA is proud of our student accomplishments in the arts. Through Goal 3, the school has supported band, flutophones, folklorico dance group, and art. This year four of our band students participated in Honor Band. Because of LCAP funds, this year no students and families had to rent instruments.

4. The school science coach has been instrumental in providing targeted assistance to all teachers in NGSS standards this was made possible through Goal 1. The coach works with teachers individually and by grade levels.

5. The district instructional coaches have been instrumental in providing targeted assistance to all DVMSA teachers. The coaches work with teachers individually and by grade levels. They model lessons and offer assistance with lesson planning and deliver and provide guidance with implementation of ELA, ELD, technology, and math curriculum. Through Goal 1, the school will continue to support the efforts to provide professional development and support to all teachers.

6. The reclassification rate at DVMSA increased by 4% (from 7% to 11%).

7. ELA: According to the California School Dashboard, all subgroups had an increase in Change Level. Students with Disabilities had an increase in Change Level of 7 points. Our subgroups are decreasing the distance from met. The Socio-economically Disadvantaged and English Learner and Hispanic subgroups decreased the distance from Standard Met by 12 points. According to CAASPP results, fourth grade has 42.82% of students at Standard Met/Exceeded. Change over time shows that the percentage of Standard Not Met is decreasing by fifth grade as well.

8. Mathematics: Our English Language Learners and Hispanic subgroups outperformed All students. Both English Learners and Hispanic subgroup are in the Yellow tile. According to CAASPP 33.8% of English Learners are at Standard Met/Exceeded as compared to 18.82% of All students.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

1. Based on the suspension rate report on the California Dashboard, the Students with Disabilities subgroup at our school site scored in the orange performance level. This is the only subgroup that had an increase in this area. The School will identify the causes and address them.

2. In Mathematics, All students (school placement) and the Socioeconomically Disadvantaged subgroup are in the orange performance level. The English Learner and Hispanic subgroups are in the yellow performance level. The school will focus specifically on these subgroups in 2019-2020 school year and provide targeted interventions as appropriate. The school will continue to support professional development under goal 1 to provide teachers and administrators with the necessary

skills to address these subgroups. Even though our Students with Disabilities subgroup was not assigned a color, the status is Very Low. They maintained in Change Level since they slightly decreased the distance from met by 2.3 points.

3. In ELA, All students and subgroups are in the yellow performance level. However, our Students with Disabilities subgroup is in the Very Low status level. This group is the farthest from Standard Met (-129.9). No performance level color is assigned since there are less than 30 students.

4. As indicated by CAASPP scores and local measures, our school needs to focus on improving results in the areas of ELA and mathematics for all of our students. Our ELA is in the yellow performance level and Math is in the orange performance level according to the California School Dashboard. The school will continue to provide support to all teachers through goal 1 to increase professional development activities. The school will employ a math coach to assist in this effort. The school will continue to use our district coaches to increase student performance in these areas as well. The school will also focus on intervention efforts to assist students with math skills.

5. Based on stakeholder surveys, the following areas have been identified as needing improvement: school upgrades and/or repairs (science lab, freshly painted classroom/school, shade structure, murals, re-do blacktop, new fencing, larger cafeteria and library, trees/plants), supporting students to attend school daily by offering incentives, offering extra-curricular activities to all students, continued professional development, more field trips and smaller class sizes in Kinder, fourth and fifth grades. The school will address these areas of need through strategic funding in goals 1, 2, and 3.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There are no student groups that are two or more performance levels below the "all student" performance.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

DVMSA will work to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college 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

Metric/Indicator

Priority 1 (a) - Basic Services – Teachers appropriately assigned and fully credentialed for assignment

18-19

The expected outcome is to have 100% for 201-2019 school year.

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.

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.

Metric/Indicator

Priority 1 (b) – pupils access to standards-aligned materials

18-19

The expected outcome for 2018-2019 school year is 100%

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

Based on the Williams Team visits in August 2018, 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.

Expected

report on the Kern County Superintendent of Schools Williams visit webpage.

Metric/Indicator

Priority 1 (c) – School facilities maintained in good repair

18-19

The expected outcome for 2018-2019 school year is Exemplary.

Baseline

Based on the Facilities Inspection Tool from the Williams Team visit in August, 2016, the district received a rating of Exemplary.

Metric/Indicator

Priority 2 (a) – Implementation of CCSS

18-19

Expected outcome for 2018-2019 is of 98% full implementation.

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.

Metric/Indicator

Priority 2 (b) – Programs/Services that enable EIs to access CCSS and ELD standards for academic content knowledge and English proficiency

18-19

Expected outcome for 2017-2018 is 96% substantial implementation of ELD standards during the ELD block.

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 established in 2017-2018 using classroom observations and lesson plans.

Metric/Indicator

Priority 4 (a) – Statewide Assessments

18-19

Actual

Based on the Facilities Inspection Tool from the Williams Team visit in August 2018, the district received a rating of Exemplary.

DVMSA will implement all content performance standards. Based on administrator observations 100% of teachers are fully implementing CCSS.

Based on classroom walkthroughs by the school Principals and ELD director, it is noted that 96% of teachers are substantially implementing the ELD standards during an additional 30-45 minute ELD block. With the assistance of the ELD coaches, implementation of integrated and designated ELD is increasing and is now substantial. Evidence of the increase is determined by SBAC, ELPAC and redesignation numbers. Lesson plans include evidence of integrated and designated ELD standards. The Next Generation Science Standards continue to be on the initial states of implementation.

Actual Outcomes:

CAASPP Results – Standards Met or Exceeded
All Students:

Expected

Expected Outcomes for 2018-2019:

All Students:
 ELA: 38%
 Math: 21%
 ELs ELA: 19%
 ELs Math: 13%
 SPED ELA: NA
 SPED Math: NA
 SED ELA: 36%
 SED Math 21%

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%

Metric/Indicator

Priority 4 (b) – API

18-19

The Academic Performance Index – N/A

Baseline

The Academic Performance Index – N/A

Metric/Indicator

Priority 4 (c) – A-G courses and CTE

18-19

The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A

Baseline

The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A

Metric/Indicator

Actual

ELA: 36%
 Math: 19%

ELs ELA: 13%
 ELs Math: 6%

SPED ELA: 0%
 SPED Math: 0%

SED ELA: 35%
 SED Math: 18%

The Academic Performance Index – N/A

The percentage of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A

Overall Scores:

Expected

Priority 4 (d) – Els who became English proficient

18-19

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 2018-2019 are: Level 1 = 15%, Level 2 = 25%, Level 3 = 35%, Level 4 = 25%

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%

Metric/Indicator

Priority 4 (e) – Els reclassification rate

18-19

Expected outcome for 2018-2019 is 8%.

Baseline

The EL reclassification rate – For the 2016-2017 school year the rate was 2%.

Metric/Indicator

Priority 4 (f) – Students who passed AP exams

18-19

NA

Baseline

NA

Actual

Level 1 (Beginning Stage)= 15.22%
 Level 2 (Somewhat Developed) = 20.30%
 Level 3 (Moderately Developed) = 30.75%
 Level 4 (Well Developed)= 33.73%

The EL reclassification rate for the 2018-2019 is 11%.

The percentage of pupils who have passed an AP exam with 3 or higher - N/A

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| DVMSA will monitor the progress of reading and math K-5 for student achievement through staff meetings, leadership team | <ul style="list-style-type: none"> Six grade level chairs were funded to represent grade level teams during | 1000-1999: Certificated Personnel Salaries Concentration \$10,000 | 1000-1999: Certificated Personnel Salaries Concentration \$20,160 |

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. Priority 4

Leadership Team meetings that were held throughout the year

- Grade level planning (Wednesdays unless a scheduled Late Start or scheduled professional development)
- Extended Planning Days/STPT (five days were offered)
- Grade level Data presentations (second and third trimester)
- After school tutoring(October - May) K - 5
- Collaborative Planning meetings with ELD and math coach
- SAT/IEP meetings (two monthly; held on Tuesdays)
- Staff meetings to review SBAC results and LCAP Goals
- Intervention through POWER
- Parent Conferences

3000-3999: Employee Benefits Concentration \$1,904

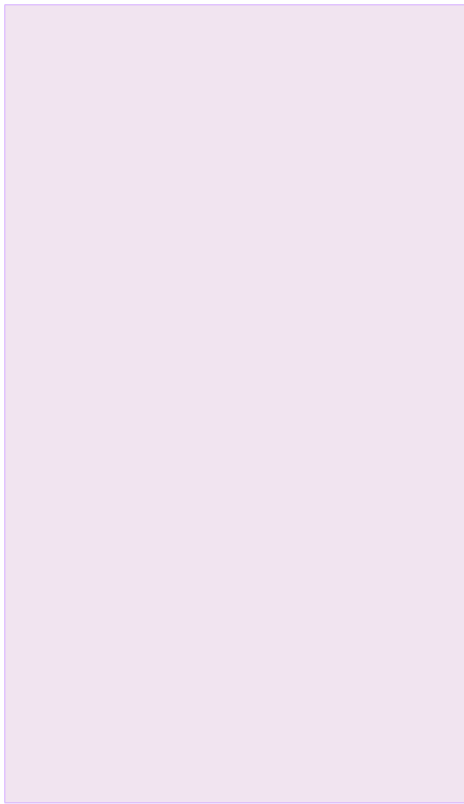
3000-3999: Employee Benefits Concentration \$3,529

4000-4999: Books And Supplies Concentration \$10,000

4000-4999: Books And Supplies Concentration \$4,263

5800: Professional/Consulting Services And Operating Expenditures Concentration \$12,822

2000-2999: Classified Personnel Salaries Concentration \$399



- Math and ELD professional development
 - Thinking Maps
 - Accelerated reader incentives were provided for three trimesters
 - One AR Saturday
 - Maya Cinemas - AR incentive; 11/5/2018; 50 students
 - The BLVD - AR incentive; 3/4 and 5/2018; 50 students
- Priority 4

Action 2

Planned Actions/Services
 DVMSA will provide staff development for all teachers. Topics may include: Classroom Management, Literacy, ELD, Data Analysis, Technology, Next Generation Science Standards, Thinking Maps. The trainings will take place throughout the year.
 Priority 2

Actual Actions/Services
 Professional development opportunities were provided as follows:

- Brain Breaks/Mindfulness
- Reading
- Technology
- ELD
- Math Talks
- Teacher Institute (district)
- Thinking Maps
- NGSS
- Curriculum Mapping for math

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Concentration \$10,000

3000-3999: Employee Benefits Concentration \$1,904

4000-4999: Books And Supplies Concentration \$10,000

Estimated Actual Expenditures

4000-4999: Books And Supplies Concentration \$2,362

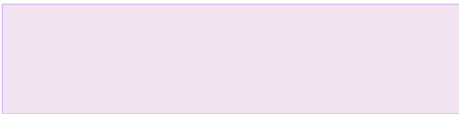
3000-3999: Employee Benefits Concentration \$408

4000-4999: Books And Supplies Concentration \$7,336

Travel and Conference Concentration \$961



- Data Analysis
 - Trauma Informed
 - Putting It All Together
 - Illuminate Gradebook
 - Special Education (district)
 - PIAT (for two teachers and VP)
- Priority 2



5800: Professional/Consulting Services And Operating Expenditures Concentration \$373

Action 3

Planned Actions/Services

DVMSA will provide staff with Common Core professional development and intervention professional development and provide classroom materials/supplies for program implementation. The trainings will provide enhanced and supplementary professional development. Resource Teacher will assist with professional development and intervention.

- One site planning days for DVMSA
- PD Summit - Summer 2018
- Structured Teacher Planning Time throughout the year
- Extended Planning days will be provided to staff

Priority 2

Actual Actions/Services

Professional development opportunities were provided as follows:

- Brain Breaks
- Reading
- Technology
- ELD
- Math Talks
- Teacher Institute (district)
- Thinking Maps
- NGSS
- Curriculum Mapping for math
- Data Analysis
- Trauma Informed
- Putting It All Together
- Illuminate Gradebook
- Special Education (district)

Classroom supplies were provided for program implementation of teaching CCSS

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Concentration \$19,678

3000-3999: Employee Benefits Concentration \$5,379

4000-4999: Books And Supplies Concentration \$13,893

5000-5999: Services And Other Operating Expenditures Concentration \$5,000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Concentration \$12,551

3000-3999: Employee Benefits Concentration \$3,926

4000-4999: Books And Supplies Concentration \$2,991

5000-5999: Services And Other Operating Expenditures Concentration \$35,869

| | |
|--|---|
| | <p>Resource teacher assisted with professional development and interventions</p> <p>Extended Planning days were provided throughout the school year</p> <p>Priority 2</p> |
|--|---|

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| DVMSA will provide professional development in the area of ELD, English Language Arts (literacy instruction, Emergent Literacy Battery and Analytical Reading Inventory assessments) and Technology for the benefit of enhancing the instruction for unduplicated students. Priority 1, 2, 4 | <p>Professional development opportunities were provided as follows:</p> <ul style="list-style-type: none"> • Reading • ELA (West Ed) • Technology • ELD • Teacher Institute (district) • Thinking Maps • Data Analysis • Illuminate Gradebook • Special Education <p>Reading (district)</p> <p>Priority 1, 2, 4</p> | <p>1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p> <p>3000-3999: Employee Benefits Supplemental \$9,522</p> <p>4000-4999: Books And Supplies Supplemental \$5,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> | <p>1000-1999: Certificated Personnel Salaries Concentration \$140</p> <p>2000-2999: Classified Personnel Salaries Concentration \$7</p> <p>4000-4999: Books And Supplies Concentration \$76</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p> |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|--|
| DVMSA will support the instructional program with instructional aides for full day Kindergarten classes and Special Education students including | A total of 4 instructional aides were employed to support the instructional program for full day Kindergarten and Transitional Kindergarten classes. One Kinder | <p>2000-2999: Classified Personnel Salaries Concentration \$71,211</p> <p>3000-3999: Employee Benefits Concentration \$26,471</p> | <p>2000-2999: Classified Personnel Salaries Concentration \$49,281</p> <p>3000-3999: Employee Benefits Concentration \$7,476</p> |

English Learners. Instructional aides in first and second will also support the instructional program for unduplicated students. Priority 1, 2, 4

aide took another position with more hours and left a vacancy. The instructional aide used in first grade was transferred into that the vacancy.

Priority 1, 2, and 4

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| DVMSA will support the instructional program by purchasing library books as well as purchasing books for classroom libraries. Funds will also be allocated for library supplies and shelving. Priority 1 | Library books and supplies were purchased for both the library and classrooms. Priority 1 | 4000-4999: Books And Supplies Supplemental \$20,000 4000-4999: Books And Supplies Supplemental \$15,000 | 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1024 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$34,748 |

Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| DVMSA will provide one teacher to reduce class size reduction in order to increase opportunities for specialized and differentiated instruction. Class size reduction will be expanded to 4th or 5th grade since there is a high concentration of English Learners to target the Long-Term English Learners. Priority 1, 4 | The school provided one teacher in grade 4 to reduce class size were there was a high concentration of English Learners, thereby providing greater opportunities for differentiated instruction and support of Long Term English Learners. Priority 1,4 | 1000-1999: Certificated Personnel Salaries Supplemental \$57,457 3000-3999: Employee Benefits Supplemental \$26,546 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$65,533 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$33,937 |

Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| DVMSA will fund a science coach (K-5). This coach will assist teachers and provide modeling and professional development. Priority 2, 4 | The school funded a science coach whose focus is to assist classroom teachers with NGSS instruction. The coach models lessons and helps with lesson design. The coach also provides professional development in NGSS. Priority 2, 4 | 1000-1999: Certificated Personnel Salaries Concentration \$75,000 3000-3999: Employee Benefits Concentration \$30,607 | 1000-1999: Certificated Personnel Salaries Concentration \$100,254 3000-3999: Employee Benefits Concentration \$35,474 |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services under this goal were significantly implemented.

Action 1 - The monitoring of student progress was implemented. Data talks by grade level teams were conducted in the second and third trimester. Student progress monitoring also takes place during grade level planning time and extended planning time if needed. Five extended planning days were provided to grade level teams.

Action 2 - Professional Development was significantly implemented. DVMSA continued to provide professional development. This action will be combined into action 3 for the next LCAP cycle.

Action 3 - Professional Development was significantly implemented. Actions 2 and 4 will be combined into action.

Action 4 - Professional Development was significantly implemented. This action will be combined into action 3.

Action 5 - Partially implemented. First and second grade instructional aides were not hired. Kindergarten and Transitional Kindergarten instructional aides continue to be employed.

Action 6 - Classroom library books and shelving were purchased. Library books were also purchased. This action was significantly implemented.

Action 7 - A teacher was employed to reduce class reduction in fourth grade to support opportunities for differentiated instruction. This action was significantly implemented.

Action 8 - A science coach was employed. The coach provided modeling and professional development to teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The California School Dashboard shows that we are decreasing the number of points from standard met in ELA among the All students and subgroups. In Math, our English Learners and Hispanics are outperforming the All student group and the socioeconomically disadvantaged subgroup. The support provided through professional development continues to assist teachers and students. The progress monitoring of students via the leadership team and grade level teams has enabled the teams to make instructional decisions that ultimately benefit students. Instructional aides continue to provide support to our kindergarten and transitional kindergarten teachers in order to increase foundational skills. The science coach has assisted teachers with NGSS lessons by providing professional development and resources. The class size reduction teacher has allowed teachers the opportunity to provide differentiated instruction to a grade level that has a high concentration of English Learners. Various levels of library and classroom library books were purchased to excite our students about reading.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2 - The expenditures for professional development were lower than projected due to the availability of other funding sources. Three actions for professional development were listed under goal 1. Actions 2 and 4 will be combined into action 3. Coordination of Title I benefits was used to fund professional development. Funds were redirected to action 1.

Action 3 - The expenditures for professional development were lower than projected due to the availability of other funding sources. Three actions for professional development were listed under goal 1. Actions 2 and 4 will be combined into action 3. Coordination of Title I benefits was used to fund professional development.

Action 4 - The expenditures for professional development were lower than projected due to the availability of other funding sources. Three actions for professional development were listed under goal 1. Actions 2 and 4 will be combined into action 3. Coordination of Title I benefits was used to fund professional development. Over budgeted funds in this action. Funds to be redirected to action 6.

Action 5 - Funds will be expended by the end of June for salaries.

Action 7 - Funds will be expended by the end of June for salaries.

Action 8 - Funds will be expended by the end of June for salaries.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actions 2, 3 and 4 all relate to professional development. These actions will all be combined into action 3 for the next LCAP cycle. Actions 2 and 4 will no longer be funded and the funds will be redirected to funding a reading intervention teacher, added class size reduction teacher and mathematics coach. Also, an academic counselor will be funded to assist as a liaison to parents of unduplicated students

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low-performing groups.

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>18-19 Expected outcome for 2018-2019 is 97.5%</p> <p>Baseline The current attendance rate for is 96.88%</p> | <p>The current attendance rate is 97.84%</p> |
| <p>Metric/Indicator Priority 5 (b) – Chronic absenteeism rates</p> <p>18-19 Expected outcome for 2018-2019 is 3% absentee rate.</p> <p>Baseline DVMSA's chronic absenteeism rate is 9%.</p> | <p>DVMSA's chronic absenteeism rate is 3.3%.</p> |
| <p>Metric/Indicator Priority 5 (c) – Middle School dropout rate</p> <p>18-19</p> | <p>N/A</p> |

Expected

Actual

| | |
|--|---|
| <p>NA</p> <p>Baseline NA</p> | |
| <p>Metric/Indicator Priority 5 (d) - High school dropout rate</p> <p>18-19 High school dropout-N/A</p> <p>Baseline High school dropout-N/A</p> | <p>N/A</p> |
| <p>Metric/Indicator Priority 5 (e) - High School Graduation rate</p> <p>18-19 High School Graduation rates-N/A</p> <p>Baseline High School Graduation rates-N/A</p> | <p>N/A</p> |
| <p>Metric/Indicator Priority 6 (a) – Pupil suspension rates</p> <p>18-19 Expected outcome for 2018-2019 is 1%</p> <p>Baseline The current school suspension rate is .5%.</p> | <p>The current school suspension rate is 1.7%.</p> |
| <p>Metric/Indicator Priority 6 (b) – Pupil expulsion rates</p> <p>18-19 Expected outcome for 2018-2019 is 0</p> <p>Baseline No student has been expelled from DVMSA this school year.</p> | <p>A total of 0 students have been expelled from DVMSA this school year.</p> |
| <p>Metric/Indicator Priority 6 (c) – Other local measures on sense of safety and school connectedness</p> <p>18-19 Expected outcome for 2018-2019 is 85%.</p> <p>Baseline</p> | <p>Students in grade 4 and 5 were surveyed. The surveys collected indicated that 90% of students feel safe and connected at school.</p> |

Expected

Students in grades 4 and 5 were surveyed. The surveys collected indicate that 81.5% of students feel safe and connected at school.

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated 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</p> | <p>The school nurse has ongoing trainings throughout the school year. She has conducted 3 first aid/CPS trainings, 2 AED trainings at DVMSA and has conducted over ? home visits to date. She has conducted 2 epi-pen trainings, and has conferenced with parents 10 times this school year. The nurse provides parents with information and connects them to community resources to ensure that their children attend school daily. To date, the nurse has sent 28 students the Delano Union School District Vision Center and 24 of those students have have received glasses. The nurse has also provided 1 HIV/AIDS and growth and development classes for all fifth grade. The nurse has assessed 5 employees for TB or sent them for Xrays. She also monitors 1 diabetic student on a daily basis at DVMSA. The nurse plays an active role in IEPs, 504s, and Student Assistance Teams. Priority 5</p> | <p>1000-1999: Certificated Personnel Salaries Supplemental \$49,829</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$52,884</p> |
| | | <p>3000-3999: Employee Benefits Supplemental \$17,651</p> | <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,278</p> |
| | | <p>4000-4999: Books And Supplies Supplemental \$2,000</p> | <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <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</p> | <p>DVMSA provided training in emergency management systems for all teachers, and support staff in coordination with the Delano Police Department and district office (August). DVMSA conducted a safety week in which various scenarios were practiced each day (held in August). Emergency and safety supplies were purchased through this action. Video cameras were strategically placed on campus for safety. Priority 6</p> | <p>4000-4999: Books And Supplies Supplemental \$8,000</p> | <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,709</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$115</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9</p> |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <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. Priority 5, 6</p> | <p>DVMSA employs one vice principal. They assist in promoting student safety on campus. They are also responsible for conducting the Student Assistance Team to provide special assistance and guidance to unduplicated pupils. The vice principal has ongoing staff development on MTSS and restorative justice practices, including de-escalation training PRO-ACT. They are responsible for conducting activities that promote student engagement and connectedness which assist in</p> | <p>1000-1999: Certificated Personnel Salaries Concentration \$52,973</p> <p>3000-3999: Employee Benefits Concentration \$24,709</p> <p>5000-5999: Services And Other Operating Expenditures Concentration \$1,000</p> | <p>1000-1999: Certificated Personnel Salaries Concentration \$54,100</p> <p>3000-3999: Employee Benefits Concentration \$22,489</p> <p>5000-5999: Services And Other Operating Expenditures Concentration 0</p> |

increasing attendance and promote a positive school culture. Priority 5, 6

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>DVMSA will work with the Delano Police Department and partner with one School Resource Officers (SROs) to assist students, staff, and parents. Special attention will be directed to unduplicated students. They will assist with attendance and truancy. The SROs will provide training on school safety, and other related topics. Priority 5, 6</p> | <p>The district has employed two School Resource Officers from the Delano Police Department to assist in the safety of all students, staff and parents. The SRO assigned to DVMSA will continue to contribute to the overall safety practices of our district. They provide special attention to unduplicated students and actively present in school activities and promote school connectedness for all students. They are actively involved in training of emergency management services. Assistance with truancy and attendance is provided during the regular school day. The SRO assisted with one Safety training during a late start Wednesday. The SRO assisted with 2 home visits regarding attendance and one home visit regarding school safety. Priority 5,6</p> | <p>4000-4999: Books And Supplies Concentration \$2,000</p> | <p>4000-4999: Books And Supplies Concentration 0</p> |

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

DVMSA will continue to promote student safety and visibility by employing noon duty aides/crossing guards as well as providing safe play structure and swing area surfaces. Priority 6

DVMSA employs 8 noon duty aides to continue to promote student safety.

A new playground structure was purchased.
Priority 6

2000-2999: Classified Personnel Salaries Concentration \$35,000

3000-3999: Employee Benefits Concentration \$2,507

6000-6999: Capital Outlay Concentration \$108,000

2000-2999: Classified Personnel Salaries Concentration \$59,651

3000-3999: Employee Benefits Concentration \$3,523

6000-6999: Capital Outlay Concentration 0

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| The DVMSA will provide academic field trips for all students with special focus on unduplicated students. Priority 5, 6 | DVMSA scheduled field trips for students as part of the restorative practice initiative. A total of 13 academic trips were taken. Vossler Farms - 1st; 10/2/18; 90 students Murray Farms - 4th; 10/16/18; 85 students Kern County Museum - 3rd; 10/25/18; 96 students Maya Cinemas - 5th; 11/16/18; 96 students Murray Farms - TK/K; 11/15/2018; 104 students Symphony Orchestra - 2nd; 1/31/2019; 88 students Kern County Museum - 2nd; 3/14/19; 96 students CALM - 1st grade; 3/21/2019; 90 students Fresno Zoo - TK/K; 3/28/19; 104 students Fresno Zoo - 2nd; 4/30/19; 96 students Murray Farms - 3rd; 5/24/2019; 96 students Long Beach Aquarium - 4th; 4/8/2019; 100 students | 4000-4999: Books And Supplies Concentration \$5,000 | 4000-4999: Books And Supplies Concentration 0 |
| | | 5000-5999: Services And Other Operating Expenditures Concentration \$15,000 | 5700-5799: Transfers Of Direct Costs Concentration \$7,240 |
| | | | 5800: Professional/Consulting Services And Operating Expenditures Concentration \$3,663 |
| | | | 3000-3999: Employee Benefits Concentration \$4 |
| | | | 2000-2999: Classified Personnel Salaries Concentration \$74 |

Scicon - 5th; 8/31/2018; 84 students

Priority 5, 6

Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>DVMSA will promote a positive school culture by providing at least five culture building activities for students, staff and parents per year. Shade structures and concrete plaza meeting areas will enhance social relationships and promote collaborative school related activities. Examples: Assemblies, family nights, rallies, parent education nights, etc., with special focus on unduplicated students' parents. Priority 6</p> | <ul style="list-style-type: none"> • Welcome to Kindergarten (Orientation) • Back to School Night • Family Literacy Saturday • Parent Education Nights (grades K - 5) • Late Night Parent Conferences • Star Party (Astronomical Society) • STEM Festival • International Observe the Moon Event • Dance with Your Love • DVMSA team polos • Breakfast with Your Love • Science Parent Education Night • Mars Rover Planning Meeting • Morris Brothers Assembly • Cancer versus Schools • Staff Appreciation Week • Anti Bullying Basketball game DPD vs Fifth grade <p>Priority 6</p> | <p>1000-1999: Certificated Personnel Salaries Concentration \$3,000</p> <p>3000-3999: Employee Benefits Concentration \$571</p> <p>4000-4999: Books And Supplies Concentration \$25,492</p> <p></p> <p></p> <p></p> | <p>1000-1999: Certificated Personnel Salaries Concentration \$2,278</p> <p>3000-3999: Employee Benefits Concentration \$456</p> <p>4000-4999: Books And Supplies Concentration \$13,869</p> <p>2000-2999: Classified Personnel Salaries Concentration \$644</p> <p>5700-5799: Transfers Of Direct Costs Concentration \$55</p> <p>5800: Professional/Consulting Services And Operating Expenditures Concentration \$1,905</p> |

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

- Title I Annual meeting
 - SSC and ELAC meetings
 - How to Help Your English Learner (ELPAC)
- Priority 5, 6

1000-1999: Certificated Personnel Salaries Concentration \$500

1000-1999: Certificated Personnel Salaries Concentration 0

3000-3999: Employee Benefits Concentration \$95

3000-3999: Employee Benefits Concentration 0

4000-4999: Books And Supplies Concentration \$2,000

4000-4999: Books And Supplies Concentration 0

Action 9

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|---|
| Purchase of character building materials and Dragon Store incentives to support the MTSS Tier 1. Priority 6 | MTSS classroom incentives for Treasure Box were purchased. Second Step curriculum was provided by the district. Priority 6 | 4000-4999: Books And Supplies Concentration \$20,000 | 4000-4999: Books And Supplies Concentration \$4,855 |

Action 10

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| DVMSA will provide attendance incentives for exemplary attendance which may include fieldtrips. Priority 5 | Field Trips have been scheduled to recognize students earning perfect attendance (first and third trimester) Incentives were purchased to acknowledge monthly perfect attendance. Maya Cinemas - various grades; 11/5/2018; Perfect Attendance first trimester Visalia Adventure Park - various grades; 5/24/2019; Perfect Attendance; third trimester Priority 5 | 1000-1999: Certificated Personnel Salaries Concentration \$2,000 2000-2999: Classified Personnel Salaries Concentration \$1000 3000-3999: Employee Benefits Concentration \$453 4000-4999: Books And Supplies Concentration \$15,000 | 1000-1999: Certificated Personnel Salaries Concentration 0 3000-3999: Employee Benefits Concentration 0 3000-3999: Employee Benefits Concentration 0 4000-4999: Books And Supplies Concentration \$4,974 |

5000-5999: Services And Other Operating Expenditures Concentration \$20,000

5000-5999: Services And Other Operating Expenditures Concentration \$3,485

Action 11

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need. Priority 5, 6 | Uniforms were provided to students through an application process. Approximately 8 students were provided with uniforms. Priority 5, 6 | 4000-4999: Books And Supplies Concentration \$5,000 | 4000-4999: Books And Supplies Concentration \$196 |
| | | | 3000-3999: Employee Benefits Concentration \$10 |
| | | | 2000-2999: Classified Personnel Salaries Concentration \$160 |

Action 12

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| A full-time clerk will be employed to assist with attendance (chronic absenteeism/truancies) and CART to ensure that students are regularly attending school with special focus on unduplicated students. Priority 5 | DVMSA's attendance has averaged a 97%. Therefore, this action was deemed unnecessary. Action was not funded. | 2000-2999: Classified Personnel Salaries Concentration \$17,376 | NA 2000-2999: Classified Personnel Salaries Concentration 0 |
| | | 3000-3999: Employee Benefits Concentration \$4,690 | NA 3000-3999: Employee Benefits Concentration 0 |
| | | 4000-4999: Books And Supplies Concentration \$1,000 | NA 4000-4999: Books And Supplies Concentration 0 |
| | | 5000-5999: Services And Other Operating Expenditures Concentration \$1,000 | NA 5000-5999: Services And Other Operating Expenditures Concentration 0 |

Action 13

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| Del Vista Math and Science Academy will fund an Academic and Behavior Remediation teacher | The Academic and Behavior Remediation teacher pulled or | 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$43,593 | 1000-1999: Certificated Personnel Salaries LCFF |

to support MTSS and provide intensive behavior intervention for Tier 3 students while providing academic intervention simultaneously. The teacher will be funded 50% LCAP and 50% Title I.
Priority 6

shadowed the following number of students:
Kinder - 8 students
First - 2 students
Second - 7 students
Third - 9 students
Fourth - 10 students
Fifth - 8 students
Inconsistent attendance and the lack of elementary school background made this action unnecessary and difficult to measure.

3000-3999: Employee Benefits Supplemental and Concentration \$15,442

Supplemental and Concentration \$40,035

3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,437

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions under this goal were significantly implemented except for 4 and 12. The SRO provided services during the regular school day. Action 12, employing a full time clerk is not needed since DVMSA's attendance has averaged a 97%. Therefore, this action was deemed unnecessary. These actions will be removed for the next LCAP cycle. Action 13 was implemented. However, due to inconsistent attendance and lack of elementary school background, this action is deemed unnecessary.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions implemented were effective due to increased attendance rates and a low chronic absenteeism rate as per the California School Dashboard and local data. The vice principal has taken an instrumental role in providing a safe learning environment for all students while at the same time serving as parent liaisons. This year there were 68 referrals as compared to last years 138. There are only two incidences of suspensions at this point. Because of the increase in suspension among the special education students last year, administration, special education teacher, nurse and school psychologist have been carefully communicating to ensure appropriate interventions to behavior are in place. We have zero special education students with suspensions so far. In addition, student LCAP surveys indicate that students feel safe at school. However, stakeholders are requesting more extra-curricular activities for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2 - The actual cost of materials and supplies were lower than projected.

Action 4 - All assistance was provided during the regular school day. Therefore, there was no need to expend any funds.
Action 5 - Projected costs of site improvements was less than projected.
Action 6 - The actual cost of fieldtrips were lower than projected. Also, most fieldtrips were nearby (60 mile radius).
Action 8 - Expenses for parent meetings were funded by Title 1.
Action 9 - The cost of supplies were lower than projected.
Action 10 - The cost of fieldtrip and supplies for incentives were lower than projected. Fieldtrips were close in proximity.
Action 11 - The number of parents needing assistance with uniforms this year was minimal. The budget will be adjusted.
Action 12 - Funds were redirected to goal 3. A clerk was not funded.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 4 - This action will no longer be funded since emergency/safety training can be provided through action 2.
Action 12 - will not be funded next year since our attendance rate and chronic absenteeism are improving without this action.
Action 13 - will not be funded since this action was deemed unnecessary.

More effort will be made to expend funds on site improvements of beautifying the parent meeting area outside.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

Metric/Indicator

Priority 3 (a) – Efforts to seek parent input in making decisions for DVMSA

18-19

Expected outcome for 2018-2019 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities.

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.

Actual

Based on sign in sheets, DVMSA had significant increase in parent participation.

Parent activities included:

- Assemblies
- Concerts
- Grade Level Parent Ed. Nights
- Science Focus Night
- Parent conferences
- STEM Festival
- AR Saturday
- Carnival
- Title 1 Meeting
- Back to School Night
- Star Party
- International Observe the Moon Night
- How to Help Your English Language Learner Night

Expected

Metric/Indicator

Priority 3 (b) – How DVMSA promotes participation of parents for unduplicated pupils

18-19

Expected outcome for 2018-2019 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 participation of parents of unduplicated pupils and parents of children with disabilities.

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 as 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.

Metric/Indicator

Priority 3 (c) – How DVMSA promotes participation of parents for pupils with exceptional needs

18-19

Expected outcome for the 2018-2019 school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents.

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.

Metric/Indicator

Priority 7 (a) – Extent to which pupils have access and are enrolled in a broad course of study

18-19

Expected outcome for the 2018-2019 school year is 100%

Baseline

Actual

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 as Migrant, DELAC, Foster Youth, Special Education, 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.

Parents of students with exceptional needs were provided with opportunities to be involved in their child's education and school activities. They also have the opportunity to join groups such as School Site Council, ELAC, and DELAC. 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.

100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music.

Expected

100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music if offered at their school site.

Metric/Indicator

Priority 7(b) – Extent to which pupils have access to and are enrolled in programs /services for unduplicated pupils

18-19

Expected outcome for 2018-2019 is to continue to have 100% access for all students.

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.

Metric/Indicator

Priority 7(c) – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs

18-19

Expected outcome for 2018-2019 is to continue to have 100% access for all students.

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

Metric/Indicator

Priority 8 – Other indicators of pupil performance in required areas of study

18-19

Expected outcome for 2018-2019 is to set baseline data for ARI, and writing benchmark. . Each grade level will increase at least by 5% each subsequent year in literacy.

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.

ARI assessments for all K-5 students to measure literacy. Implementation of district writing benchmarks to measure improvement in writing skills.

Actual

100% of unduplicated pupils had access to programs and services including (but not limited to) extended day intervention opportunities, extended day through our ASES (POWER) program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records

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 extended day programs and services offered by the District. Evidenced through class schedules and program attendance records

The school site will continue to implement assessments in ARI for all K-5 literacy and will implement writing benchmark to measure improvement in writing.

Expected

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated 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 Kern County Museum of Art, etc. Materials and supplies will be purchased for implementation. Priority 7</p> | <p>DVMSA supported band, the arts and STEAM and the following after school clubs: science club (GAVRT), Folklorico club, art club, robotics. Materials and supplies were purchased for implementation. Twenty-six students participate in band. Two students qualified to participate in Honor Band. GAVRT - 7 students Folklorico dance - 35 students Art club - 40 students Robotics-14 students Priority 7</p> | <p>1000-1999: Certificated Personnel Salaries Supplemental \$49,412</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,845</p> |
| | | <p>3000-3999: Employee Benefits Supplemental 18,406</p> | <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$17,887</p> |
| | | <p>4000-4999: Books And Supplies Supplemental \$20,000</p> | <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$25,939</p> |
| | | <p>5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p> | <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4,341</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated 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</p> | <p>DVMSA parent involvement activities were held such as: math nights, grade level parent ed nights, science nights, literacy Saturday, general information meetings, Kiddie Parade, Cinco de Mayo Parade, STEM Festival, etc.</p> | <p>1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,907</p> |

| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none"> • Welcome to Kindergarten (Orientation) • Back to School Night • Family Literacy Saturday • Parent Education Nights (grades K - 5) • Late Night Parent Conferences • Star Party (Astronomical Society) • STEM Festival • International Observe the Moon Event • Dance with Your Love • Breakfast with Your Love • Science Parent Education Night • Mars Rover Planning Meeting • Cancer versus Schools • Anti Bullying Basketball game DPD vs Fifth grade • Kiddie Parade • POWER parent nights • Student of the Month assemblies • Student Assistance Team meetings • School Site Council meetings • ELAC parent meetings <p>Priority 3</p> | <p>2000-2999: Classified Personnel Salaries Supplemental \$5,000</p> | <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,891</p> |
| | | <p>3000-3999: Employee Benefits Supplemental \$1,620</p> | <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$543</p> |
| | | <p>4000-4999: Books And Supplies Supplemental \$26,000</p> | <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,495</p> |
| | | <p>5000-5999: Services And Other Operating Expenditures Supplemental \$7,500</p> | <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p> |

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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. They will also serve as a liaison for parents of unduplicated pupils. Priority 3

DVMSA supported parent participation and learning opportunities for students by employing a resource clerk and a library clerk. These employees offered opportunities for parent involvement before, during, and after school such as extended library hours. They also served as a liaison for parents of unduplicated pupils. Library is open for students at 7:00 a.m. and afterschool. The computer lab is opened by the resource clerk at 7:00 for students to take AR quizzes. Priority 3

2000-2999: Classified Personnel Salaries Concentration \$66,018
 3000-3999: Employee Benefits Concentration \$53,466
 4000-4999: Books And Supplies Concentration \$6,673

2000-2999: Classified Personnel Salaries Concentration \$66,342
 3000-3999: Employee Benefits Concentration \$50,446
 4000-4999: Books And Supplies Concentration 0

Action 4

Planned Actions/Services
 DVMSA will enhance the current technology programs through the purchase of software (i.e. Imagine Learning, Lexia, etc.). Priority 7

Actual Actions/Services
 DVMSA enhanced the current technology programs through the purchase of software such as: Lexia, Brain Pop, Starfall, Go Pebble, Flocabulary, Learning A-Z, Mystery Science, etc. Priority 7

Budgeted Expenditures
 5000-5999: Services And Other Operating Expenditures Supplemental \$16,000

Estimated Actual Expenditures
 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,671

Action 5

Planned Actions/Services
 DVMSA will promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff. Priority 7

Actual Actions/Services
 DVMSA promoted the development and implementation of a school-wide STEAM program which included staff trained by our science coach as well as attending the Kern Cue conference, Spring

Budgeted Expenditures
 1000-1999: Certificated Personnel Salaries Supplemental \$4,092

Estimated Actual Expenditures
 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0

| | | | |
|--|--|--|---|
| | <p>CUE 2019- Palm Springs Conference, Next Generation Science Standards (NGSS) Workshops, Putting It All Together (PIAT)- Mathematics Workshops-2 teachers Science coach training-23 teachers and 2 administrators Kern Cue Conference-8 teachers and 2 administrators Cue Conference (state)-7 teachers and 1 administrators NGSS (KCSOS)-5 teachers and 1 administrator English Learners and Mathematics (WestEd)-1 teacher</p> <p>Priority 7</p> | 3000-3999: Employee Benefits Supplemental \$779 | 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0 |
| | | 4000-4999: Books And Supplies Supplemental \$39,482 | 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$12,338 |
| | | 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000 | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$24,632 |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>DVMSA will continue to promote Science education for students in grade five by supporting participation in Scicon camp for students. Priority 7</p> | <p>DVMSA 5th grade students participated in Scicon camp. A total of 84 students attended scicon this school year. Priority 7</p> | N/A | |
| | | 4000-4999: Books And Supplies Supplemental \$3,000 | 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0 |
| | | 5000-5999: Services And Other Operating Expenditures Supplemental \$6,500 | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,151 |

Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>DVMSA will enhance and expand student opportunities in GATE activities. Students will receive</p> | <p>GATE students received year-long engagement opportunities. Two teachers provided the expanded</p> | <p>1000-1999: Certificated Personnel Salaries Supplemental \$1,092</p> | <p>1000-1999: Certificated Personnel Salaries LCFF</p> |

year-long engagement opportunities. Priority 7

GATE opportunities. Approximately 23 students participated. Services began in September and ended in March. Priority 7

Supplemental and Concentration \$795

3000-3999: Employee Benefits Supplemental \$208

3000-3999: Employee Benefits LCFF Supplemental and Concentration \$153

4000-4999: Books And Supplies Supplemental \$5,000

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0

5000-5999: Services And Other Operating Expenditures Supplemental \$10,000

5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0

Action 8

Planned Actions/Services
Purchase of technology equipment and infrastructure as stipulated in the site and District's Technology Plan to enhance daily classroom instruction. Priority 7

Actual Actions/Services
Purchases that were made to enhance daily classroom instruction were classroom Chromebook carts for grades K-2, Smart TVs with 2-in-1 laptops for all classrooms, equipment and licencing. Extra internet access points were installed as well.

Priority 7

Budgeted Expenditures

Estimated Actual Expenditures

4000-4999: Books And Supplies Supplemental \$193,388

4000-4999: Books And Supplies LCFF Supplemental and Concentration \$154,141

5000-5999: Services And Other Operating Expenditures Supplemental \$22,000

5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,460

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the actions and services in this goal were effective. The ratio of technology at DVMSA is one to one. Classrooms have a large TV monitor that are connected to a two in one laptop. This enables teachers to be more mobile and interactive with students in the classroom. The technology in the cafeteria also received an upgrade. Installation of a projector for students, parents and staff events makes presentations more convenient. Because our cafeteria is part of remodernization plans, there is a limit to what can be added

and or changed. There is a need for space to establish a science (STEM) lab on site. Parent involvement activities continue to be a focus. This year 5 science events were added to involve our families. It is evident through sign in sheets that parent involvement is increasing.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve goal 3 is significant. Changes made through actions 1-8 have assisted DVMSA in creating a 21st century learning community. The school community is aware of the importance of advancing Science, Technology, Engineering, the Arts and Mathematics.

action 1 - implemented. DVMSA is still funding a band teacher. It has been a challenge finding the extra-curricular advisors to lead the activities. Two parents are leading the Folklorico Dance group. The science coach is leading the science club (GAVRT). A teacher is leading the Art Integration club.

action 2 - significantly implemented. This year 5 new parent involvement activities in science were held.

action 3 - significantly implemented. The librarian and resource clerk opened the library and computer lab before and after school to our students and families.

action 4 - implemented. We continue to add software programs for our students to access. This year Go Pebble and Mystery Science were used by teachers and students. This year Mystery Science offered teachers a free subscription on a trial basis. Next year the site will be purchasing a site license. Title 1 funds were used to purchase a some of the ELA software programs.

action 5 - implemented. Staff that did not have the opportunity to attend the local or state CUE conferences will be given the opportunity next school year. There is a need for space to create a science (STEM) lab.

action 6 - significantly implemented. Our fifth grade students had the opportunity to visit Scicon for the day.

action 7 - implemented. DVMSA has a low number of students qualifying for GATE.

action 8 - significantly implemented; one to one ration of students and technology; upgrades in classroom technology; internet access points were added

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2 – The actual expenditures were lower since the planning and organizing of the events were completed during the school day. Organizations providing some of the events did not charge.

Action 3 – Expenses for materials and supplies were lower than expected.

Action 4 – Title 1 funds were used to purchase some of the software. These coordination of benefits eliminated the need to use all of the budgeted funds.

Action 5 – The number of teachers attending outside training was fewer than expected due to the timing of the trainings. It is difficult to send all teachers to trainings while school is in session.

Action 6 – Supplies and materials were not needed for the Scicon trip.

Action 7 – The district funds one GATE facilitator and the site funds a second. GATE only meets once a week for an hour. Therefore, the expenses are minimal.

Action 8 – Many upgrades have been made. The expenditures were less than what was projected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

An action to provide a mathematics coach will be added to goal 1. Also, a new action will be added to provide a STEAM camp during winter and summer break. A physical education teacher will be funded as part of a new action for next school year.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

DVMSA values the input of all stakeholder groups for the completion of the annual LCAP. A strategic district LCAP team was formed to lead the annual review and analysis of the plan. The school team was comprised of the principal, vice-principal, site resource teacher and grade level chairs. The team reviewed quantitative and qualitative data, progress on the goals and action steps, budget and expenditures, and recommendations from stakeholder meetings.

The team met on the following date: 4/25/2019. During this meeting, the team reviewed the effectiveness of each of the actions and services provided via the LCAP, and determined if the actions needed to be kept the same, changed, or eliminated and replaced with new ones. SSC and ELAC also reviewed the LCAP goals on 2/20/2018 and 3/20/2019, the team reviewed the effectiveness of each of the actions and services provided via the LCAP, and determined if the actions needed to be kept the same, changed, or eliminated and replaced with new ones.

A series of stakeholder meetings were held with different groups. Stakeholder groups include parents, teachers, students, administrators, other school personnel, local bargaining units, and community members. All parents were invited to attend the stakeholder meeting at their school site. Stakeholder meetings were held for special groups which included: Migrant, GATE, DELAC, bargaining units, and administrators. A stakeholder meeting was held at each school site for parents and community members. Stakeholder meetings were conducted on the following dates:

2/20/19 – SSC and ELAC
3/20/19 – SSC and ELAC
4/25/19 – Leadership Team
5/8/19 – SSC and ELAC

During the stakeholder meetings, the LCAP goals and outcomes were reviewed and the district shared outcomes and effectiveness of the actions as per local data and the California School Dashboard. After each stakeholder meeting, the attendees had the opportunity to complete a survey to provide their input on what the district is currently doing, and suggested changes. The results of the surveys were compiled and reviewed by the Leadership team and used as a guide to make changes for the 2019-2020 school year. Surveys were also sent out to all site staff and to all students in 4th grade and 5th grades.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The results of the surveys were analyzed and were used to measure the effectiveness of the goals and action steps, and the written comments were taken into consideration to make changes to current action steps, and to create new ones. As a result of the outcome of the surveys, the following changes were implemented for the 2019-2010 LCAP:

- Continue technology upgrades.
- Continue professional development with an emphasis on NGSS, Thinking Maps, Math, Literacy and Writing
- Academic coaches will continue to work with new teachers to address classroom management and curriculum implementation. They will also work with grade level teams or individual

teachers to model lessons and help with lesson design.

- Continued support of implementation of MTSS
- Increase planning time for science instruction
- Continue to provide collaboration time for teachers.
- Continue to increase STEAM for K-5
- Add a site math coach
- Careful monitoring of suspensions among the students with Disabilities subgroup
- Continue the effort to make DVMSA a safe environment for all students

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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:

Identified Need:

Based on results of the CAASPP, ELPAC and other local measures, the district has identified the need to continue to increase the quality of instruction. The district will have a continued effort to retain fully credentialed teachers and provide appropriate training for all teachers to improve instruction. Teachers need continuous support to ensure that students are receiving the best academic learning experience. The district will focus on providing support for all teachers via professional development opportunities, one on one coaching, and different tiers of support in all content areas.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|---|
| Priority 1 (a) - Basic Services – Teachers appropriately assigned and fully credentialed for assignment | 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. | DVMSA has 22 teachers that are highly qualified and fully credentialed. This indicates that 92% of all teachers at DVMSA are | DVMSA has 24 out of 25 teachers that are fully credentialed. This indicates that 96% of all teachers at DVMSA are appropriately assigned and fully credentialed. | The expected outcome is to have 100% for 2019-2018 school year. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|---|---|
| | | appropriately assigned and fully credentialed. | | |
| Priority 1 (b) – pupils access to standards-aligned materials | 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. | Based on the Williams Team visits in August 2017, 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. | Based on the Williams Team visit in August 2018, 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. | The expected outcome for 2019-2020 school year is 100% |
| Priority 1 (c) – School facilities maintained in good repair | Based on the Facilities Inspection Tool from the Williams Team visit in August, 2016, the district received a rating of Exemplary. | Based on the Facilities Inspection Tool from the Williams Team visits in August 2017, the district received a rating of Exemplary. | Based on the Facilities Inspection Tool from the Williams Team visits in August 2018, the district received a rating of Exemplary. | The expected outcome for 2019-2020 school year is Exemplary. |
| Priority 2 (a) – Implementation of CCSS | 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. | DVMSA will implement all content performance standards. Based on Administrative notes and walk-throughs 97% of teachers are fully implementing CCSS. | DVMSA will implement all content performance standards. Based on principal observations and district walkthroughs, 100% of teachers are fully implementing CCSS. | Expected outcome for 2019-2020 is of 99% full implementation. |
| Priority 2 (b) – Programs/Services that enable EIs to access CCSS and ELD standards for academic | The ELD standards were substantially implemented. Based on classroom walkthroughs by the ELD director and | ELD standards were substantially implemented. Based on walk through data collection, DVMSA had | Based on classroom walkthroughs by the principal and ELD director, it is noted that 96% of teachers are | Expected outcome for 2017-2018 is 97% substantial implementation of ELD |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|--|--|
| content knowledge and English proficiency | 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 established in 2017-2018 using classroom observations and lesson plans. | 95% implementation of ELD standards during the ELD block. | substantially implementing the ELD standards during an additional 30-45 minute ELD block. With the assistance of the ELD coaches, implementation of integrated and designated ELD is increasing and is now substantial. Evidence of the increase is determined by SBAC, ELPAC and redesignation numbers. Lesson plans include evidence of integrated and designated ELD standards. The Next Generation Science Standards continue to be on the initial stages of implementation. | standards during the ELD block. |
| Priority 4 (a) – Statewide Assessments | 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% | CAASPP Met/Exceeded Results - All students: ELA: 31.03% Math: 13.64% ELs ELA: 11.68%% ELs Math: 6.47% SPED ELA: NA SPED Math: NA SED ELA: 28.86% SED Math: 14.06% | CAASPP Met/Exceeded Results - All Students: ELA: 36% Math: 19% ELs ELA: 13% ELs Math: 6% SPED ELA: NA SPED Math: NA SED ELA: 35% SED Math: 18% | 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% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|---|--|
| Priority 4 (b) – API | The Academic Performance Index – N/A | The Academic Performance Index – N/A | The Academic Performance Index – N/A | The Academic Performance Index – N/A |
| Priority 4 (c) – A-G courses and CTE | The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A | The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A | The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A | The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A |
| Priority 4 (d) – Els who became English proficient | 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% | The % of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2017-2018 are: Level 1 - 23%; Level 2 - 20%; Level 3 - 36%; Level 4 - 18%; Level 5 - 3% | The percentage of ELs who made progress toward English proficiency on the ELPAC results are: Level 1 = 15.22% Level 2 = 20.30% Level 3 = 30.75% Level 4 = 33.73% | 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% |
| Priority 4 (e) – Els reclassification rate | The EL reclassification rate – For the 2016-2017 school year the rate was 2%. | The EL reclassification rate - For 2017-2018 school year the rate was 7%. | The English Learner reclassification rate for 2018-2019 is 11%. | Expected outcome for 2019-2020 is 12%. |
| Priority 4 (f) – Students who passed AP exams | NA | NA | NA | NA |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

DVMSA will continue to monitor the progress of reading K-5 for student achievement staff meetings, grade level collaborations, tutoring and data analysis to benefit unduplicated students. Priority 4

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

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. Priority 4

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

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. Priority 4 Roadmap Principle 2 (B, C), 3 (D)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$3,000 | \$10,000 | \$14,000 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | \$517 | \$1,904 | \$2,725 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | \$5,000 | \$10,000 | \$5,000 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|--|
| English Learners Foster Youth Low Income | Schoolwide | Specific Schools: Del Vista Math & Science Academy |
|--|------------|--|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|------------------|-----------------|-----------------|
| Unchanged Action | Modified Action | Modified Action |
|------------------|-----------------|-----------------|

2017-18 Actions/Services

DVMSA will provide staff development for all teachers. Topics will include: Common Core ELA and Math, Classroom Management, ELD, Data Analysis, Technology, Next Generation Science Standards. The trainings will take place during staff meetings, late starts and STPTs throughout the school year. The site will provide materials necessary. Priority 2

2018-19 Actions/Services

DVMSA will provide staff development for all teachers. Topics may include: Classroom Management, Literacy, ELD, Data Analysis, Technology, Next Generation Science Standards, Thinking Maps. The trainings will take place throughout the year. Priority 2

2019-20 Actions/Services

All professional development will be funded out of action 3. The funds will be redirected accordingly.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$1,592 | \$10,000 | NA |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | \$274 | \$1,904 | NA |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

| | | | |
|------------------|--|-------------------------------|-------------------------------|
| Amount | \$3,000 | \$10,000 | NA |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

DVMSA will provide staff with Common Core professional development and intervention professional development and provide materials for program implementation. The trainings will provide enhanced and supplementary professional development. Resource Teacher will

2018-19 Actions/Services

DVMSA will provide staff with Common Core professional development and intervention professional development and provide classroom materials/supplies for program implementation. The trainings will provide enhanced and supplementary professional development. Resource

2019-20 Actions/Services

DVMSA will provide staff with Common Core professional development and intervention professional development. The Resource Teacher will assist with professional development and intervention.

assist with professional development and intervention.

- One summer planning date for DVMSA
- Structured Teacher Planning Time throughout the year
- Extended Planning days will be provided to staff

Priority 2

Teacher will assist with professional development and intervention.

- One site planning days for DVMSA
- PD Summit - Summer 2018
- Structured Teacher Planning Time throughout the year
- Extended Planning days will be provided to staff

Priority 2

- Structured Teacher Planning Time throughout the year
- Extended Planning days will be provided to staff
- Weekly Team Time for planning, to improve instructional practice,

lesson design and refining assessment practices in CCSS ELA, Math

and ELD

- 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

ELA, ELD, Mathematics, Science and technology

- Late Start PD/Planning
- The ELA, ELD, Math and technology coaches provide professional

development to K-5 teachers and special education teacher

Priority 2

Roadmap Principle 3 (D)

Budgeted Expenditures

| | | | |
|------------------|--|--|--|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$64,842 | \$19,678 | \$19,231 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | \$13,922 | \$5,379 | \$5,433 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | \$5,000 | \$13,893 | \$14,383 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | \$2,000 | \$5,000 | \$15,127 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|--|
| English Learners Foster Youth Low Income | Schoolwide | Specific Schools: Del Vista Math & Science Academy |
|--|------------|--|

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|------------------|------------------|-----------------|
| Unchanged Action | Unchanged Action | Modified Action |
|------------------|------------------|-----------------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|--|--|
| DVMSA will provide professional development in the area of ELD, English Language Arts (literacy instruction, Emergent Literacy Battery and Analytical Reading Inventory assessments) and Technology for the benefit of enhancing the instruction for unduplicated students. Priority 1, 2, 4 | DVMSA will provide professional development in the area of ELD, English Language Arts (literacy instruction, Emergent Literacy Battery and Analytical Reading Inventory assessments) and Technology for the benefit of enhancing the instruction for unduplicated students. Priority 1, 2, 4 | All professional development will be funded out of action 3. The funds will be redirected accordingly. |
|--|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$2,000 | \$50,000 | NA |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | \$517 | \$9,522 | NA |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

| | | | |
|------------------|--|--|--|
| Amount | \$1,000 | \$5,000 | NA |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | \$1,000 | \$1,000 | NA |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

DVMSA will support the instructional program with instructional aides for full day Kindergarten classes and Special Education students including English Learners including aides for first – fifth. Priority 1, 2, 4

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 the instructional program for unduplicated students. Priority 1, 2, 4

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 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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$76,649 | \$71,211 | \$38,275 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |
| Amount | \$18,773 | \$26,471 | \$11,366 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

DVMSA will support the instructional program by expanding the library and by purchasing a variety of books as well as purchasing books for classroom libraries. The school will also provide funds for library furniture.
Priority 1

2018-19 Actions/Services

DVMSA will support the instructional program by purchasing library books as well as purchasing books for classroom libraries. Funds will also be allocated for library supplies and shelving.
Priority 1

2019-20 Actions/Services

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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------|-------------------------------|-------------------------------|
| Amount | \$40,000 | \$20,000 | \$5,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

| | | | |
|------------------|--|-------------------------------|--|
| Amount | \$30,000 | \$15,000 | |
| Source | Supplemental and Concentration | Supplemental | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 4000-4999: Books And Supplies | |

Action 7

| | |
|--|----------------------------------|
| [Add Students to be Served selection here] | [Add Location(s) selection here] |
|--|----------------------------------|

OR

| | | |
|--|------------|--|
| English Learners Foster Youth Low Income | Schoolwide | Specific Schools: Del Vista Math & Science Academy |
|--|------------|--|

Actions/Services

| | New Action | Modified Action |
|--|---|---|
| | DVMSA will provide one teacher to reduce class size reduction in order to increase opportunities for specialized and differentiated instruction. Class size reduction will be expanded to 4th or 5th grade since there is a high concentration of English Learners to target the Long-Term English Learners. Priority 1, 4 | 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) |

Budgeted Expenditures

| | | | |
|------------------|--|--|--|
| Amount | | \$57,457 | \$148,311 |
| Source | | Supplemental | Supplemental |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | | \$26,546 | \$45,191 |
| Source | | Supplemental | Supplemental |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

N/A

DVMSA will fund a science coach (K-5). This coach will assist teachers and provide modeling and professional development. Priority 2, 4

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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | N/A | \$75,000 | \$101,813 |
| Source | | Concentration | Concentration |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | | \$30,607 | \$36,717 |
| Source | | Concentration | Concentration |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|--|
| Amount | NA | NA | \$75,571 |
| Source | | | Concentration |
| Budget Reference | | | 1000-1999: Certificated Personnel Salaries |
| Amount | | | \$37,328 |
| Source | | | Concentration |
| Budget Reference | | | 3000-3999: Employee Benefits |

Action 10

OR

| | | |
|--|------------|--|
| English Learners Foster Youth Low Income | Schoolwide | Specific Schools: Del Vista Math & Science Academy |
|--|------------|--|

Actions/Services

| | | |
|--|--|---|
| | | New Action |
| | | 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 |

Budgeted Expenditures

| | | | |
|------------------|----------------|----------------|--|
| Amount | NA | NA | \$97,850 |
| Source | Not Applicable | Not Applicable | LCFF Supplemental and Concentration |
| Budget Reference | Not Applicable | Not Applicable | 1000-1999: Certificated Personnel Salaries |
| Amount | | | \$35,945 |
| Source | | | LCFF Supplemental and Concentration |
| Budget Reference | | | 3000-3999: Employee Benefits |

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

NA

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

NA

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

NA

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|----------------|----------------|--|
| Amount | NA | NA | NA |
| Source | Not Applicable | Not Applicable | LCFF Supplemental and Concentration |
| Budget Reference | Not Applicable | Not Applicable | 1000-1999: Certificated Personnel Salaries |

| | | | |
|------------------|--|--|-------------------------------------|
| Amount | | | NA |
| Source | | | LCFF Supplemental and Concentration |
| Budget Reference | | | 3000-3999: Employee Benefits |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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:

Identified Need:

Based on the Multi-Tier Systems of Support for positive behavioral interventions, discipline, attendance, and vice principal behavior observations, the data indicates a continued need in providing an engaging, safe, and secure learning environment for all students. Special emphasis will be placed on subgroups of greatest need.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---------------------------------------|---------------------------------------|---|
| Priority 5 (a) – School attendance rates | The current attendance rate for is 96.88% | The current attendance rate is 97.13% | The current attendance rate is 97.84% | Expected outcome for 2019-2020 is 98% |
| Priority 5 (b) – Chronic absenteeism rates | DVMSA's chronic absenteeism rate is 9%. | The chronic absenteeism rate is 3.6%. | The chronic absenteeism rate is 3.3%. | Expected outcome for 2019-2020 is 2% absentee rate. |
| Priority 5 (c) – Middle School dropout rate | NA | NA | NA | NA |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|--|--|
| Priority 5 (d) - High school dropout rate | High school dropout-N/A | High school dropout-N/A | High school dropout-N/A | High school dropout-N/A |
| Priority 5 (e) - High School Graduation rate | High School Graduation rates-N/A | High School Graduation rates-N/A | High School Graduation rates-N/A | High School Graduation rates-N/A |
| Priority 6 (a) – Pupil suspension rates | The current school suspension rate is .5%. | The current school suspension rate 2%. | The current school suspension rate 1.7%. | Expected outcome for 2019-2020 is .5% |
| Priority 6 (b) – Pupil expulsion rates | No student has been expelled from DVMSA this school year. | No student has been expelled from DVMSA this school year. | No student has been expelled from DVMSA this school year. | Expected outcome for 2019-2020 is 0 |
| Priority 6 (c) – Other local measures on sense of safety and school connectedness | Students in grades 4 and 5 were surveyed. The surveys collected indicate that 81.5% of students feel safe and connected at school. | Students in grades 4 and 5 were surveyed. The surveys collected indicate 75% of students feel safe at school. | Students in grade 4 were surveyed. The surveys collected indicate ??% of students feel safe at school. | Expected outcome for 2019-2020 is 87%. |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$47,871 | \$49,829 | \$53,735 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | \$16,481 | \$17,651 | \$18,909 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | \$2,000 | \$2,000 | \$2,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

DVMSA will provide materials and supplies to provide training in emergency management systems which may include: two-way radios, first aid kits, safety vests for all classrooms, golf cart to make admin more visible and for student safety, etc. Priority 6

2018-19 Actions/Services

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

2019-20 Actions/Services

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)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------|-------------------------------|-------------------------------|
| Amount | \$8,000 | \$8,000 | \$5,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | | |
|--|------------|--|
| English Learners Foster Youth Low Income | Schoolwide | Specific Schools: Del Vista Math & Science Academy |
|--|------------|--|

Actions/Services

| | | |
|---|---|---|
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| Modified Action | Unchanged Action | Modified Action |

2017-18 Actions/Services

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. Priority 5, 6

2018-19 Actions/Services

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. Priority 5, 6

2019-20 Actions/Services

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)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$51,272 | \$52,973 | \$55,018 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | \$20,809 | \$24,709 | \$24,789 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

| | | | |
|------------------|--|--|--|
| Amount | \$1,000 | \$1,000 | |
| Source | Supplemental and Concentration | Concentration | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | |

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

DVMSA will work with the Delano Police Department and partner with one School Resource Officers (SROs) to assist students, staff, and parents. Special attention will be directed to unduplicated students. They will assist with attendance and truancy. The SROs will provide

2018-19 Actions/Services

DVMSA will work with the Delano Police Department and partner with one School Resource Officers (SROs) to assist students, staff, and parents. Special attention will be directed to unduplicated students. They will assist with attendance and truancy. The SROs will provide

2019-20 Actions/Services

This action will no longer be funded. Training on safety can be provided through action 2.

training on school safety, and other related topics. Priority 5, 6

training on school safety, and other related topics. Priority 5, 6

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------|-------------------------------|---------------|
| Amount | \$2,000 | \$2,000 | N/A |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | |

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

DVMSA will continue to promote student safety and visibility by employing noon

2018-19 Actions/Services

DVMSA will continue to promote student safety and visibility by employing noon

2019-20 Actions/Services

DVMSA will continue to promote student safety and visibility by employing noon

duty aides/crossing guards as well as providing safe play structure and swing area surfaces. Priority 6

duty aides/crossing guards as well as providing safe play structure and swing area surfaces. Priority 6

duty aides/crossing guards as well as providing safe shaded play structure for the Kindergarten playground. Priority 6 Roadmap principle 1 (C)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$27,747 | \$35,000 | \$50,000 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |
| Amount | \$1,988 | \$2,507 | \$3,582 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | | \$108,000 | |
| Source | | Concentration | |
| Budget Reference | | 6000-6999: Capital Outlay | |

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

The DVMSA will provide academic field trips for all students with special focus on unduplicated students. Priority 5, 6

2018-19 Actions/Services

The DVMSA will provide academic field trips for all students with special focus on unduplicated students. Priority 5, 6

2019-20 Actions/Services

The DVMSA will provide academic field trips for all students with special focus on unduplicated students. Priority 5, 6
Roadmap principle 4 (B)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$1,000 | \$5,000 | \$5,000 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | \$10,000 | \$15,000 | \$8,000 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

DVMSA will promote a positive school culture by providing at least five culture building activities for students, staff and parents per year. Shade structures and concrete plaza meeting areas will enhance social relationships and promote collaborative school related activities. Examples: Assemblies, family nights, rallies, parent education nights, etc., with special focus on unduplicated students' parents.
Priority 6

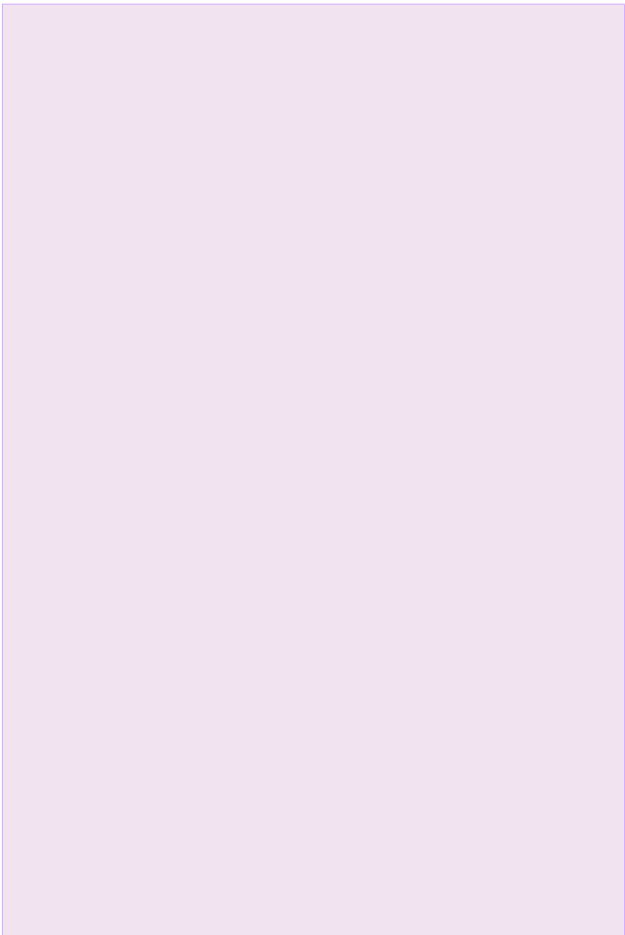
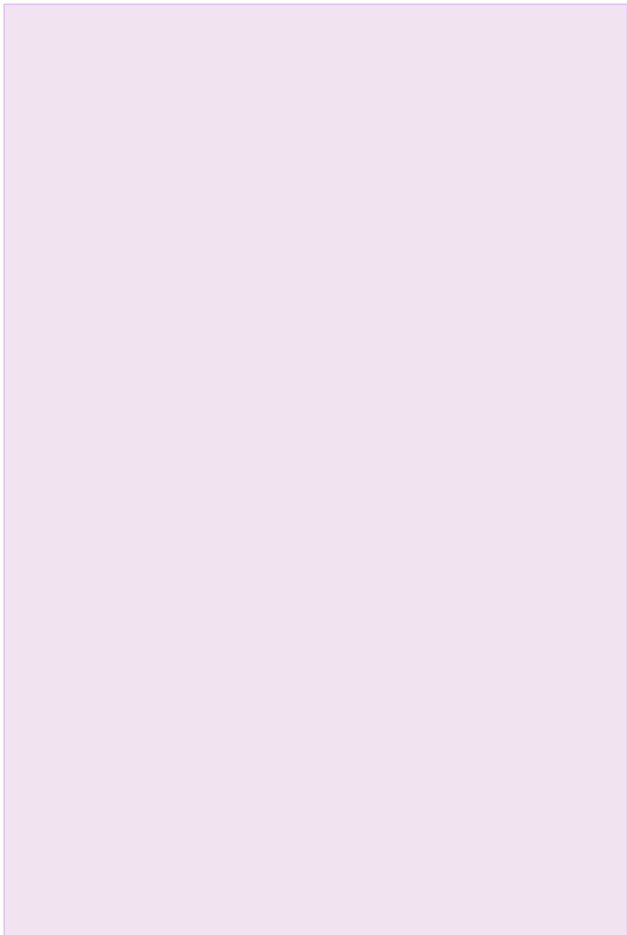
2018-19 Actions/Services

DVMSA will promote a positive school culture by providing at least five culture building activities for students, staff and parents per year. Shade structures and concrete plaza meeting areas will enhance social relationships and promote collaborative school related activities. Examples: Assemblies, family nights, rallies, parent education nights, etc., with special focus on unduplicated students' parents.
Priority 6

2019-20 Actions/Services

DVMSA will promote a positive school culture by providing:

- at least five culture building activities for students, staff and parents per year. Examples: assemblies, family nights, rallies, field trips (i.e. hockey games, college visits, escape room, etc.)



- Shade structures and concrete plaza meeting areas will enhance social relationships and promote collaborative school related activities.

with special focus on unduplicated students' parents.

- offering extra curricular activities (ASB, robotics, etc.)
- promoting involvement in competitions such as Math team, Battle of

the Books, Oral Language Festival, Science, etc.

Special focus will be placed on recruiting unduplicated students and parents.

Priority 6

Roadmap 1 (D)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$1,000 | \$3,000 | \$3,000 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |

| | | | |
|------------------|--|-------------------------------|-------------------------------|
| Amount | \$173 | \$571 | \$584 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | \$5,000 | \$25,492 | \$7,310 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | \$10,000 | | |
| Source | Supplemental and Concentration | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | | |
| Amount | \$44,387 | | |
| Source | Supplemental and Concentration | | |
| Budget Reference | 6000-6999: Capital Outlay | | |

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$500 | \$500 | \$500 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | \$85 | \$95 | \$97 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

| | | | |
|------------------|--------------------------------|-------------------------------|-------------------------------|
| Amount | \$2,000 | \$2,000 | \$2,000 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Purchase of character building materials and to support the MTSS Tier 1. Priority 6

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Purchase of character building materials and Dragon Store incentives to support the MTSS Tier 1. Priority 6

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

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:

- Trauma Informed

- Classroom management
- Whole Brain
- Safety protocols
- Parent communication

Purchase of character building materials and/or programs that support the instruction and practice of the Del Vista Way and MTSS will be made. Incentives to support the MTSS Tiers will be 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)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------|-------------------------------|-------------------------------|
| Amount | \$5,000 | \$20,000 | \$5,000 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

DVMSA will provide attendance incentives for exemplary attendance which may include fieldtrips. Priority 5

2018-19 Actions/Services

DVMSA will provide attendance incentives for exemplary attendance which may include fieldtrips. Priority 5

2019-20 Actions/Services

DVMSA will provide attendance incentives for exemplary attendance which may include fieldtrips. Priority 5
Roadmap 1 (D)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$2,000 | \$2,000 | \$2,000 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | \$1,000 | \$1000 | \$1000 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |

| | | | |
|------------------|--|--|--|
| Amount | \$417 | \$453 | \$461 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | \$5,000 | \$15,000 | \$5,000 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | \$4,000 | \$20,000 | \$5,000 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|-----------------|------------------|------------------|
| Modified Action | Unchanged Action | Unchanged Action |
|-----------------|------------------|------------------|

2017-18 Actions/Services

Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need. Priority 5, 6

2018-19 Actions/Services

Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need. Priority 5, 6

2019-20 Actions/Services

Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need. Priority 5, 6
Roadmap 3 (B)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------|-------------------------------|-------------------------------|
| Amount | \$5,000 | \$5,000 | \$500 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

Modified Action

2017-18 Actions/Services

A full-time clerk will be employed to assist with attendance (chronic absenteeism/truancies) and CART to ensure that students are regularly attending school with special focus on unduplicated students.
Priority 5

2018-19 Actions/Services

A full-time clerk will be employed to assist with attendance (chronic absenteeism/truancies) and CART to ensure that students are regularly attending school with special focus on unduplicated students.
Priority 5

2019-20 Actions/Services

This action will no longer be funded. Funds will be redirected.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$33,740 | \$17,376 | NA |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |
| Amount | \$24,765 | \$4,690 | NA |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | | \$1,000 | NA |
| Source | | Concentration | Concentration |
| Budget Reference | | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

| | | | |
|------------------|--|--|--|
| Amount | | \$1,000 | NA |
| Source | | Concentration | Concentration |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A
Specific Grade Spans: N/A
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Specific Grade Spans: All
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Del Vista Math and Science Academy will fund an Academic and Behavior Remediation teacher to support MTSS and

2019-20 Actions/Services

This action will no longer be funded. Funds will be redirected.

provide intensive behavior intervention for Tier 3 students while providing academic intervention simultaneously. The teacher will be funded 50% LCAP and 50% Title I. Priority 6

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | N/A | \$43,593 | NA |
| Source | | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | | \$15,442 | NA |
| Source | | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

Action 14

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: Del Vista Math & Science Academy
Specific Grade Spans: All

Actions/Services

New Action

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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:

Identified Need:

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

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|--|--|
| Priority 3 (a) – Efforts to seek parent input in making decisions for DVMSA | Based on sign in sheets, DVMSA had significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, etc. | A continued effort was made to increase parent participation and to survey parents as to the effectiveness of the activities. There was a significant increase in parent participation as evidenced in sign in sheets. | Based on sign in sheets and agendas, DVMSA continues to demonstrate an increase in parent participation. A total of 57 activities were held. Parent activities included: SSC, ELAC, Parent/Teacher | Expected outcome for 2019-2020 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|--|--|
| | | | conferences, Student of the Month Assemblies, AR Saturday, etct. | |
| Priority 3 (b) – How DVMSA promotes participation of parents for unduplicated pupils | 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. | At DVMSA, English and Spanish parent surveys were provided to parents at SSC. 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. | English and Spanish surveys were distributed to all parents. The results of the surveys returned influenced the LCAP goals and actions steps. Stakeholder meetings were held and all parents were invited to attend, including the parents of unduplicated pupils. At the district level, stakeholder meetings were also held with special subgroups such as Migrant, DELAC, Fostery Youth, and GATE. The school increased the number of parent engagement activities for English Learners and other subgroups as evidenced by the number of parents involved in ELAC, SSC, and/or school site activities. | 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 participation of parents of unduplicated pupils and parents of children with disabilities. |
| Priority 3 (c) – How DVMSA promotes participation of parents for pupils with exceptional needs | Parents of students with exceptional needs were provided with opportunities to be involved in their child’s | Parents of students with exceptional needs were provided with opportunities to be involved in their child's | Parents of students with exceptional needs were provided with opportunities to be involved in their child's | Expected outcome for the 2019-2020 school year is to continue to have 100% parent participation as |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---|--|---|
| | <p>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>education. 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. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.</p> | <p>education and school activities. Parents of students with exceptional needs are invited to participate in parent activities both at the school site and district level. Parents have the opportunity to participate in activities such as assemblies, back to school night, science nights, etc. They also have the opportunity to join groups such as School Site Council, ELAC and DELAC. Through regular communication 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. Connected program. The special education director reached out personally to parents and had personal meetings or telephone conferences. 100% of parents of students with exceptional needs attended scheduled</p> | <p>evidenced through IEP and 504 documents.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|---|---|
| | | | IEPs and 504 meetings as evidenced through the IEP and 504 documents. | |
| Priority 7 (a) – Extent to which pupils have access and are enrolled in a broad course of study | 100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music if offered at their school site. | 100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music if offered at their school site. | 100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music. | Expected outcome for the 2019-2020 school year is 100% |
| Priority 7(b) – Extent to which pupils have access to and are enrolled in programs /services for unduplicated pupils | 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. | 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. | 100% of unduplicated pupils had access to programs and services including (but not limited to) extended day intervention opportunities, expanded learning through our ASES (POWER) program and additional programs and services such as Migrant and GATE. Evidenced through program attendance records. | Expected outcome for 2019-2020 is to continue to have 100% access for all students. |
| Priority 7(c) – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs | 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 | 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 | 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 extra | Expected outcome for 2019-2020 is to continue to have 100% access for all students. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|--|--|
| | and services offered by the District. Evidenced through class schedules and program attendance records | and services offered by the District. Evidenced through class schedules and program attendance records. | curricular programs and services offered by DVMSA and the District. Evidenced through program attendance records. | |
| Priority 8 – Other indicators of pupil performance in required areas of study | <p>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>ARI assessments and Emerging Literacy Battery for all K-5 students to measure literacy. Implementation of district writing benchmarks to measure improvement in writing skills.</p> <p>This was the last year using ADEPT.</p> | <p>ARI assessments and Emerging Literacy Battery for all K-5 students to measure literacy. Implementation of district writing benchmarks to measure improvement in writing skills.</p> | <p>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> |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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 Kern County Museum of Art, etc. Priority 7

2018-19 Actions/Services

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 Kern County Museum of Art, etc. Materials and supplies will be purchased for implementation. Priority 7

2019-20 Actions/Services

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)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$49,103 | \$49,412 | \$50,836 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |

| | | | |
|------------------|--|--|--|
| Amount | \$16,694 | 18,406 | \$20,845 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | \$20,000 | \$20,000 | \$20,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | \$10,000 | \$10,000 | \$10,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| Modified Action | Unchanged Action | Unchanged Action |
|--|--|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| 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 | 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 | 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) |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$5,000 | \$5,000 | \$500 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | \$2,000 | \$5,000 | \$1,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |
| Amount | \$1,004 | \$1,620 | \$231 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

| | | | |
|------------------|--|--|--|
| Amount | \$26,000 | \$26,000 | \$5,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | \$7,500 | \$7,500 | \$1,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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. They will also serve as a liaison for parents of unduplicated pupils. Priority 3

2018-19 Actions/Services

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. They will also serve as a liaison for parents of unduplicated pupils. Priority 3

2019-20 Actions/Services

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)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$71,660 | \$66,018 | \$68,581 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |
| Amount | \$58,054 | \$53,466 | \$61,663 |
| Source | Supplemental and Concentration | Concentration | Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | \$5,000 | \$6,673 | |
| Source | Supplemental and Concentration | Concentration | |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | |

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

DVMSA will enhance the current technology programs through the purchase of software (i.e. Imagine Learning, Lexia, etc.). Priority 7

2018-19 Actions/Services

DVMSA will enhance the current technology programs through the purchase of software (i.e. Imagine Learning, Lexia, etc.). Priority 7

2019-20 Actions/Services

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)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$16,000 | \$16,000 | \$2,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

DVMSA will promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff. Priority 7

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

DVMSA will promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff. Priority 7

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$4,092 | \$4,092 | \$27,092 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | \$706 | \$779 | \$5,274 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | \$39,482 | \$39,482 | \$15,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | \$10,000 | \$10,000 | \$30,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 5

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

DVMSA will continue to promote Science education for students in grade five by supporting participation in Scicon camp for students. Priority 7

2018-19 Actions/Services

DVMSA will continue to promote Science education for students in grade five by supporting participation in Scicon camp for students. Priority 7

2019-20 Actions/Services

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)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|----------------|
| Amount | \$3,276 | NA | N/A |
| Source | Supplemental and Concentration | | Not Applicable |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | | Not Applicable |
| Amount | 564 | | N/A |
| Source | Supplemental and Concentration | | Not Applicable |
| Budget Reference | 3000-3999: Employee Benefits | | Not Applicable |

| | | | |
|------------------|--|--|--|
| Amount | \$3,000 | \$3,000 | \$2,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | \$6,500 | \$6,500 | \$2,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Gifted Students
 [Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 2 – 5
 [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
 [Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

DVMSA will enhance and expand student opportunities in GATE activities. Students will receive year-long engagement opportunities. Priority 7

2018-19 Actions/Services

DVMSA will enhance and expand student opportunities in GATE activities. Students will receive year-long engagement opportunities. Priority 7

2019-20 Actions/Services

DVMSA will enhance and expand student opportunities in GATE activities. Students will receive year-long engagement opportunities. Priority 7
Roadmap principle 2 (B)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$1,092 | \$1,092 | \$2,092 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | \$189 | \$208 | \$408 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | \$3,000 | \$5,000 | \$1,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | | \$10,000 | \$5,000 |
| Source | | Supplemental | Supplemental |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Purchase of technology equipment and infrastructure as stipulated in the site and District's Technology Plan to enhance daily classroom instruction. Priority 7

2018-19 Actions/Services

Purchase of technology equipment and infrastructure as stipulated in the site and District's Technology Plan to enhance daily classroom instruction. Priority 7

2019-20 Actions/Services

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)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------|-------------------------------|-------------------------------|
| Amount | \$10,000 | \$193,388 | \$75,471 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

| | | | |
|------------------|--|--|--|
| Amount | \$25,263 | \$22,000 | \$1,000 |
| Source | Supplemental and Concentration | Supplemental | Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Action 9

| | |
|--|----------------------------------|
| [Add Students to be Served selection here] | [Add Location(s) selection here] |
|--|----------------------------------|

OR

| | | |
|--|------------|--|
| English Learners Foster Youth Low Income | Schoolwide | Specific Schools: Del Vista Math & Science Academy |
|--|------------|--|

Actions/Services

| | | |
|--|--|--|
| | | New Action |
| | | 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) |

Budgeted Expenditures

| | | | |
|------------------|----------------|----------------|--|
| Amount | NA | NA | \$59,686 |
| Source | Not Applicable | Not Applicable | LCFF Supplemental and Concentration |
| Budget Reference | Not Applicable | Not Applicable | 1000-1999: Certificated Personnel Salaries |

| | | | |
|------------------|----------------|----------------|-------------------------------------|
| Amount | NA | NA | \$18,345 |
| Source | Not Applicable | Not Applicable | LCFF Supplemental and Concentration |
| Budget Reference | Not Applicable | Not Applicable | 3000-3999: Employee Benefits |

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Del Vista Math & Science Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

NA

2018-19 Actions/Services

NA

2019-20 Actions/Services

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|----------------|----------------|----------------|
| Amount | NA | NA | NA |
| Source | Not Applicable | Not Applicable | Not Applicable |
| Budget Reference | Not Applicable | Not Applicable | Not Applicable |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,453,775

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

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

order to assist with the implementation of full day Kinder. The addition of the attendance/parent liaison will assist the DVMSA in improving our attendance, truancy and chronic absenteeism. The focus on All funds are principally directed to provide needed services to all pupils including unduplicated counts.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,450,089

33.81%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Del Vista Math & Science Academy will utilize Supplemental and Concentration funds to provide services to all students with more intensive and targeted research based intervention during school, after school, and during targeted academics. The services will be principally directed for all underachieving subgroups with specific focus on low income, foster youth and English Learners. The funds will also be utilized to improve teacher and administrator capacity and knowledge by providing staff with administrative professional development opportunities. In addition, through the use of more effective monitoring due to the new English Language platform Ellevation the school will better the effectiveness of initiatives for this targeted subgroup. DVMSA will continue working with the ELD Director to support our English Learners in particular our Long Term English Learners achievements through the support of site training and researched based coaching techniques provided by the district ELD coach. Coaches will also continue to assist the teachers with lesson design and curriculum planning. The implementation of the ELD and NGSS standards will be a priority focus. The addition of the class size reduction teacher will assist in increasing the opportunity for specialized and differentiated instruction in the grade level that has a high concentration of English Learners and to target the Long-Term English Learners. The addition of a science coach will assist in our focus of NGSS implementation. Our school psychologist will work alongside the newly added district Marriage

and Family Therapist as well as the social workers, interns and vice principals to provide support to our Tier 2 and 3 students. They will work hand in hand to ensure the three tiers of implementation. They will also serve as liaisons to foster youth students and our homeless students. These funds will provide increased and improved services and strategies to specifically target at risk students while still meeting the social and emotional learning needs of all students. The district will also begin to address more specifically the needs of students with disabilities with the addition of a district Special Education intervention teacher. DVMSA will work with the Special Education intervention teacher to provide staff with professional development that will assist our students with disabilities. All new teachers will continue to receive training and support of all district and site initiatives. With the addition of the elementary physical education teachers, students will be supported with health and wellness education and physical education literacy. Technology will continue to be priority with the continued support of two technology coaches. All Kindergarten classes will continue to be provided with an instructional aide in order to assist with the implementation of full day Kinder. The addition of the attendance/parent liaison will assist the DVMSA in improving our attendance, truancy and chronic absenteeism. The focus on All funds are principally directed to provide needed services to all pupils including unduplicated counts.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$998,500

23.46%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Del Vista Math & Science Academy will utilize the Supplemental and Concentration funds to provide services to all students with more intensive and targeted researched based intervention during school, after school, and during targeted Saturday academies for all underachieving subgroups with specific focus on low income, foster youth and English Learners. The funds will also be utilized to improve teacher capacity and knowledge by providing staff professional development opportunities. Funds will also be allocated for class size reduction to provide targeted assistance to unduplicated students. Even though the most recent CELDT scores indicate slightly higher scores by English Learners, the percentage of students qualifying for redesignation needs to increase therefore; DVMSA needs to redirect funds to focus on the needs of English Learners and in particular to Long Term English Learners. DVMSA will implement staff development and trainings and will continue to use the ELD coaches utilizing Title III funds. The ELD director and coaches will also be leading the change through the new ELPAC assessment. DVMSA will continue to focus on early literacy skills by using the coaches in ELA and Math with intensive training to teachers to better serve, English Learners, Foster Youth and low income students. Additionally, DVMSA will be focusing on mathematics by sending all grade level team members to the Putting All Together training. All Kindergarten classes will continue to be provided with an instructional aide in order to assist with the implementation of full day Kinder. All funds are principally directed to provide needed services to all pupils including unduplicated counts.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|--------------------------------------|------------------------------------|------------|--------------|--------------|--|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Funding Sources | 1,558,089.00 | 1,175,975.00 | 998,500.00 | 1,558,089.00 | 1,453,775.00 | 4,010,364.00 |
| Concentration | 782,570.00 | 601,077.00 | 0.00 | 782,570.00 | 686,054.00 | 1,468,624.00 |
| LCFF Supplemental and Concentration | 0.00 | 574,898.00 | 0.00 | 0.00 | 211,826.00 | 211,826.00 |
| Supplemental | 716,484.00 | 0.00 | 0.00 | 716,484.00 | 555,895.00 | 1,272,379.00 |
| Supplemental and Concentration | 59,035.00 | 0.00 | 998,500.00 | 59,035.00 | 0.00 | 1,057,535.00 |

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

| Total Expenditures by Object Type | | | | | | |
|---|---|---|----------------|----------------|----------------|--|
| Object Type | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | 1,558,089.00 | 1,175,975.00 | 998,500.00 | 1,558,089.00 | 1,453,775.00 | 4,010,364.00 |
| 1000-1999: Certificated Personnel Salaries | 433,626.00 | 401,482.00 | 236,640.00 | 433,626.00 | 711,235.00 | 1,381,501.00 |
| 2000-2999: Classified Personnel Salaries | 195,605.00 | 178,564.00 | 212,796.00 | 195,605.00 | 158,856.00 | 567,257.00 |
| 3000-3999: Employee Benefits | 242,930.00 | 212,985.00 | 175,932.00 | 242,930.00 | 329,893.00 | 748,755.00 |
| 4000-4999: Books And Supplies | 452,928.00 | 279,316.00 | 192,482.00 | 452,928.00 | 174,664.00 | 820,074.00 |
| 5000-5999: Services And Other Operating Expenditures | 125,000.00 | 76,609.00 | 136,263.00 | 125,000.00 | 79,127.00 | 340,390.00 |
| 5700-5799: Transfers Of Direct Costs | 0.00 | 7,295.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 0.00 | 18,763.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6000-6999: Capital Outlay | 108,000.00 | 0.00 | 44,387.00 | 108,000.00 | 0.00 | 152,387.00 |
| Travel and Conference | 0.00 | 961.00 | 0.00 | 0.00 | 0.00 | 0.00 |

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

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|-------------------------------------|---|---------------------------------------|------------|--------------|--------------|--|
| Object Type | Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | All Funding Sources | 1,558,089.00 | 1,175,975.00 | 998,500.00 | 1,558,089.00 | 1,453,775.00 | 4,010,364.00 |
| 1000-1999: Certificated Personnel Salaries | Concentration | 173,151.00 | 189,483.00 | 0.00 | 173,151.00 | 271,133.00 | 444,284.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental and Concentration | 0.00 | 211,999.00 | 0.00 | 0.00 | 157,536.00 | 157,536.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 216,882.00 | 0.00 | 0.00 | 216,882.00 | 282,566.00 | 499,448.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental and Concentration | 43,593.00 | 0.00 | 236,640.00 | 43,593.00 | 0.00 | 280,233.00 |
| 2000-2999: Classified Personnel Salaries | Concentration | 190,605.00 | 176,558.00 | 0.00 | 190,605.00 | 157,856.00 | 348,461.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental and Concentration | 0.00 | 2,006.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental | 5,000.00 | 0.00 | 0.00 | 5,000.00 | 1,000.00 | 6,000.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental and Concentration | 0.00 | 0.00 | 212,796.00 | 0.00 | 0.00 | 212,796.00 |
| 3000-3999: Employee Benefits | Concentration | 152,756.00 | 127,741.00 | 0.00 | 152,756.00 | 184,745.00 | 337,501.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental and Concentration | 0.00 | 85,244.00 | 0.00 | 0.00 | 54,290.00 | 54,290.00 |
| 3000-3999: Employee Benefits | Supplemental | 74,732.00 | 0.00 | 0.00 | 74,732.00 | 90,858.00 | 165,590.00 |
| 3000-3999: Employee Benefits | Supplemental and Concentration | 15,442.00 | 0.00 | 175,932.00 | 15,442.00 | 0.00 | 191,374.00 |
| 4000-4999: Books And Supplies | Concentration | 116,058.00 | 40,922.00 | 0.00 | 116,058.00 | 44,193.00 | 160,251.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental and Concentration | 0.00 | 238,394.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Supplemental | 336,870.00 | 0.00 | 0.00 | 336,870.00 | 130,471.00 | 467,341.00 |
| 4000-4999: Books And Supplies | Supplemental and Concentration | 0.00 | 0.00 | 192,482.00 | 0.00 | 0.00 | 192,482.00 |
| 5000-5999: Services And Other Operating Expenditures | Concentration | 42,000.00 | 39,354.00 | 0.00 | 42,000.00 | 28,127.00 | 70,127.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|-------------------------------------|---|---------------------------------------|------------|------------|-----------|--|
| Object Type | Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental and Concentration | 0.00 | 37,255.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental | 83,000.00 | 0.00 | 0.00 | 83,000.00 | 51,000.00 | 134,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental and Concentration | 0.00 | 0.00 | 136,263.00 | 0.00 | 0.00 | 136,263.00 |
| 5700-5799: Transfers Of Direct Costs | Concentration | 0.00 | 7,295.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Concentration | 0.00 | 18,763.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental and Concentration | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6000-6999: Capital Outlay | Concentration | 108,000.00 | 0.00 | 0.00 | 108,000.00 | 0.00 | 108,000.00 |
| 6000-6999: Capital Outlay | Supplemental and Concentration | 0.00 | 0.00 | 44,387.00 | 0.00 | 0.00 | 44,387.00 |
| Travel and Conference | Concentration | 0.00 | 961.00 | 0.00 | 0.00 | 0.00 | 0.00 |

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

Total Expenditures by Goal

| Goal | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
|---------------|---|---|----------------|----------------|----------------|--|
| Goal 1 | 475,572.00 | 435,900.00 | 269,086.00 | 475,572.00 | 709,266.00 | 1,453,924.00 |
| Goal 2 | 501,881.00 | 314,098.00 | 334,235.00 | 501,881.00 | 258,485.00 | 1,094,601.00 |
| Goal 3 | 580,636.00 | 425,977.00 | 395,179.00 | 580,636.00 | 486,024.00 | 1,461,839.00 |

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

| Expenditures Contributing to Increased/Improved Requirement by Funding Source | | | | | |
|--|---|---|----------------|----------------|----------------|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 |
| All Funding Sources | | | | | |

| Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source | | | | | |
|--|---|---|----------------|----------------|----------------|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 |
| All Funding Sources | | | | | |

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------|-----------------------------------|
| Del Vista Math and Science Academy | Ana Ruiz Principal | aruiz@duesd.org (661) 721-5040 |

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

DVMSA Mission: Our students will recognize and develop their talents, know that they are valued and will experience success through a world-class education. Our students will acquire a strong foundation for their future college and career endeavors. Vision: We are a learning community of educators that holds integrity and excellence as our core values. We are serving families that have entrusted their children to us. We will be deserving of that trust. We will be excellent role models; we will be highly skilled practitioners; and we will be dedicated and proactive in meeting the personal and academic needs of our students and their families. We embrace our responsibility to serve the community and we define our personal success in terms of the success of our students. Del Vista is home to 510 students. Our student population is divided into the following subgroups: 89.1% socioeconomically disadvantaged, 64.8% English Learners, 10.3% Migrant, 0% Foster Youth, and 3% Immigrant.

Although we still hold on to our mission and vision, the current COVID-19 pandemic has drastically changed how we will meet the needs of our school community. DVMSA understands that the school closure in March 2020 caused a major impact on our students and families. Curriculum pacing, traditional methods of instruction and assessments of student learning have also been affected. Del Vista Math & Science Academy moved toward remote learning. Chromebook distribution days were scheduled to ensure that our students had technology in hand. Hotspots were provided to some of our families. Students that do not have wi-fi connection are provided lesson assignments by their teachers. Teachers make contact with these off-line students at the minimum of 2 to 3 times per week. Our main goal is to ensure connectivity between the school, students and families.

At the beginning of this school year, students were provided learning supplies as well as their new grade level texts. During the supplies/materials distribution, wi-fi surveys were completed by families in order for the school to run Weekly Engagement Reports which list students that do not have connectivity. During this time, those families that answered "NO" to Do you have internet access? were immediately provided an internet voucher. At a glance, school personnel know which students are off-line, what families submitted a voucher and which families needed assistance accessing Distance Learning. This information is updated regularly.

As part of our return plan, Del Vista Math & Science Academy has the following expectations to ensure high quality instruction that meet the academic, social, and emotional needs of students and families: consistent synchronous (live) and asynchronous (prerecorded video lessons or game-based learning tasks that students complete on their own) instruction for every student; teacher availability to students outside of direct, live instruction; the use of three platforms among all teachers (zoom, screencastify and google classroom) at the minimum; collaboration between teachers, administration and colleagues from grade levels to improve outcomes for students based on data and student need; professional development for all teachers; Ensure students with disabilities are included in all offerings of school education plans by using the IEP process to customize educational opportunities and supports when necessary; Provide targeted supports and instruction for small groups of students who need additional instructional and/or social and emotional attention; Regular communication to students and parents on learning goals and student progress; and Designated and integrated English Language Development to help English Learners access curriculum.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

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

plan was presented at a public hearing for review and commentary from the public on September 14, 2020 and was adopted by the School Board on September 16, 2020.

[A description of the options provided for remote participation in public meetings and public hearings.]

Due to restrictions in response to the COVID-19 pandemic, Del Vista Math & Science Academy has conducted all meetings via teleconference. All stakeholder meetings were held via the Zoom platform. School staff supported parents in accessing the meetings and guiding them through the appropriate steps to connect to the meetings and be active participants. Stakeholder meetings were held in both English and Spanish to ensure that non-English speaking parents were also engaged in the process of creating this plan. The public hearing for the adoption of this plan was advertised in the local newspaper. The public hearing was held at the local governing board's public meeting via teleconference. Instructions to access the meeting were posted along with the board meeting agenda and the public was able to submit comments. District staff was available during the meeting to provide translation as needed and also to provide technical support to help stakeholders connect and participate in the public hearing process.

[A summary of the feedback provided by specific stakeholder groups.]

Surveys were administered to different stakeholder groups. Their input guided actions and ideas to better implement the school's Continuity of Instruction plan. Different parent groups were involved as stakeholders such as; English learners, foster, Migrant, GATE, and parents of students with exceptional needs. The parent survey allowed them to express their needs and areas of support for instruction from home. Parents were able to express their need for devices and access to connectivity from home. Through the results of this survey, the school was able to help each family that was having trouble with Wi-Fi and provided either a hotspot or in many occasions, provided vouchers to help the family pay for Wi-Fi services. Classified and certificated staff were also administered a survey. These surveys helped identify specific materials and supplies that they needed to support distance learning instruction as well as identifying the items they need to eventually return to in-person instruction. Students in grades 4-8 were also provided with a survey to help determine what types of supports they need to be successful scholars. Students were able to identify specific materials, devices, and connectivity needs through the survey. In addition, they were able to identify if they had a need for social-emotional support.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

As a result of stakeholder input, the school was able to identify specific families who were in need of Wi-Fi services to be able to connect and participate via distance learning. With assistance from the district, the school purchased hotspots and in some cases, provided vouchers to families to be able to support Wi-Fi connection in the home. From the surveys, the district and school also learned that many families were requesting tutoring services to help their children with academic needs. As a response to this need, the school will hire college aged tutors to help the students with homework and overall academic support. Teaching staff has identified specific learning platforms they would like access to in order to provide supplemental instruction and support for their students. They have also identified their need for additional technology to enhance their teaching such as microphones, headphones, document cameras and additional computer monitors to be able to have a visual of their students as they teach and share their screens on Zoom. Many survey comments by all stakeholder groups reflected the need not only for the purchase of Personal Protective Equipment (PPE) but in training for the appropriate use and disposal of this equipment. The school will not only ensure that all staff has access to appropriate PPE equipment and sanitation supplies, but that they are also trained on the appropriate use and disposal of such items. The school will work arduously to create the best learning environment for all

students and staff whether via distance learning or in-person learning. The school will continue to see stakeholder input and have an open communication through the transgression of the school year and the transition from distance learning to in-person instruction.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Del Vista Math & Science Academy will prepare an environment that is safe and conducive to learning and will only open its campus to in-person instruction when it is deemed safe to do so in accordance to the Center for Disease Control and a review of the state guidelines and the tier assignment of Kern County at the time. Upon the determination that it is safe to reopen campus, DVMSA will review a tiered model approach to implement in-person instruction after the 2nd trimester however, this timeline is subject to change based upon review of current and unforeseen conditions. The first tier will consist of targeting a small cohort of students (1-3 per classroom) who will be selected based on individual student needs and who are at greatest risk of experiencing learning loss. Priority will be given to unduplicated subgroups and principally directed to English learners, foster youth, McKinney-Vento, exceptional needs, and low income students. The next tier of support will consist of targeting additional students to participate in a scholar academy that will focus on providing remediation to mitigate learning loss as well as provide enrichment opportunities for GATE or advanced students. Different student subgroups will be targeted for this academy such as Migrant, Honors, and GATE. These academies will focus on providing additional supplemental services to mitigate learning loss. Honors and GATE students will receive enrichment opportunities in an effort to keep them engaged and support their different learning needs via challenging activities. The last tier of support will consist of bringing all students back to in-person instruction that will follow a model that will allow a group of students to be on site. This model will consist of students being on an ABC schedule. This schedule will allow for only 1/3 of the students to be present at any given time on school campus. The other 2/3 of the students will receive their daily instruction via a distance learning model. The students will rotate to in-person instruction on Mondays, Wednesdays and Fridays. Tuesdays and Thursdays will consist of distance learning instruction for all students to allow for deep sanitation of the classrooms utilized and avoid cross contamination between the groups of students. This schedule will allow all students to be on campus for on-site instruction once per week and the remaining days they will be on a distance learning model. As conditions allow, students will be transitioned to an AB model where 1/2 of students will rotate through in-person instruction and the other 1/2 will participate via distance learning. This will allow for a larger number of students to be on campus. Cohort A will attend school on Mondays and Tuesdays and Cohort B will attend on Thursdays and Fridays. Wednesdays and Saturdays will be utilized for deep sanitation of classrooms. In an effort to alleviate class sizes even further, the school is providing an outdoor shade structure and furniture to allow for outdoor instruction weather permitting.

Del Vista Math & Science Academy will establish a contingency plan for the return to in-person instruction that will outline all safety protocols for all students and employees. Some of these protocols include:

- *Establish clear transportation guidelines and protocols for use of PPE and social distancing within the school bus.
- *Establish different arrival and dismissal times to prevent large crowds accessing the school's entryways.
- *Each school will have a triage center where all students and staff will have their temperature checked upon arrival at the school through the use of stand alone touch free temperature kiosks.
- *The center will also serve as an isolation area where students showing symptoms will wait until the arrival of their parents.
- *All school sites and school buildings will be equipped with appropriate signage to promote social distancing.
- *Hand washing routines will be established and enforced.
- *All meals will be consumed in the classrooms to avoid large gatherings of students in a cafeteria setting. Personnel from central kitchen will deliver food to students in their classrooms and custodial staff will work with staff to provide cleaning and sanitation daily to each classroom utilized.
- *All students will be provided with individual learning kits containing all supplies and materials necessary to prevent sharing and avoid cross contamination between students.

The school will keep an open communication with all parents, staff, and community to address or establish protocols as the needs arise during in-person instruction. The tiered approach will allow the school to begin to work and establish protocols with a small cohort of students and staff and gradually increase in person offerings as the conditions permit.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

| Description | Total Funds | 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 | No |
| The school will purchase sanitizing equipment and supplies to maintain disinfected classrooms. | \$20,000 | 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 | No |

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| <p>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.</p> | \$400 | No |
| <p>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.</p> | \$8,000 | No |
| <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 | 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 | 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 | Yes |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| <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 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.</p> | \$20,000 | Yes |
| <p>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.</p> | \$6,250 | Yes |
| <p>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.</p> | \$86,557 | No |
| <p>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.</p> | \$6,400 | No |
| <p>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.</p> | \$128,000 | Yes |

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

DVMSA has engaged in strategic planning for the 2020-2021 school year since the initial closures in March 2020. Using a phased approach, technology, hotspots, vouchers, and curriculum have been distributed to students in each grade level, and student engagement/connectivity is monitored by site administration and the instructional programs team on a daily basis. Student engagement reports are generated each morning, and site and district teams conduct home visits to assist families with connectivity and to reinforce the importance of daily live interactions. Surveys were also administered to parents to identify training needs and to identify students needing tutorial services. During the summer of 2020, curriculum facilitators met to create addendums to pacing guides in order to address instructional constraints as a result of distance learning. The following three programs were identified as essential to our instructional framework: Google Classroom, Screencastify, and Zoom. We provided volunteer "office hours" with DUSD academic coaches for teachers who wanted extra support in creating their Google classrooms, and additional training for all staff was provided at our July 2020 district professional development day. The Principal utilizes an observation tool to provide feedback to teachers regarding accessibility and clarity of materials. The district in coordination with DVMSA has mandated an instructional schedule for elementary students consisting of both synchronous and asynchronous lesson delivery allowing students to receive instruction in core content and ELD each day. Instruction is based on district/site pacing guides that are aligned to district/site-adopted instructional materials. Band and music students participate in sectionals via Zoom, and supplemental music programs are utilized to focus on music theory and notation. Lesson content is recorded and modified in Screencastify for students to review at a later date, and teachers provide small group instruction at scheduled times during each school day. All students are assessed using an online platform in the areas of reading and mathematics, and appropriate intervention is identified and assigned based on these assessment results. Academic support auxiliary staff provide additional support to parents and students. Academic coaches work with strategic student groups as well as assist teachers with the delivery of instruction. The school Reading intervention teacher works with students in grade K-1 to engage students in targeted reading support. All of these supports will continue to be available to all students upon the return to in-person instruction. These supports will offer supplemental services and interventions to students regardless of the method of delivery of instruction. Students who are currently lacking connectivity receive daily contact from a school official to check on the progress of work completed and to identify resources necessary to ensure the progression of learning. It is a priority for DVMSA that students not only feel connected to content, but that students feel connected to their teacher and their peer group. This is a challenging time for teachers and students alike and the normalcy provided by engaging in daily live interactions with teachers and peers is an essential component of the DVMSA distance learning program. It is our goal to have 100% of students able to actively participating in class on a daily basis.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Del Vista Math & Science Academy has procured sufficient inventory to provide all students with a chromebook for distance learning. Chromebooks were distributed to all students in July and August 2020. In order to simplify the login process for younger students, all Transitional Kindergarten, Kindergarten and First grade students were provided a touchscreen Chromebook with QR logins, while students with special needs received I-pads to support visual, auditory, and tactile learning opportunities. Additional devices are available to replace damaged or defective equipment and ensure that students remain connected during periods of distance learning. All District devices are equipped with Cloud-based internet filtering to provide for a safe internet experience. The Technology Department monitors all device activity and controls device policies and web access to sites and applications, in compliance with the Children's Internet Protection Act.

As part of our efforts to secure connectivity for the devices provided, Del Vista Math & Science Academy conducted a survey to determine the needs of students and parents in the area of connectivity. All parents were surveyed in July/August 2020 as they picked up their child's instructional materials for the 2020-2021 academic year. Parents were asked the following questions:

- Do you have Wi-Fi access at home?
- Do you need assistance in accessing your child's online distance learning class?

Out of the 515 respondents, 93% reported that they have access to WiFi in the home. The survey responses have allowed the school to develop a plan that is tailored to meeting the specific connectivity needs of the 30 students that were identified as not having WiFi access.

DVMSA is prepared to offer three options for those families that are in need of WiFi services. The options include:

- Provide a mobile hotspot
- Secure WiFi for the home through partnerships with service providers
- Provide a voucher for families that have WiFi services at home but are in need of financial assistance to maintain the service

Del Vista Math & Science Academy follows the policies of the Delano Union School District. Therefore, the following information pertains to DVMSA. The District has secured a total of 800 hotspots. Thirteen were provided to the school. Both Verizon and AT&T hotspots will be available, as the signal strength can vary by provider and geographic location. The hotspots will be provided at no charge to parents and will enable the District to provide a secure connection for students with access limited to District provided devices.

Where available, the District is working with Spectrum Cable Internet Services to install WiFi services directly in homes. The monthly service fees are billed to the District and the District is able to manage and limit access to district provided devices only. Thirty-seven homes have been identified as eligible for these services and the District has authorized the installation to begin. For students that live outside of the city limits and are unable to acquire services due to their remote location, the District has partnered with Unwired Broadband to provide services to these homes. Once again, the monthly service fees are billed directly to the District and access is limited to educational use as only district devices can connect to the services. The Technology Department Allows or blocks sites and apps, control device policies and web access, monitors activities and can provide reports on all activity at any time.

In addition to connectivity services for students that do not currently have access to WiFi at home, the District is also helping low income families maintain or upgrade their current internet service plans. With multiple children participating in distance learning in the home, the demand for bandwidth increases and families are finding it necessary to upgrade their connectivity plans. To ease this financial burden, a voucher program has been established to reimburse families for up to 50% of the cost of their internet services.

The survey also identified a need to provide additional technical support for distance learning. Of those surveyed, 1004 parents indicated a need for help in accessing the distance learning classroom. The technology team and instructional coaches have developed a guide with step by step instructions for logging into chromebooks, connecting to a WiFi network and accessing distance learning pages. The guides are available in English and Spanish. A technology support department was also established to trouble shoot technical issues and help parents and students connect to Google Classroom. The Technology Help Desk Hotline is available to provide assistance in English and Spanish, via phone and email, from 8:00am to 3:30pm, five days per week. The help desk is staffed with knowledgeable school site technicians that have expertise with chromebooks and the various platforms used for distance learning.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers and students currently engage in 90 minute blocks of instruction throughout each school day. There are a variety of approaches to using this time; however, each live interaction consists of direct instruction and the completion of student work. Students are also typically assigned extensions to their learning to be completed asynchronously. Each grade-level adheres to the mandatory instructional minutes for the 2020-2021 school year: Kindergarten (180 minutes), Grades 1-3 (230 minutes), Grades 4-8 (240 minutes). Similar to a holistic grading system, DMVSA is asking for teachers to provide an aggregate time value for student work that meets the minimum instructional daily minutes for their grade level in conjunction with synchronous instructional minutes. Teachers verify the time value of student work along with synchronous instruction during their weekly engagement reports and signing the document at the end of each week. Teachers complete and sign a weekly engagement record and daily attendance sheets to account for student attendance and participation. On these sheets, they indicate a summary of assignments and the method of delivery for a given instructional period. Training has been provided on the use of these forms. In addition, site administrators visit classrooms each day and provide feedback regarding student engagement as well as the accessibility and clarity of content. Student engagement reports are generated each morning, and site and district teams conduct home visits to assist families with connectivity and to reinforce the importance of daily live interactions.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

During the 2020-2021 school year, Del Vista Math & Science Academy has been responsive to the needs of the teachers and staff regarding professional development, particularly in the areas of technology and distance learning. DVMSA felt it was important that teachers be most confident using technology and programs that would be necessary to enhance student learning and maintain a classroom environment conducive to meeting the needs of all learners. DVMSA narrowed the focus of the initial professional development to include the three main platforms for delivering instruction, and has continued to provide ongoing PD and support for teachers in additional platforms as the needs

arise. The district has set up a Google Classroom to house all training asynchronously as well so that teachers can always go back and review previous professional development sessions or materials which DVMSA teachers can access.

Distance Learning Professional Development Overview:

All DVMSA initial professional development by grade level and content area

*Google Classroom

*Zoom

*Screencastify

*Virtual Classrooms (optional) New Teacher PD

*Technology support staff and procedures

*Digital citizenship - social media Ongoing PD - all teachers

*Grading - pushing grades from Google Classroom to Aeries/Illuminate

*Virtual Office hours with Academic Coaches to support teachers with any questions or concerns regarding technology and distance learning

*IXL - Assessment platform to determine learning loss

*ESGI - Assessment platform both ELA and Math (primary teachers)

*Instructional pedagogy for online learning

*Google Classroom, Screencastify, Zoom - for intermediate and advanced users

Music Teacher

*Quaver

Science Curriculum

*Elementary Teachers - STEMtaught

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

For the 2020-2021 school year, DVMSA in collaboration with Delano Union School District (“District”) has established and communicated expectations for all employees. Although the DVMSA is currently conducting instruction through distance learning, DVMSA continuously plans for in-person instruction to occur at some point in this school year.

In regards to our classified staff, DVMSA along with the District and the California School Employees Association (Chapter 175) (“CSEA”) have recognized their responsibility that they are to perform their assigned work aligned to their job description. In addition, DVMSA, the District and CSEA signed a Memorandum of Understanding that helped expand classified job duties as follows:

· Assigned work shall consist of duties at the work site and/or duties performed via remote work. The District and DVMSA shall determine when and to what extent bargaining unit members perform duties at the work site and/or perform duties via remote work. DVMSA, the District and CSEA agree that the ratio of on-site duties to remote work duties may vary among unit members based on DVMSA and District needs;

however, the DVMSA and the District shall seek an equitable distribution of on-site duties and remote work duties among bargaining unit members in the same classification.

- DVMSA, the District and CSEA agree that bargaining unit members may be assigned duties outside of the scope of their regular duties in order to meet the public health needs of and provide essential services to the community; however, DVMSA and the District will not assign bargaining unit members to any duty that exceeds the essential physical functions contained in an employee's regular job description.
- The aforementioned Memorandum of Understanding and the ability to assign bargaining unit members to duties outside of the scope of their regular duties has allowed DVMSA and the District to push forward its progress of keeping DVMSA grounds and buildings clean, providing food to our students, allowing DVMSA to utilize all classified staff to distribute materials (i.e., Chromebooks), provide instructional support via an on-line platform, and call parents/students about their instructional progress.

As for the certificated staff, DVMSA, the District and the Delano Union Elementary School Teachers Association (“DUESTA”) have jointly collaborated to provide a Distance Learning model that facilitate distance learning as required by the state to the extent possible, until the onset of inperson instruction or a combination of both. During the 2020-2021 academic year, certificated staff will provide daily instruction via Google Classroom, Class Dojo, and Zoom as follows:

- DVMSA (TK-5) will adhere to an instructional week (M-Th) that consists of a morning and afternoon block of synchronous instruction.
- On Fridays, DVMSA has built in blocks of time that allow teachers to provide students with asynchronous instruction and synchronous strategic instruction.

Non-classroom personnel such as Resource Teachers, Math Coach and the Reading Intervention Teachers provide academic support to both students and classroom teachers by:

- Providing professional development for teachers.
- Providing distance learning instruction and modeling.
- Assisting teachers with curriculum transitions to a digital platform.
- Support parents and guardians on how to access and navigate distance learning platforms and best practices to promote learning from home.
- Providing small group instruction for struggling students.
- Helping special education teachers in the development of materials.

Distance learning has been a difficult transition for both parents and students. In order to meet their social and emotional needs, Health Services School Nurses, School Social Workers, School Psychologists, and the Marriage and Family Therapist are actively working to provide support as follows:

- Holding meetings with parents and/or students either in person, on the phone, or virtually.
- Providing mental health and wellness to students.
- Working with groups of students to develop goals.
- Supporting teachers.

- Making home visits.
 - Screen students for referrals.
 - Working with Foster and McKinney Vento students on their social and emotional needs.
 - Providing professional development to teachers on subjects that help address behaviors and social emotional learning.
 - Providing support for the school's special education population.
- Site administrators (Principal and Vice Principal) have the responsibility to coordinate both their classified and certificated staff in the instructional progress (i.e., monitoring attendance and on-line instruction) of teachers and students as well as communicate site expectations.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist 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.]

English Learners:

Del Vista Math & Science Academy continues to support students, teachers, support staff, and leadership during this remote learning environment and school closure. Distance learning opportunities for English learners (EL) are a high priority. Through multiple layers of support we are addressing the academic achievement gap and the unique needs of our English Learners.

Our first step in addressing the needs of English learners begins with determining students' needs for remote learning. We will be implementing high levels of communication beginning with increased efforts to connect with 100 percent of our students by providing hotspots for each student and family, or access to vouchers for purchase of internet connectivity. Helping in the process of obtaining an internet connection platform is a critical priority.

All EL students will be assessed at the beginning of our school year via online IXL Real-Time Diagnostic Assessments, teacher formative assessments, and other district assessments to determine proficiency level, learning level, and learning loss. Formative assessments will continue on a regular basis to ensure students are learning by providing opportunities to apply developing skills and knowledge.

A third layer of support is to adequately prepare and connect with parents. Our partnership with families and caretakers is a vital part of our distance learning goals. Parents will be connected with school site personnel on the first day of instruction to ensure we meet them; ensure they have the technology tools and materials they need. We are also providing training for parents on our distance learning tools and how to connect to these platforms. DVMSA will provide multiple opportunities to learn. The school is more attune to the most urgent needs of their families and will communicate with them with district support. The school will also reinforce these parent training sessions with district sponsored training and parent input. We are continuing with our parent engagement groups that provide feedback on our programs and services. In addition, the DVMSA continues to utilize our hotline where parents can connect at any time with a staff member who can assist with any question.

Another layer of support is our philosophy of All-Hands-on-Deck. Meaning we will have all trained and available staff to help support EL students. This includes instructional aides, after school tutors, coaches, and site resource teachers. Students will have opportunities to have

a second or third dose of instruction to ensure they are not falling behind. The school via the district is also hiring college age tutors to work with students after school hours. Daily attendance and contact logs will be documented to ensure that students are present and connected with the teacher. All teachers have been given training on how to use specific distance learning platforms and how to provide documentation for evidence of attendance and engagement. Staff on site will be contacting students and parents with a special focus on our most vulnerable students to ensure they are connected daily and are continuing to be part of the learning community.

DVMSA is implementing Designated and Integrated English language development for every student who is an EL. We are following the California Roadmap Policy and guidelines and are continuing to provide professional learning opportunities to help teachers focus on the needs of students in every content area. During Designated ELD, teachers will provide instruction according to their proficiency level. Additionally, we will continue to implement the WestED language development routines that lead teachers, reading teachers, and coaches were trained in last year. This team will continue to support classroom teachers with professional development opportunities and coaching support for full implementation. Listed are a few of the California Roadmap Principles (#2) we will include in daily instruction.

Teachers:

- *Use ELD standards to build into and from content instruction
- *Use Intellectually challenging and rich language texts
- *Use a variety of questioning - including open-ended, high level, critical thinking questions.
- *Model, teach, and promote the use of academic and complex language to encourage students to elaborate using more precise and sophisticated vocabulary.
- *Provide a variety of ways for students to contribute to the classroom learning: Thinking Maps or other graphic organizers, learning logs, technology posts, etc.
- *Give opportunities to communicate information, ideas, and concepts necessary to add to, and contribute to the perspective of others
- *Ensure all students are actively engaged in producing language with scaffolding as needed
- *Students are exposed to and engage in rich and academic complex language tasks throughout the day in all content areas
- *Give students frequent formative assessment and feedback to address learning needs

Finally, we understand the importance of having mental health support for all students. We have an MFT, social worker and psychologist that can work with EL students and parents to help them feel connected, engaged and part of a community that cares. We are providing a community of inclusion and awareness of actions for our different cultures and ethnicities. DVMSA continues to be cognizant of the assets our students bring; we know this is critical to the idea of equity. Our school embraces the concept of our students as Emergent Bilinguals who have much to contribute to our community (Educating Emergent Bilinguals: Policies, programs, and Practices for English Learners by Ofelia Garcia and JoAnne Kleifgen). We will continue to be at the forefront of helping our Emergent Bilinguals to fully and meaningfully participate in attaining high levels of English proficiency.

Pupils with Exceptional Needs:

Del Vista Math & Science Academy is providing instruction and services in a multitude of ways to serve our Pupils with Exceptional Needs during Distance Learning as a result of the emergency school closure. We continue to keep Free Appropriate Public Education (FAPE) at the forefront and have embraced three key principles to support our students' continuous high-quality learning opportunities to the extent feasible through Distance Learning. We are committed to engaging our students through connectivity, flexibility, and responsiveness as our key

actions to help our most vulnerable receive equal educational opportunities that range from academics to social emotional learning to taking into account their individualized needs and circumstances.

Through the collaborative team efforts of the district and DVMSA, we have surveyed our district families to identify technology and connectivity needs for our pupils with exceptional needs. Survey results in addition to direct parent communication have allowed us to identify and provide Chromebooks, iPads, individual assistive technology, hot spots, and internet vouchers to our identified students. We are supporting parents and family caretakers with training on the devices and digital platforms their children will use during daily synchronous and asynchronous instruction following the CDE guidelines and expectations as part of the 2020 Budget Act, including Senate Bill (SB) 98. Educators are also making personal connections with families by phone, email, and text messaging to get feedback on what is working, not working, and any further needs. We have included flexible and extended after school hours in effort to ensure teachers and support staff can better connect and serve our working families during evening hours as well.

Our distance learning plan includes ensuring that we have daily positive attendance as part of our connectivity efforts to ensure that high levels of continuous learning are happening daily and not leaving our pupils with exceptional needs behind creating a risk for greater gaps or learning loss. Attendance incentives and interventions are made daily by site and/or district teams as soon as each learning day begins. Efforts are made to get our students connected and participating in instruction without too much delay. We provide different layers of support to assist with student positive attendance from involving parents and families in understanding and following attendance expectations, contacting parents as soon as the student is not connected.

To further secure meaningful educational opportunities for our pupils with exceptional needs during Distance Learning, our school has included alternate and flexible delivery methods for our special education population aside from e-learning/distance learning. For our special education students, their individualized education programs (IEPs) are provided and implemented during emergency school closure as a result to COVID-19. Distance Learning Plans (DLPs) have been developed for each of our special education students to address the new learning environment as a result of emergency school closure in collaborative efforts between parents and all service providers involved. In the DLP, service provider teams have worked alongside parents and have agreed on the goals, services, learning platforms, and accommodations and supports that will be addressed during the school closure while considering their needs and circumstances. The DLPs are being revisited at least biweekly with parents to ensure we are responding to changes that may need to occur. All service providers will document and track services during school closure to determine learning progress and/or regression and have documentation in the event that compensatory education will be deemed necessary or requested. Our IEP team is holding IEPs as appropriate with current data via teleconference or virtual. All of our parents have been provided with a Prior Written Notice (PWN) detailing the executive order and Distance Learning guidelines as per California Department of Public Health (CDPH).

Our DVMSA pupils with exceptional needs have an array of services and supports as part of their IEPs. While we have considered the specific circumstances that may affect how a particular service is provided to our vulnerable group of students, our special education and general education teachers are committed to providing everything possible. Listed are services being provided:

*Speech pathologist has a HIPPA licence to provide virtual speech therapy utilizing zoom and breakout sessions. Communication aide provides support in small groups or 1:1 capacities. IEP goals and objectives are addressed and worked on while receiving accommodations and modifications that support them during Distance Learning.

*Mild moderate special education students continue to be supported in general education classrooms through the inclusion/co-teaching model. They access instruction through Google Classroom, Zoom, Screencastify, and other digital platforms and supplemental programs. Aides and tutors provide an extra layer of support in small groups or 1:1 through zoom and breakout sessions. IEP goals and objectives are addressed and worked on while receiving accommodations and modifications that support them during Distance Learning.

*Moderate severe special education students continue to participate both in general education and within their special day classroom through digital programs such as Rethink, Unique, AbleNet, and Teach My Toddler. Teachers also build supplemental materials such as learning packets, learning bins, and Ready to Learn Kits to coincide with goals practice at home. Daily preferred parent communication options are made available to parents such as Class Dojo, Zoom, email, text, and phone to ensure support is given throughout each day as necessary. IEP goals and objectives are addressed and worked on while receiving accommodations and modifications that support them during Distance Learning.

*The Adaptive Physical Education teacher (AP) continues to service students utilizing zoom and break out sessions, phone calls, text, and email. The AP works closely with families as students' IEP goals and objectives addressing physical and motor skills and patterns are targeted. The AP further consults with parents on how they can work on goals from home. Necessary equipment to practice goals at home are provided. The AP also consults with and provides guidance to students' general education teachers. Weekly check-ins are done with parents, students, and their general education teachers.

*Services such as Deaf and Hard of Hearing, Visual Impairment, Occupational Therapy, and Mental Health services continue being provided by the Kern County Superintendent of Schools via consultation with students, parents, and teachers.

*Social Emotional Learning is provided through support services from our district social workers, psychologists, and our marriage and family therapist. They address behavioral and emotional needs, engagement, and support attendance. They engage in daily connectedness, offering services and resources, and incorporate family inclusion efforts to support our most vulnerable to stay the course of learning, maintain a positive attitude, and stay motivated during these difficult and unprecedented times as a result of the global pandemic.

DVMSA stays committed to providing services related to our special education students' IEPs to the greatest extent possible. Our school's distance learning program and plan for our pupils with exceptional needs will undoubtedly remain flexible to the changes that may need to happen during the emergency school closure. We will respond, stay connected, and offer flexible opportunities while maintaining equitable and reinforcing learning.

Foster and Homeless Youth: Del Vista Math & Science Academy will continue to support ALL students, families, teachers, and staff during distance learning and beyond while we plan for a face-to-face learning environment. Distance learning opportunities for our foster youth and homeless youth are a high priority. We are addressing the academics struggles, and the social emotional needs unique to our foster youth and homeless youth through multiple layers of support.

Steps in addressing the needs of foster youth and homeless youth to remove barriers:

*Ensure we are adhering to All foster/homeless youth rights:

- *Immediate enrollment or continued placement of their school of origin
- *Provide transportation (if necessary)
- *District foster youth/homeless Liaison is notified
- *Contact County social worker to help gather any necessary information the resource parent was not able to provide
- *DVMSA is notified of the student's placement
- *Parents are referred to Community Connections for additional family support (i.e., uniforms, food, hygiene kits, backpacks, housing resources, etc.)
- *A SAT (Student Assistant Team) meeting is scheduled as soon as possible to ensure all student needs are met for a successful school year and family support is provided
- *Mental health supports are made available to student and families by our district or through our community partners (as needed)
- *Students academic needs are determined and supports are put in place to ensure an easy transition to school.
- *Students are referred to our virtual after school program and any other community resources that would help them get engaged with their community or school.
- *Students are followed up with by the district Liaison as well as the mental health team member, and school administration to ensure students are succeeding.

Actions Related to Distance Learning Program - Foster Youth and Homeless Youth:

For all students high levels of communication is initiated in an effort to connect with 100 percent of our students by providing Chromebooks to each student and hotspots (as needed). Families are offered internet vouchers to assist with connectivity.

Partnerships with families and caretakers are vital to distance learning. Therefore, parents will be connected to school site personnel on the first day of instruction to ensure they have the technology, tools and materials they need to connect to their classes.

Training is provided for parents on how to use our distance learning tools and platforms. Each site will provide multiple opportunities to learn. There are ongoing district-sponsored opportunities for parents to get additional support to help their child succeed. Our foster youth and homeless youth always have access to instructional aides, after school tutors, academic coaches, and site resource teachers in addition to social workers or school psychologists.

Daily attendance and contact logs are kept to document students attendance and engagement. All teachers have been given training on how to use specific distance learning platforms and how to provide documentation for evidence of attendance and engagement. Staff on site will be contacting students and parents with a special focus on our most vulnerable students to ensure they are connected daily and are continuing to be part of the learning community. If they are failing to connect, phone calls, home visits, etc. will begin to help resolve any issues or address barriers.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|---|------------------|--------------|
| <p>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.</p> | <p>\$152,000</p> | <p>Yes</p> |
| <p>Technology was purchased for teachers and auxiliary staff to support distance learning instruction. Technology included laptops, chromebooks, cell phones, printers, and hotspots.</p> | <p>\$16,000</p> | <p>No</p> |
| <p>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.</p> | <p>\$4,000</p> | <p>Yes</p> |
| <p>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 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.</p> | <p>\$7,840</p> | <p>Yes</p> |
| <p>McKinney-Vento students received lap desks so that they can have a designated mobile work space.</p> | <p>\$160</p> | <p>Yes</p> |
| <p>The school purchased research based online platforms to supplement instruction. Platforms include: IXL, Stemtaught, Nearpod, ESGI, Activate Learning, Rethink, Zoom, and</p> | <p>\$78,000</p> | <p>Yes</p> |

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| <p>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.</p> | | |
| <p>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.</p> | \$4,000 | Yes |
| <p>The school provided professional development opportunities to all teachers and staff to enhance virtual instruction. Trainings included Zoom, Screencastify, and Google classroom among others.</p> | \$800 | Yes |
| <p>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.</p> | \$80 | Yes |

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Del Vista Math & Science Academy will assess all students on a weekly basis to measure learning loss and provide timely interventions and supplemental instruction. All TK and Kinder students will be assessed utilizing the Education Software for Guiding Instruction (ESGI) to record student progress and determine if a student needs additional support with their learning. In addition to ESGI, the students will be assessed every trimester using the Emergent Literacy Battery assessment. This assessment will provide additional and more detailed information on how each student is learning their concepts of print and will provide very specific information for teachers in areas where the student would benefit from additional tutorials or small group intervention. For grades 1-5, the district will utilize IXL to measure learning loss. All students will be given a diagnostic exam consisting of 125 questions that will create a baseline for each individual student. The diagnostic exam will be followed by weekly quizzes consisting of 10-15 questions each. These quizzes will update the student levels and will provide teachers with timely information of their learning status. Having frequent exams will allow for teachers to provide timely interventions in the areas of mathematics and ELA. All newcomer English learners will be administered the initial ELPAC assessment to determine their language levels. All English learners will be administered the summative ELPAC assessment in the Spring. In order to measure language growth with more frequency and not wait a full academic year to determine language growth via the ELPAC assessments, the school will administer the OPTEL observation tool once per month. This will help the classroom teachers determine if the students are making adequate growth in their language acquisition.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The school has placed high importance on mitigating learning loss of students. In addition to frequent assessments, the school has created a master schedule that has an embedded time for tutorials via small group instruction by their classroom teacher as well as the ability to assign extra support through auxiliary staff. The master schedule allows for 1:1 or small group instruction from 3:00-3:30 where the students can receive assistance from their classroom teachers. Fridays are also designed to provide synchronous strategic support groups by the classroom teacher for students in need. These embedded times into the master schedule allow for timely interventions. All after school ASES staff have been assigned to offer tutorials on Mondays and Fridays to small cohorts of students with similar deficits in learning. In addition to the tutorials by the classroom teachers and the ASES staff, the district is hiring Academic Support Providers who will also offer small cohort tutorials. This extra tier of tutorial support will take place during the evening hours to provide students with homework support or extra practice with specific skills where the teacher has determined there are deficits based on the weekly assessments. While all students will be eligible to receive these extra supports, the extra help by auxiliary staff will be principally directed to support unduplicated pupils.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

All teachers have time built into their master schedule for data review. From 1-2:00 pm, the teachers have time to analyze weekly data to determine if their implemented strategies are working or if a student needs additional supports. The IXL and ESGI platforms will provide live diagnostic updates for all students. This will allow for constant monitoring of student growth in ELA, ELD and Mathematics. In addition, the OPTEL observational tool will help teachers determine if appropriate growth is occurring with English learners. This weekly data review will allow for classroom teachers to monitor if the supports being provided to students are effective or if different supplemental programs need to be offered. It will also allow monitoring to happen at the district level and the district can deploy intervention teams to assist with those students who are struggling most. While the school will make every effort to mitigate learning loss of all students, unduplicated subgroups will receive extra layers of support not only to help them with academics, but also as part of their social emotional learning.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

| Description | Total Funds | 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 | 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 | Yes |

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Del Vista Math & Science Academy has access to the district's Mental Health Team consisting of a Director of Special Education, Director of Health Services, Director of Student Support Services, a Licensed Marriage and Family Therapist, school psychologists, nurses, and social workers. The team developed a three tiered plan to address mental and social and emotional well-being as it relates to students, staff and families. The tiered system was put into place immediately following school closures in March 2020. The system continues to be refined to provide appropriate supports.

Mental Health Team (MHT) Plan to Address Student, Staff and Family Needs for 2020-21 School Year:

TIER I

Student supports:

- *Develop a daily check-in system to support students and gather data on those who need additional supports
- *Trauma-informed/invested PDs to create trauma-sensitive classrooms/school climate
- *MHT will consult with teachers and school staff about student mental health needs
- *Assist teachers in incorporating Social Emotional Learning (SEL) into the classroom daily or weekly *POWER Expanded Learning Staff - implementing daily SEL through the EduCare Foundation program "Making the Best of Me," as well as through the use of other SEL resources.
- *Work with PE Department to ensure SEL is being addressed during PE time as well as other areas *Promote mental health services available via MHT team
- *Address any distance learning/technology needs
- *Educational materials on COVID

Staff supports:

- *Inform staff of counseling supports available through Employment Assistance Program (EAP) included in their health benefits
- *Discuss stigma of Mental Health or seeking services
- *Create professional development for staff regarding typical childhood reactions to possible stress, trauma, and grief due to COVID19/shelter in place orders
- *Create professional development for staff on how to establish a trauma-sensitive classroom
- *Get feedback from staff to decide how often professional developments are needed and any other mental health topics needed Other relevant and potential PD topics:
- *Depression/SI
- *Anxiety (generalized and separation)
- *School avoidance/refusal
- *Secondary/Vicarious trauma
- *Recognizing signs of abuse/mandated reporting
- *Burnout/Compassion Fatigue & Self-Care

- *Incorporating mindfulness practices in the classroom
- *Informational materials
- *Have psychoeducational materials available at all schools to staff, parents, and families on grief and loss and ways to cope with stress
- *Continue weekly newsletter
- *Mental Health Resources for K-12 Educators during COVID-19
- *Self-Care and Thriving for Educators during a Public Health Crisis
- *Staff support groups

Family supports:

- *Promote Counselor's Corner to parents, which is a website link on our district page that has been vetted and organized by the MHT to give easy access to resources to support their children and families.
- *Create/provide psychoeducational material for parents addressing their fears and/or concerns. Share strategies and/or resources with parents on how to talk to their children about managing stress, worries, fears, changes, and other needs.
- *Provide virtual parent support groups
- *Consult with admin/school staff to identify families in need

TIER II/III:

Student supports:

- *Provide individual counseling to students who exhibit mental health needs (fears, loss, anxiety, depression, SI, etc.)
- *Refer students to community mental health agencies if needed
- *Share suicide prevention hotline phone number and/or warm line
- *Consult with teachers and/or admin as students return to identify high-needs/crisis students and classroom interventions for individual students as needed
- *Provide skills-based groups on managing difficult emotions, worries, fears, etc.
- *Visit classrooms to observe student behaviors
- *Identify students who have lost close family members or friends due to COVID or other reasons
- *Review universal assessment/screening tools to assess for signs of abuse, neglect, or depression/SI

Staff supports:

- *Refer to EAP (as discussed above)
- *Individualized consultation/psychoeducation on behaviors mental health symptoms
- *Provide information on how to create safe spaces in classrooms, classroom and individualized interventions for students, and promoting positive coping skills
- *Co-teach appropriate coping skills and ways to manage stress

Family supports:

- *Identify families who will need ongoing support, resources, and community referrals
- *Work with the Director of Health Services and Community Connections Center, McKinney-Vento & Foster Youth
- *Identify school refusal/avoidance in students and support families in identifying ways to promote attendance

*Provide parent training/support on managing MH symptoms and supporting the use of positive coping skills

*Virtual support groups

*Virtual informational meetings for parents/caregivers/families

*Provide information about the Family Resource Center: Delano Community Connections Center (CCC). The center has a food pantry, has funding for utility assistance (electricity & gas).

Race & Diversity Issues in the Classroom

*Attitude/Bias Checks

*Educational materials

*Self-paced PDs/webinars

Teaching Tolerance: articles, classroom lessons, discussions, professional development

Tier I: UNIVERSAL SUPPORTS: WHOLE SCHOOL SAFETY AND PREVENTION PLANNING

Our Tier I whole school safety and prevention approach is to promote wellness on a daily basis. At the beginning of each day, teachers will provide students with a quick daily check-in to see how they are feeling using a quick 30 second SEL assessment. That data is then collected to see if there is an immediate need to serve a student or to see trends that will need to be addressed to the whole class or on an individual basis. SEL is peppered throughout the day through PE, POWER, and teacher connections as well as targeted intervention time set aside at the end of the week to meet specific group or individual needs. Additionally, our students and families have benefited from the many family engagement events organized and delivered virtually by our POWER staff. These events include: Family Paint Night, musical performances, and girl scouts.

A concerted effort is made to ensure students are connected remotely and engaged in their classrooms while promoting the importance of good daily attendance. If students are not attending classes, a team of people have been assigned to follow up, investigate the problem, and to help address the need. Calls are made at various times of the day, home visits are conducted, and the use of various kinds of technology is used to connect with students and families (i.e., class dojo, emails, and other platforms.) Any staff member could potentially make a home visit including site administrators, attendance clerks, nurses, social workers, psychologists, POWER staff members, etc. The goal is to connect with the students and families to address issues.

Teachers are continually being given a trauma lens to look through and provided with ongoing training as it relates to our most vulnerable students (i.e., foster, homeless, socioeconomically disadvantaged, etc.) Professional development time is being used to help support teachers in the classroom with best practices in SEL as well as best practices in student engagement.

POWER staff were trained in a 2-day SEL workshop administered by the EduCare Foundation. Staff received a copy of the “Making the Best of Me” text provided by EduCare. The text provides activities to address various SEL competencies. POWER staff receive yearly training in the SPARK PE after-school program. This program uses movement, games, and activities to teach core competencies in SEL.

The board approved suicide prevention policy is being expanded to include some new roles in the districts such as school social workers, and academic counselors. We have provided local and national suicide prevention numbers on our websites and in our newsletters to

teachers and families. We have parent resources that are available on our website to help address potential issues due to the pandemic as well as other fun engaging activities to support family wellness at home.

COMMUNITY AND FAMILY ENGAGEMENT SUPPORTS:

We have a very strong partnership with our local agencies through our Community Connections Center. Community Connections provides resources to address basic needs such as coordinated food distributions, information on energy programs, housing resources, employment resources, Medi-Cal, information families in crisis, and many other resources.

UNIVERSAL SUPPORTS: STAFF WELLNESS:

Being trauma informed and trauma invested is a priority. As a result ongoing training is being provided to teachers in these areas as well as self-care training to support the well being of staff. Weekly staff check-ins are in the process of being conducted to ensure we are being attuned to the mental well being of our staff.

The Mental Health Team (MHT) is working with teachers to come into their virtual classrooms to observe interactions and provide feedback on how to implement best practices in the classroom in the area of student conduct, well-being and teacher support. Teachers have access to members of our MHT to share concerns and ask for help in supporting students. The MHT is also preparing virtual meeting rooms to give staff opportunities to discuss concerns and offer support to other staff. During those meetings, self-care and stress management is a big part of the discussion.

CLASSROOM STRATEGIES

Our school promotes safety and consistency in the classroom by focusing on MTSS (Multi-Tiered Systems of Support) practices. We have established our expectations for student interactions in the virtual classroom and expectations and daily protocols of engagement. In order for students to feel comfortable and welcome this new way of learning, building positive relationships has to be a priority to shaping the culture of the classroom. Mindfulness is another element that is a part of the school day.

Student:

- *Focus on MTSS practices
- *Building Relationships
- *Shaping the culture of the classroom
- *Mindfulness
- *Daily SEL Check-ins
- *Weekly SEL focus at Middle schools during Friday intervention times
- *SEL Curriculum
- *School-wide initiative to address barriers to attendance
- *Daily parent engagement to promote good attendance
- *Bi-weekly Parent Newsletter to reduce the stigma of mental health and to promote wellness for students and families
- *A MHT member is assigned to each school site

There is a Crisis Team available to respond at any time at every school site that includes a school psychologist, school nurse, and a social worker/MFT.

Tier 2/ 3: EARLY AND TARGETED INTERVENTION FOR STUDENTS AND STAFF

Our district has purchased a program through Rethink that provides a Tier II SEL program for the MHT and teachers to better understand the mental health of staff and students. The program provides 40 videos in the following areas:

- *Awareness of self and others
- *Self Management
- *Social Awareness
- *Self-Care
- *Social Skills
- *Mental Health
- *SEL and Equity
- *Trauma

The training series equips the teachers with the tools to address the mental health needs of the students. The program also includes a lesson library to teach students skill in all the areas listed above. Rethink lessons are geared to preschool through 12th grade at the Tier III level. Each lesson comes with a video and activity that the student completes in each of the appropriate areas at the student's grade level.

We also have Ripple Effects, which is a Tier II/III intervention that is a SEL program that can be used synchronously or asynchronously to help students address subjects that may come up as it relates to their behavior or interest. Our school social worker, school psychologist, and MFT have used this program with students in elementary and have found it to be effective. The program also addresses the new mandates of cultural competency to give students context in understanding diversity and social justice. There is also an App for the program that can be downloaded on student phones that will provide another layer of support remotely.

Additionally, we have Second Step, a Tier I SEL curriculum at DVMSA. We also have the CASEL Competencies: Self-Awareness, Self-Management; Social Awareness; Relationship Skills; and Responsible Decision-Making embedded in our physical education curriculum weekly for our 3rd - 5th grade students.

We have provided HIPAA compliant licenses through Zoom Health for each member of the MHT to ensure confidentiality for the students when meeting with them remotely. DVMSA's MHT is able to provide teletherapy to staff and students on an ongoing basis as the need arises.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

DVMSA is making all efforts to mitigate learning loss for all students during the COVID-19 pandemic. As instruction will begin in a distance learning model for the first half of the school year, the school has put in a daily monitoring mechanism to ensure connectivity and participation of all students. DVMSA students are monitored daily by their classroom teacher. When a student does not connect to the class, the teacher reports the name of the student and the first layer of reengagement begins. The site deploys various efforts to reengage a student upon the first report of absence by the teacher. DVMSA makes initial contact with the student and family to evaluate the reason for the absence. If students do not return to instruction and lack of connectivity or devices have been ruled out, then the school will deploy a home visit team to hone in on the reasons for lack of participation. The team will consist of site administration and the mental health team. The student will be provided with support to ensure that there are no outlying reasons for lack of engagement in their instruction. If the lack of engagement persists, then the district will deploy a district-level reengagement team. This team will add an additional layer of support to encourage the students to connect and take part of daily learning opportunities. The district team consists of directors, school resource officers, assistant superintendents and the superintendent. Students may receive several home visits throughout the school day to encourage them to log into their online learning platform and participate in the day's lessons. A Spanish speaking staff member always participates in the home visits to ensure that they are able to communicate with parents who are non-English speakers. Additionally, all communication with parents; phone calls, text messages, robo calls, etc. are made in both English and Spanish to allow for non English speaking parents to be active participants in the engagement process of their child's learning efforts.

Part of the school's reengagement plan is to ensure that parents are actively involved in their child's academic program. The school established a hotline upon the first day of school closures in March 2020. Through this hotline, parents are able to connect with district staff at any time. The hotline continues to provide support as the new school year begins. Parents and students are able to connect with a technology technician at any time for support with their device or connectivity issues through the technology hotline. They will have someone help them troubleshoot any issues and have the students return to their online instruction as quickly as possible to prevent learning loss. All hotlines have Spanish speaking personnel available to help those parents who do not speak English. The school team continues to be available for parent support. The school will be providing training for parents in the area of technology so that the parents are able to assist their children with distance learning and how to navigate the platforms being used by their child's teachers.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Del Vista Math & Science Academy follows the Policies of the Delano Union School District. Therefore, the following applies to DVMSA. The Delano Union School District Food Services Program operates under the Community Eligibility Provision (CEP). The Community Eligibility

Provision is a non-pricing meal service option for schools in low income areas. CEP allows the highest poverty school districts to serve breakfast and lunch a no cost to all enrolled children without collecting household applications.

During periods of Distance Learning, the District is providing off site meal service to all enrolled students. Meals are 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 are spread out across the District and in communities with the greatest need. “Grab and Go” meals are distributed on Mondays and Wednesdays 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
- Pioneer School

In order to further limit student exposure to COVID-19, the Del Vista Math & Science Academy has taken full advantage of the federal flexibility waiver that allows parents to pick up meals without students being present. Twice per week, families pick up grab and go meals, in addition to bulk food items that provide a supply of nutritious meals for the entire week. Two lunches and two breakfasts are provided on Mondays and three breakfasts and three lunches are provided on Wednesdays. On August 17, 2020 the food distribution expanded to include supper and snacks through participation in the Child and Adult Care Food Program. DVMSA is eligible to offer supper and snacks through September 30, 2020.

Outreach has been conducted in English and Spanish through parent phone calls, social media, flyers and online resources to ensure that families are aware of the availability of free breakfast, lunch, supper and snacks. The meal distribution times are coordinated around the distance learning instructional schedule so that students are not missing instructional time in order to pick up meals. Evening distributions have also been added to accommodate working parents that are unable to pick up meals during the day. Parents may also request special meals for students with allergies or restricted diets, as stipulated by their medical provider.

When DVMSA reopens for in-person instruction, the District will modify food service operations to provide breakfast and lunch in the classroom. Student meals will be individually plated, proportioned, prewrapped, and delivered to the classroom during the scheduled meal periods. Classroom designees will assist with obtaining the meal count at the point of service using classroom rosters.

During periods of blended learning (both in-person and distance learning), DVMSA will provide on-site meal service in the classroom for students on campus and “grab and go” meal distributions to students participating in distance learning.

The Director of Food Services has been designated as the COVID-10 Coordinator for Food Service Operations. Consistent with the recommendations of CDE’s Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools, the District has implemented the following:

- Reorganization of work station for proper physical distancing during meal preparation in the Central Kitchen
- Shift meal preparation to school sites to further minimize the number of people preparing food in one location
- Post signs on how to stop the spread of COVID-19
- Train staff on the proper use of face coverings, physical distancing, and other health and safety protocols
- Provide face masks, shields, gloves and other supplies to all food service operations staff
- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses and the central production kitchen

It is the intent of Delano Union School District and Del Vista Math & Science Academy to continue to provide nutritious meals while keeping students and staff safe.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

| Section | Description | Total Funds | 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 | 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 | |

| Section | Description | Total Funds | Contributing |
|---|--|-------------|--------------|
| 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 | Yes |

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

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 32.45% | 1,393,981 |

Required Descriptions

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

DVMSA 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 proportion of our student population and would likely not have the means to provide their own supplies and materials to avoid sharing classroom supplies.

DVMSA will provide personal clothing (school uniforms) 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. In an effort to mitigate learning loss, DVMSA 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 for English learners and immigrant students.

DVMSA 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 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.

DVMSA 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. Special consideration will be made to recruit parents of unduplicated students and all meetings will be translated to allow for full participation of non-English speakers.

DVMSA 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 Wi-Fi. However, all students will be provided with the devices and hotspots.

All students received learning kits equipped with supplies and materials to support their learning. Supplies include: dry erase markers, pencils, notebooks, sharpeners, 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 proportion of our student population and would likely not have the means to provide their own supplies and materials for completion of assigned work.

All students in grades 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. 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 have the means to provide their own physical education equipment and fully participate in the lessons provided by the physical education teachers.

McKinney-Vento students received lap desks so that they can have a designated mobile work space. This action is intended to meet the needs of McKinney-Vento students in response to the COVID-19 pandemic.

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 in our district 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.

DVMSA 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.

DVMSA's mental health team participated in social-emotional professional development to better serve staff and students and support their social-emotional needs. 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. DVMSA's mental health team is giving priority in the outreach of unduplicated pupils to ensure that their mental health and social emotional well being needs are met.

DVMSA provided professional development opportunities to all teachers and staff to enhance virtual instruction. Trainings included Zoom, Screencastify, Nearpod, and Google classroom among others. Teachers will be provided with extra support tools to assist unduplicated pupils and help meet their academic needs. All trainings are archived with available handouts for teachers to access at any time.

Support for English Language Development instruction is provided through DVMSA'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. The needs of English learners were primarily considered through this action, although all students will receive the services.

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

Del Vista Math & Science Academy has implemented actions in this plan that specifically target unduplicated pupils. The school will utilize funds to provide services to all students with more intensive and targeted research based intervention during school, after school, and during targeted academies which will be principally directed to serve English learners, foster youth, and low-income students. Recognizing that these groups of students will need additional layers of support during distance learning instruction, the school has created a plan that will provide students with all necessary supports including social-emotional and academic monitoring. DVMSA has a tiered intervention approach that will provide multiple levels of support as needed by each student, with specific emphasis for these supports going to the unduplicated subgroups.

As the school plans for the return to in-person learning, it is preparing to mitigate any learning lost during the distance learning period. The school will closely monitor all students and provide interventions as needed for each student. With the assistance of a district data specialist, the school is able to better monitor each individual student and the effectiveness of all initiatives for these targeted subgroups. Students will be monitored on a weekly basis. This information will allow the school to deploy specific intervention teams to assist each child. All coaching staff in the school will be provided with training and research based instructional techniques to help the classroom teachers to provide high quality instruction daily. They will also train all tutors, instructional aides, and any support staff that is now part of the academic support tiered intervention team. This will allow for high quality intervention.

All English learners, including Long Term English Learners and immigrant students, will be closely monitored by the ELD director. The achievement of all English learners will also be monitored by the principal via weekly data analysis and regular zoom visits to their classrooms. The ELD coaches will assist the classroom teachers with lesson design and curriculum planning to provide best instructional practices during integrated and designated ELD lessons. The ELD staff will be available during specified office hours to provide support for all teachers and staff that may need extra help with English learners. The site resource teacher will monitor English learners and their academic progress and will provide special support for immigrant students by supporting their instruction and conducting breakout sessions during their distance learning classes for additional language support. All ELD instruction will continue to implement the ELD standards and the English Learner Roadmap principles as part of the daily instruction of English learners. If needed, English learners will be individually recommended for additional tutoring and intervention with the district support staff. All efforts will be made to involve parents as part of this intervention so that they are actively involved in their child's learning.

DVMSA has assistance from the district's mental health support team that has been actively assisting all students at the school while closely monitoring and principally directing services to unduplicated student groups. The mental health team consists of the director of student support services, the director of health services, a marriage and family licensed therapist, social workers, nurses, and school psychologists. This team has been communicating with families since the initial transition to distance learning. The team has made weekly home visits to assist families and has provided support to ensure that students are connecting daily to their online instruction. They have also provided social-emotional support as many families are struggling in dealing with day to day functions during a global pandemic. The team will continue to support families as the transition to in-person instruction happens. They will ensure that all students, especially the unduplicated subgroups have access to all they need to successfully return to a normal school setting. In addition to their social-emotional needs, the school is ensuring that all students' physical well-being is also monitored. The school's nursing staff communicates with parents and students and makes home visits as needed to support overall good health. DVMSA students have access to The Delano Union School District Vision Center. The center will continue to serve all DVMSA students with vision needs, but priority for services will be principally directed to unduplicated pupils, including providing them with transportation to and from the Vision Center.

Providing support with online connectivity has been a top priority for the school. With nearly 90% of our students coming from low income households, the school immediately provided support with access to devices and hotspots or vouchers for Wi-Fi connection for our families. DVMSA has also provided all students with learning kits containing all necessary materials to support their learning from home. The students received all school supplies, textbooks, and even equipment for physical education instruction. Students with exceptional needs also received customized learning kits to specifically address skills within their IEPs along with their specialized physical education equipment to participate in activities with their classroom teacher or with the adaptive physical education teacher.

All actions contained in this plan are designed to provide an environment of continuous learning opportunities for all students and funds are principally directed and priority for funding is directed to provide services to unduplicated pupils. The tiered system of supports developed by the school will ensure that all students have their academic and social-emotional needs met, and in addition, students who are English learners, foster youth, and/or low income will receive additional layers of supplemental support to provide them with appropriate and timely interventions for their in-person or distance learning instruction.

Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------|-----------------------------------|
| Del Vista Math and Science Academy | Ana Ruiz Principal | aruiz@duesd.org (661) 721-5040 |

Plan Summary [2021-22]

General Information

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

Mission:

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

Vision:

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

Goals:

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

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

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

Reflections: Successes

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

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

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

Reflections: Identified Need

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

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

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

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

LCAP Highlights

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

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

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

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

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

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

Goal 1:

Curriculum and Instruction

Professional Development

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

Instructional support for TK and Kindergarten students through instructional aides

Data Analysis and Targeted Intervention

Vice Principal of Learning for instructional support

Goal 2:

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

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

Emergency management systems training and materials

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Del Vista Math & Science Academy values the input of all stakeholder groups for the completion of the annual LCAP. The school leadership team gathered throughout the school year and reviewed the following: data, progress of the goals and action steps, and recommendations from stakeholder meetings. The team met throughout the school year to review the effectiveness of each action and services provided via the LCAP and determined if the actions needed to be kept the same, changed, or eliminated and replaced with new ones. As a result of the COVID-19 pandemic and shift to distance learning instruction for the 2020-21 school year, the district made changes and redirected funding to provide students and teachers with all necessary items to teach and learn from home.

A series of stakeholder meetings were held at the site and district level with different groups. All parents were invited to attend the stakeholder meeting at DVMSA. Stakeholder meetings at the district level were also held for special groups with included: Migrant, GATE, DELAC, Foster Youth, Special Education, bargaining units and administrators.

All meetings were held virtually and special sessions were provided for Spanish speaking parents. The stakeholder meetings included a review of the background and purpose of the grant along with information regarding the plan requirements. However, the main focus of the stakeholder meetings was to provide stakeholders the opportunity for input. Stakeholders had the opportunity to ask questions and to have meaningful conversations with school and district staff as well as with one another regarding the specific needs of their children. District and school staff took notes of the conversations during these meetings which in part guided the creation of this plan. Additionally, surveys were sent to all district and DVMSA parents to ensure that they all have the opportunity to provide input even if they could not attend the stakeholder meetings. The surveys were created in English and Spanish to eliminate language barriers and parents were offered assistance to complete the surveys if needed. Students in grades 4 and 5 were also provided with a survey as well as all staff which includes certificated and classified employees. Special efforts were made by district and site staff to reach out to parents and guardians of English Learners, Foster Youth, special Education students, and at risk students for their contribution to this plan.

A summary of the feedback provided by specific stakeholder groups.

Based on the feedback provided by all stakeholder groups, the following is a summary of the feedback provided by specific stakeholder groups:

English Learner parents have requested that psychologists, social workers, or nurses offer sessions prior to the beginning of in-person instruction to all students. The sessions would focus on social emotional health and answer any questions to reduce students' anxiety to return back to campus. They have also requested to have additional personnel to be vigilant of and enforce social distance rules and appropriate use of PPE. They have also suggested for the district to offer dance classes to get the kids physically active again.

The Migrant parents requested opportunities for peer tutoring for older students. They stated that many of their children are not responding well to adult tutors and feel that perhaps they would be more comfortable if they were offered the choice of selecting a peer tutor.

The GATE parent stakeholder group emphasized the importance of continuing to provide enrichment opportunities for GATE students. Especially during the summer academy. They actively support STEAM instruction and hands-on STEAM activities in the classrooms. They also expressed the need to expand AVID opportunities for students in lower grades. All stakeholder groups emphasized the need of expanding DVMSA's and the district's technology for students both in-person and distance learning. Teacher stakeholders communicated the need to offer Google Certification as professional development. Many also expressed the need for the district to offer technology classes to all parents so that they can check their child's Google Classrooms and the parent portal. Another topic of discussion was the importance of continuing the efforts to keep the campuses safe. Many requested extra supervision especially during dismissal times.

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| Priority 1 (a) - Basic Services - Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the CALPADS report 4.1 and local data from human resources. | DVMSA has 24 out of 25 classroom teachers that are fully credentialed in 2020-2021. This indicates that 96% of classroom teachers at DVMSA are fully credentialed. | | | | 98% of classroom teachers to be fully credentialed in 2023-2024 |
| Priority 1 (b) - Every pupil in the school has sufficient access to | Based on the Williams Team assessment which was completed | | | | 100% sufficiency of standards aligned textbooks |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| the standards-aligned instructional materials as measured by the Williams Team review report on curriculum sufficiency of materials. | remotely in September of 2020, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams webpage. | | | | |
| Priority 1 (c) - School facilities are maintained in good repair as measured by the Facility Inspection Tool. | Based on the Facilities Inspection Tool from the Williams Team which was completed remotely in September 2020, the district had facilities maintained in good repair. | | | | Continue to maintain DVMSA facilities in good repair |
| Priority 2 (a) - The implementation of state board adopted academic content and performance standards for all students as measured by classroom observations. | DVMSA implements all content performance standards. Based on administrative notes and visits 98% of teachers are fully implementing CCSS. The Next Generation Science Standards are being implemented partially. | | | | Continue to have teachers fully implement CCSS. Next Generation Science Standards to be fully implemented |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| Priority 2 (b) - How the programs and services will enable English learners to access the Common Core State Standards and English Language Development standards for purposes of gaining academic content knowledge and English proficiency as measured by classroom observations. | ELD Standards are substantially implemented. 98% of teachers are implementing the ELD standards during an additional 30 minute ELD block and using the adopted ELD curriculum. The implementation for integrated ELD is partial as evidenced by SBAC, ELPA, Redesignation data and lesson plans. | | | | Continue to substantially implement ELD standards. Improve the implementation of Integrated ELD to Substantially implemented. |
| Priority 4 (a) - Statewide assessments as measured by statewide assessment data in English Language Arts and Math. | Statewide assessments CAASPP Results (2018-2019) All Students (Met or Exceeded) ELA: 51.10% Math: 39.73% ELs ELA: 12.81% ELs Math: 12.58% Reclassified ELA:60.07% Reclassified Math: 43.10% SPED ELA: 16.35% | | | | Statewide Assessments Desired Outcomes for 2023-2024 All Students (Met or Exceeded) ELA: 65% Math: 55% ELs ELA: 25% ELs Math: 25% Reclassified ELA:75% Reclassified Math: 60% SPED ELA: 25% SPED Math: 25% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|-------------------------------|
| | SPED Math: 12.61% SED ELA: 39.19% SED Math: 27.48% | | | | SED ELA: 60% SED Math: 50% |
| Priority 4 (b) - Percentage of pupils who have successfully completed courses that satisfy the requirement for entrance to the University of California or California State University | N/A | | | | N/A |
| Priority 4 (c) - Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and framework | N/A | | | | N/A |
| Priority 4 (d) - The percentage of pupils who have successfully completed both types of courses described in subparagraphs (b) and (c) | N/A | | | | N/A |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| Priority 4 (e) - The percentage of English learner pupils who have progress towards English proficiency as measured by the English Language Proficiency Assessments for California | English Language Proficiency for Summative ELPAC 2018-2019: Level 4 = 16.40% Level 3 = 37.77% Level 2 = 30.12% Level 1 = 15.71% | | | | Increase the percentage of ELs who make progress toward English proficiency as measured by the ELPAC. Level 4 = 40% Level 3 = 30% Level 2 = 15% Level 1 = 15% |
| Priority 4 (f) - English learner reclassification rate as measured by local data. | Reclassification rate for DVMSA for 2019-2020 is 10.2%. | | | | Desired outcome for the reclassification rate is 15% |
| Priority 4 (g) - Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher | N/A | | | | N/A |
| Priority 4 (h) - Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness | N/A | | | | N/A |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 1 | Progress Monitoring/Intervention/GLCs | DVMSA will monitor the progress of reading and math K-5 for pupil achievement through staff meetings, leadership team meetings, grade level collaborations, targeted tutoring and data analysis to benefit pupils. The school will prioritize services to unduplicated pupils. Grade level chairs will be funded to assist in the monitoring of student achievement via the leadership team. Progress monitoring incentives for will be funded to recognize students. Students will be recognized and celebrated in the areas of ELA and math. Priority 4 Roadmap Principle 2 (B, C), 3 (D) | \$16,050.00 | Yes |
| 2 | Professional Development and Resource Teacher | <p>DVMSA will provide staff with Common Core professional development and intervention professional development. The Resource Teacher will be funded through this action to assist with professional development and intervention.</p> <ul style="list-style-type: none"> • Structured Teacher Planning Time will be scheduled throughout the year • Weekly Team Time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS ELA, Math and ELD • Data Presentations – will be scheduled three times a year • Articulation meetings in the areas of Math, ELA and ELD • Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction of English Learners. • Reading intervention teacher will provide professional development in the area of literacy • Math coach will model lessons to K-5 and special education teacher (substitutes will be arranged) • Purchase of materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics, Science and technology • Late Start PD/Planning day materials and supplies will be funded • The ELA, ELD, Math and technology coaches provide professional development to K-5 teachers and special education teacher • AVID professional development and implementation | \$165,303.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| | | Priority 2 Roadmap Principle 3 (D) | | |
| 3 | Instructional Program Support via Instructional Aides | DVMSA will support the instructional program with instructional aides for full day Kindergarten classes and Special Education to provide support for tiered interventions during the instructional day. Instructional aides in first and second will support the instructional program. Funding is principally directed to unduplicated students. Priority 1, 2, 4 Roadmap principle 3 | \$43,848.00 | Yes |
| 4 | Instructional Support Via Libraries | DVMSA will support the instructional program by expanding the library and by purchasing a variety new and engaging books including nonfiction titles as well as purchasing books for classroom libraries. Funds will also be allocated for library supplies and shelving. Priority 1 Roadmap principle 1, 2 | \$15,625.00 | Yes |
| 5 | Grade Span Adjustment in Upper Grades | In a continued effort to mitigate learning loss, DVMSA will provide two additional teachers to reduce class size reduction in order to increase opportunities for specialized and differentiated instruction. Class size reduction will be expanded to 4th and 5th grades since there is a high concentration of English Learners in order to target the Long Term English Learners. The school will prioritize services to unduplicated pupils. Priority 1, 4 Roadmap principle 3 (B) | \$202,530.00 | Yes |
| 6 | Math Coach | DVMSA will fund a math coach to assist teachers and provide lesson modeling and professional development. The school will prioritize services to unduplicated pupils. Priority 2, 4 Roadmap principle 2, 3 | \$109,322.00 | Yes |
| 7 | Reading Intervention Teacher | DVMSA will fund a reading intervention teacher to support pupils directly who are lacking foundational skills. The teacher will provide | \$128,989.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|---|--------------|--------------|
| | | targeted pupils with intensive reading intervention in an effort to have them reading. The school will prioritize services to unduplicated pupils. Priority will be given to unduplicated students. Priority 1, 2,4 Roadmap principle 2 | | |
| 8 | Vice Principal of Learning | DVMSA will fund a Vice Principal of Learning to provide teachers and staff with professional development opportunities and assist with curriculum development. The school will prioritize services to unduplicated pupils. Priority 2, 4 Roadmap principle 2, 3 | \$125,809.00 | Yes |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|---|
| Priority 5 (a) - School attendance rates as measured by local data from SIS platform. | DVMSA's attendance rate for the 2020-2021 school year is 98.63% | | | | Desired outcome for 2023-2024: attendance rate - 98% or above |
| Priority 5 (b) - Chronic absenteeism rate as measured by local data from SIS platform. | The chronic absenteeism rate for the 2020-2021 school year is 4.3% | | | | Desired outcome for 2023-2024: chronic absenteeism rate - 2% |
| Priority 5(c) - Middle School drop out rates as measured by | N/A | | | | N/A |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| CALPADS EOY report. | | | | | |
| Priority 5 (d) - High school dropout rates | N/A | | | | N/A |
| Priority 5 (e) - High school graduation rates | N/A | | | | N/A |
| Priority 6 (a) - Pupil suspension rate as measured by local data from SIS platform. | The rate of suspensions for 2020-2021 is 0% | | | | Desired outcome for 2023-2024: suspension rate - 0% |
| Priority 6 (b) - Pupil expulsion rate as measured by local data from SIS platform. | The rate of pupil expulsions for 2020-2021 us 0% | | | | Desired outcome for 2023-2024: expulsion rate - 0% |
| Priority 6 (c) - Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as measured by the CA Healthy Kids Survey. | 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 | | | | Desired outcome for 2023-2024: To have 90% of our pupils and staff feel safe and connected to school. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|-----------------------------|
| | <p>violence victimization was 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

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------|--|-------------|--------------|
| 1 | School Nurse | DVMSA will expand the duties of the nurse to enhance parent communication and the health and safety of the students, including attendance. The nurse and the health services clerk will serve as liaisons for the DVMSA and provide parent and staff training. Training topics will include epipens, chronic disease management, HIV/AIDS for students, CPR and AED. The nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Director of Health Services in the following areas: COVID-19 education, HIV/AIDS, growth and development classes, | \$75,919.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|--|-------------|--------------|
| | | and any other areas that need professional development. Priority 5 Roadmap principle 3 (B) | | |
| 2 | Emergency Management | DVMSA will provide materials and supplies to provide training in emergency management systems which may include: video entrance monitoring fee, two-way radios, first aid kits, safety vests, etc. PPE materials and supplies will be funded (thermometers, gloves, hand sanitizer, etc) Priority 6 Roadmap principle 1 (C) | \$25,000.00 | Yes |
| 3 | Vice Principal | DVMSA will continue to employ and train the vice principal on MTSS, attendance, pupil engagement and instruction to continue to promote student safety and continued support of teachers. The vice principal will conduct SAT meetings to provide special assistance and guidance. The school will prioritize services to unduplicated pupils. Priority 5, 6 Roadmap principle 1 (C), 3 (D) | | Yes |
| 4 | Noon Duty Aides | DVMSA will support and promote student safety and visibility by employing noon duty aides/crossing guards. Priority 6 Roadmap principle 1 (C) | \$53,625.00 | Yes |
| 5 | Fieldtrips | DVMSA will provide academic field trips (once it is safe to do so) for all students. Priority 5, 6 Roadmap principle 4 (B) | \$20,000.00 | Yes |
| 6 | Positive School Culture | DVMSA will promote a positive school culture by providing: <ul style="list-style-type: none"> At least five culture building activities for students, staff and parents per year. Examples: assemblies, family nights, rallies, field trips (i.e. hockey games, college visits, escape room, etc.) Shade structures and concrete plaza meeting areas will enhance social relationships and promote collaborative school related activities with special focus on unduplicated students' parents. | \$11,210.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| | | <ul style="list-style-type: none"> Offering extra-curricular activities (ASB, robotics, etc.) Stipends will be funded through this action. Promoting involvement in competitions such as Math team, Battle of the Books, Oral Language Festival, Science, etc. Special focus will be placed on recruiting unduplicated students and parents. Priority 6 Roadmap 1 (D) | | |
| 7 | Parent Education/Involvement Activities | DVMSA will provide informative meetings/activities for parents and/or students to address issues such as: gang awareness, drugs, behavior, communication, bullying, math/literacy nights, parent education nights, Kiddie Parade, Health/Wellness, technology, etc. Effectiveness will be measured based on surveys and evaluations of the sessions or on school data. Priority 5, 6 Roadmap principle 1 (D) | \$25,000.00 | Yes |
| 8 | MTSS/PBIS | <p>DMVSA's MTSS/PBIS Team, with support by the site administration will provide professional development, coaching and support to site staff in Behavioral Intervention Tiers (MTSS). The team will also assist in promoting school safety. Professional development may include:</p> <ul style="list-style-type: none"> Trauma Informed/Social Emotional Learning and/or Training Classroom management Whole Brain Safety protocols <p>Parent communication Purchase of character building materials and/or programs that support the instruction and practice of the Del Vista Way and MTSS will be made. Incentives to support the MTSS Tiers will implemented (e.g. bracelets, pencils, erasers, bumper stickers, etc.). Teachers will be supplied with incentives for their MTSS treasure box. Priority 6 Roadmap principle 1 (C, D)</p> | \$20,564.00 | Yes |
| 9 | Attendance Incentives | DVMSA will provide attendance incentives for exemplary attendance which may include fieldtrips. | \$10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|-------------|--------------|
| 10 | Additional Costs | Additional costs incurred for clothing, health needs, dental and eye wear. The school will prioritize services to unduplicated pupils. Priority 5, 6 Roadmap 3 (B) | \$1,000.00 | Yes |
| 11 | Kindergarten Shade Structure | The school will fund a shade structure and/or shade sails on the kindergarten playground to provide a safe and affirming school environment for play and socialization. Priority 5, Roadmap 1 | \$40,000.00 | Yes |

Goal Analysis [2021-22]

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|---|
| Priority 3 (a) - The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by a review of participation logs. | DVMSA holds 5 School Site Council and ELAC meetings per year which provides all parents including the parents of unduplicated pupils the opportunity to provide their input in making decisions. Distribution days were also opportunities for parents to provide input. Stakeholder meetings with special subgroups such as Migrant, DELAC, and GATE are also held. Redesignation meetings also provide parents the | | | | Desired outcome for 2023-2024: Continued effort to increase parent participation and to survey parents as to the effectiveness of the activities. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|--|
| | <p>opportunity to provide feedback/input. DVMSA also provides opportunities for parents to provide input during parent education nights, parent conferences, Coffee with the Principal, etc. COVID-19 made it difficult to hold in person parent activities in 2020-2021. In 2019-2020 the following parent activities were held up until March 2020: parent conferences, Coffee with the Principal, Breakfast with your Child, Assemblies, etc.</p> | | | | |
| <p>Priority 3 (b) - How the school district will promote parental participation in programs for unduplicated pupils as measured by a review of attendance logs.</p> | <p>All parents are invited to participate in school events including the parents of unduplicated pupils. Notices are posted on google classroom, classdojo and social media pages. Flyers are also sent home with students. Teleparents are sent to parents as reminders both in</p> | | | | <p>Desired outcome for 2023-2024: To continue to meet with parents and provide them with opportunities to be involved in their child's school activities and meetings. A continued special emphasis will be placed on inviting and promoting participation of parents of</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|--|
| | <p>English and Spanish. DVMSA also provides opportunities for parental involvement through parent education nights, parent conferences, Coffee with the Principal, School Site Council and ELAC. COVID-19 made it difficult to hold in person parent activities in 2020-2021. In 2019-2020 the following parent activities were held up until March 2020: parent conferences, Coffee with the Principal, Breakfast with your Child, Assemblies, etc.</p> | | | | <p>unduplicated pupils and parents of children with disabilities.</p> |
| <p>Priority 3 (c) - How the school district will promote parental participation in programs for individuals with exceptional needs as measured by a review of local attendance logs for IEPs.</p> | <p>Parents of students with disabilities were provided with opportunities to participate in their child's education and school programs throughout the school year. Through regular communications (letters, phone calls by</p> | | | | <p>Desired outcome for 2023-2024: Continued efforts to have 100% of parents of students with disabilities to attend scheduled IEP and 504 meetings. This will be accomplished by consistently providing communications</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| | teachers and/or nurse), parents were encouraged to attend IEP meetings virtually and/or through conference calls. 100% of parents of students with disabilities attended scheduled IEP and 504 meetings as evidenced through the IEP and 504 documents. | | | | (letters, phone calls by teachers and/or nurse) encouraging parents to attend via in-person, phone conferences and/or zoom. |
| Priority 7 (a) - Extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily and master schedules. | 100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music. Distance Learning made it difficult to teach music this school year. | | | | Desired outcome for 2023-2024: 100% of students will have access to a broad course of study |
| Priority 7 (b) - Extent to which pupils have access to and are enrolled in programs and services developed and provided to | Due to COVID-19, 80% of unduplicated pupils had access to programs and services including (but not limited to) intervention | | | | Desired outcome for 2023-2024: 100% of students will have access to or have the opportunity to enroll in programs/services |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| unduplicated pupils as measured by program enrollment data. | opportunities, expanded learning through ASES (POWER) program and additional programs and services such as Migrant and GATE. | | | | offered through the school |
| Priority 7 (c) Extent to which pupils have access and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data. | Due to COVID-19, 80% pupils including pupils with disabilities had access to programs and services (including but not limited to) intervention opportunities, expanded learning through ASES (POWER) program and additional programs/services such as Migrant and GATE. | | | | Expected outcome for the 2023-24 school year is for 100% of students with exceptional needs to have access to all programs and services they qualify for. |
| Priority 8 - Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as measured by local data. | The school will implement the following local progress monitoring assessments to measure pupil growth continuously: ARI, ELB, IXL, STAR Math, STAR Reading. Baseline data will be set during the 2021-22 | | | | Desired outcome for 2023-2024 is to demonstrate a 5% growth each subsequent year after the baseline is set during the 2021-22 school year. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|-----------------------------|
| | school year. Each grade level will increase by 5%. | | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 1 | Band/GATE/STEAM/Extra-Curricular | DVMSA will continue to promote band, GATE, the arts and STEAM and after school clubs for example: science/robotics club, dance club, art club, photography and the ability to hire an art consultant, etc. Materials, supplies and stipends will be funded for implementation. Priority 7 Roadmap principle 2 (D) | \$85,861.00 | Yes |
| 2 | Librarian and Resource Clerk | DVMSA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours and computer lab time. They will also serve as a liaison for parents of unduplicated pupils. Priority 3 Roadmap principle 1 (D), 3 (B) | \$139,917.00 | Yes |
| 3 | Technology - Academic Programs/Software | DVMSA will enhance the current technology programs through the purchase of software (i.e. Go Pebble, Lexia, Generation Genius, Prodigy, etc.). Priority 7 Roadmap principle 3 (B), 4 (C) | \$11,050.00 | Yes |
| 4 | Implementation of School-wide STEAM Program | DVMSA will promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff. This will also include providing STEAM camps during fall and summer breaks. Priority 7 Roadmap principle 3 (D) and 2 (B) | \$36,321.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|---|-------------|--------------|
| 5 | Scicon | DVMSA will continue to promote Science education for students in grade five by supporting participation in Scicon camp for students. Priority 7 Roadmap principle 4 (B) | | Yes |
| 6 | Technology Equipment | Purchase of technology equipment and infrastructure as stipulated in the site and District's Technology Plan to enhance daily classroom instruction. Priority 7 Roadmap principle 3 (B), 4 (C) | \$47,832.00 | Yes |
| 7 | Physical Education Teacher | The school will employ a physical education teacher to provide specialized services for students. The teacher will include Social Emotional Learning lessons . Priority 7 Roadmap Principle 4 (C) | \$46,584.00 | Yes |

Goal Analysis [2021-22]

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|-------------|
| 5 | |

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

Required Descriptions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|----------------|-------------------|-------------|---------------|----------------|
| \$1,457,359.00 | | | | \$1,457,359.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$1,069,553.00 | \$387,806.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1 | English Learners Foster Youth Low Income | Progress Monitoring/Intervention/GLCs | \$16,050.00 | | | | \$16,050.00 |
| 1 | 2 | English Learners Foster Youth Low Income | Professional Development and Resource Teacher | \$165,303.00 | | | | \$165,303.00 |
| 1 | 3 | English Learners Foster Youth Low Income | Instructional Program Support via Instructional Aides | \$43,848.00 | | | | \$43,848.00 |
| 1 | 4 | English Learners Foster Youth Low Income | Instructional Support Via Libraries | \$15,625.00 | | | | \$15,625.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Grade Span Adjustment in Upper Grades | \$202,530.00 | | | | \$202,530.00 |
| 1 | 6 | English Learners Foster Youth Low Income | Math Coach | \$109,322.00 | | | | \$109,322.00 |
| 1 | 7 | English Learners Foster Youth Low Income | Reading Intervention Teacher | \$128,989.00 | | | | \$128,989.00 |
| 1 | 8 | English Learners Foster Youth Low Income | Vice Principal of Learning | \$125,809.00 | | | | \$125,809.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|-------------|-------------------|-------------|---------------|-------------|
| 2 | 1 | English Learners Foster Youth Low Income | School Nurse | \$75,919.00 | | | | \$75,919.00 |
| 2 | 2 | English Learners Foster Youth Low Income | Emergency Management | \$25,000.00 | | | | \$25,000.00 |
| 2 | 3 | English Learners Foster Youth Low Income | Vice Principal | | | | | |
| 2 | 4 | English Learners Foster Youth Low Income | Noon Duty Aides | \$53,625.00 | | | | \$53,625.00 |
| 2 | 5 | English Learners Foster Youth Low Income | Fieldtrips | \$20,000.00 | | | | \$20,000.00 |
| 2 | 6 | English Learners Foster Youth Low Income | Positive School Culture | \$11,210.00 | | | | \$11,210.00 |
| 2 | 7 | English Learners Foster Youth Low Income | Parent Education/Involvement Activities | \$25,000.00 | | | | \$25,000.00 |
| 2 | 8 | English Learners Foster Youth Low Income | MTSS/PBIS | \$20,564.00 | | | | \$20,564.00 |
| 2 | 9 | English Learners Foster Youth Low Income | Attendance Incentives | \$10,000.00 | | | | \$10,000.00 |
| 2 | 10 | English Learners Foster Youth Low Income | Additional Costs | \$1,000.00 | | | | \$1,000.00 |
| 2 | 11 | English Learners Foster Youth Low Income | Kindergarten Shade Structure | \$40,000.00 | | | | \$40,000.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|--------------|-------------------|-------------|---------------|--------------|
| 3 | 1 | English Learners Foster Youth Low Income | Band/GATE/STEAM/Extra-Curricular | \$85,861.00 | | | | \$85,861.00 |
| 3 | 2 | English Learners Foster Youth Low Income | Librarian and Resource Clerk | \$139,917.00 | | | | \$139,917.00 |
| 3 | 3 | English Learners Foster Youth Low Income | Technology - Academic Programs/Software | \$11,050.00 | | | | \$11,050.00 |
| 3 | 4 | English Learners Foster Youth Low Income | Implementation of School-wide STEAM Program | \$36,321.00 | | | | \$36,321.00 |
| 3 | 5 | English Learners Foster Youth Low Income | Scicon | | | | | |
| 3 | 6 | English Learners Foster Youth Low Income | Technology Equipment | \$47,832.00 | | | | \$47,832.00 |
| 3 | 7 | English Learners Foster Youth Low Income | Physical Education Teacher | \$46,584.00 | | | | \$46,584.00 |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|----------------|
| Total: | \$1,457,359.00 | \$1,457,359.00 |
| LEA-wide Total: | \$0.00 | \$0.00 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$1,457,359.00 | \$1,457,359.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|------------|--|--|--------------|--------------|
| 1 | 1 | Progress Monitoring/Intervention/GLCs | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$16,050.00 | \$16,050.00 |
| 1 | 2 | Professional Development and Resource Teacher | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$165,303.00 | \$165,303.00 |
| 1 | 3 | Instructional Program Support via Instructional Aides | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$43,848.00 | \$43,848.00 |
| 1 | 4 | Instructional Support Via Libraries | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$15,625.00 | \$15,625.00 |
| 1 | 5 | Grade Span Adjustment in Upper Grades | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy 4 - 5 | \$202,530.00 | \$202,530.00 |
| 1 | 6 | Math Coach | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$109,322.00 | \$109,322.00 |
| 1 | 7 | Reading Intervention Teacher | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$128,989.00 | \$128,989.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|------------|--|--|--------------|--------------|
| 1 | 8 | Vice Principal of Learning | Schoolwide | English Learners Foster Youth Low Income | | \$125,809.00 | \$125,809.00 |
| 2 | 1 | School Nurse | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$75,919.00 | \$75,919.00 |
| 2 | 2 | Emergency Management | Schoolwide | English Learners Foster Youth Low Income | | \$25,000.00 | \$25,000.00 |
| 2 | 3 | Vice Principal | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | | |
| 2 | 4 | Noon Duty Aides | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$53,625.00 | \$53,625.00 |
| 2 | 5 | Fieldtrips | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$20,000.00 | \$20,000.00 |
| 2 | 6 | Positive School Culture | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$11,210.00 | \$11,210.00 |
| 2 | 7 | Parent Education/Involvement Activities | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$25,000.00 | \$25,000.00 |
| 2 | 8 | MTSS/PBIS | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$20,564.00 | \$20,564.00 |
| 2 | 9 | Attendance Incentives | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$10,000.00 | \$10,000.00 |
| 2 | 10 | Additional Costs | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$1,000.00 | \$1,000.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|------------|--|--|--------------|--------------|
| 2 | 11 | Kindergarten Shade Structure | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy TK-K | \$40,000.00 | \$40,000.00 |
| 3 | 1 | Band/GATE/STEAM/ Extra-Curricular | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$85,861.00 | \$85,861.00 |
| 3 | 2 | Librarian and Resource Clerk | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$139,917.00 | \$139,917.00 |
| 3 | 3 | Technology - Academic Programs/Software | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$11,050.00 | \$11,050.00 |
| 3 | 4 | Implementation of School-wide STEAM Program | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$36,321.00 | \$36,321.00 |
| 3 | 5 | Scicon | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | | |
| 3 | 6 | Technology Equipment | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Del Vista Math & Science Academy | \$47,832.00 | \$47,832.00 |
| 3 | 7 | Physical Education Teacher | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: DVMSA | \$46,584.00 | \$46,584.00 |

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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