

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Del Vista Math & Science Academy
Address	710 Quincy Street Delano, CA 93215-3044
County-District-School (CDS) Code	15634046009369
Principal	Mrs. Ana Ruiz
District Name	Del Vista Math and Science Academy
SPSA Revision Date	October 28, 2020
Schoolsite Council (SSC) Approval Date	November 17, 2020
Local Board Approval Date	December 14, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

School Vision:

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

School Mission:

We are a Professional Learning Community who is committed to providing a high quality education for all students in a nurturing, safe 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.

School Profile

At Del Vista Math & Science Academy, we are a mandatory uniform school. We are committed to developing the learning potential and academic achievement of each and every student. The staff works closely together to provide the best educational program possible to help achieve the following school-wide goals: expect all students to meet or exceed grade level standards aligned with Common Core; promote responsible citizenship; provide early intervention for students who have difficulty; and promote positive parent involvement.

Del Vista Math & Science Academy is one of 12 schools. We serve TK - fifth grades and have an enrollment of 515 students. There are 23 classroom teachers, a shared physical education teacher, a math coach, a reading intervention teacher, a special education teacher, a site resource teacher, a shared school psychologist, a shared school nurse, a shared speech pathologist and a shared band teacher. Preschool is also located on our campus which serves a morning and afternoon class. We also house one moderate/severe preschool class.

Del Vista Math & Science Academy is home to approximately 515 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 – 93.97%, American Indian – 0.19%, Asian – 0.56%, African American - 0.75%, and Filipino – 3.2%. Our student population is also divided into the following subgroups: 86.1% socioeconomically disadvantaged, and 59.7% English Learners.

The students at Del Vista Math & Science Academy have many opportunities for extended learning. After school tutoring, Camp Success, is offered for students in Kindergarten through fifth grades. Migrant students attend the Migrant Extended Day classes. The students in these classes receive extra help with homework and additional language instruction. Students participating in the GATE program also have after school sessions with the purpose of providing enrichment and culminating in a GATE festival where they showcase a project. The ASES POWER program is also available daily for students in grades 3-5. POWER provides students intervention, physical activities through SPARK, and enrichment activities. Our fourth and fifth grade students are encouraged to participate in Oral Language, Math Field Day and School/District Science Fair.

Del Vista Math & Science Academy staff works collaboratively to ensure that each student succeeds academically and socially by utilizing a variety of instructional tools, resources, methods, and intervention strategies to build a well-rounded student. The staff is also committed to building the academic speaking and listening skills of all students through the use of English Language Development standards and strategies.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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 ??/2018 and ??/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:

11/17/2020 SSC and ELAC

11/5/2020 - SSC/ELAC Training

10/29/2020 - Annual Title 1 Meeting

09/29/2020 - SSC and ELAC

08/31/2020 - SSC and ELAC

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 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.19%	0.19%		1	1
African American	0.18%	0.57%	0.75%	1	3	4
Asian	0.36%	0.38%	0.56%	2	2	3
Filipino	2.55%	4.18%	3.2%	14	22	17
Hispanic/Latino	94.71%	92.78%	93.97%	519	488	499
Pacific Islander	%	%	0%			0
White	0.73%	0.57%	0%	4	3	0
Multiple/No Response	0.91%	0.76%	0.56%	5	4	4
Total Enrollment				548	526	531

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	105	101	99
Grade 1	88	78	88
Grade 2	92	90	88
Grade3	88	86	90
Grade 4	90	83	85
Grade 5	85	88	81
Total Enrollment	548	526	531

Conclusions based on this data:

1. The student enrollment has dropped from 2017-2018 to 2019-2020.
2. Hispanic/Latino students represent our highest population at 94%.
3. Filipino students represent our second highest population at 3%

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	355	314	300	64.8%	59.7%	56.5%
Fluent English Proficient (FEP)	29	27	41	5.3%	5.1%	7.7%
Reclassified Fluent English Proficient (RFEP)	5	24	32	1.4%	6.8%	10.2%

Conclusions based on this data:

1. 57% of our students are English Learners. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable.
2. The percent of Fluent English Proficient students has increased by 2.4% from 2017-2018 to 2019-2020. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable.
3. The percent of reclassified students has increased by 9.2% from 2017-2018 to 2019-2020. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	90	89	93	86	88	93	86	88	98.9	95.6	98.9
Grade 4	90	94	83	90	89	81	90	89	81	100	94.7	97.6
Grade 5	80	89	84	78	86	84	78	86	84	97.5	96.6	100
All Grades	264	273	256	261	261	253	261	261	253	98.9	95.6	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2386.	2388.	2410.	9.68	16.28	15.91	21.51	17.44	21.59	26.88	22.09	37.50	41.94	44.19	25.00
Grade 4	2418.	2446.	2448.	13.33	20.22	14.81	15.56	23.60	27.16	18.89	21.35	18.52	52.22	34.83	39.51
Grade 5	2459.	2454.	2463.	7.69	12.79	8.33	25.64	17.44	29.76	24.36	22.09	23.81	42.31	47.67	38.10
All Grades	N/A	N/A	N/A	10.34	16.48	13.04	20.69	19.54	26.09	23.37	21.84	26.88	45.59	42.15	33.99

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.75	11.63	15.91	37.63	47.67	53.41	51.61	40.70	30.68
Grade 4	13.33	15.73	20.99	44.44	56.18	45.68	42.22	28.09	33.33
Grade 5	5.13	18.60	11.90	53.85	37.21	51.19	41.03	44.19	36.90
All Grades	9.96	15.33	16.21	44.83	47.13	50.20	45.21	37.55	33.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.83	16.28	15.91	45.16	38.37	56.82	43.01	45.35	27.27
Grade 4	10.00	17.98	8.64	38.89	44.94	55.56	51.11	37.08	35.80
Grade 5	16.67	17.44	15.48	46.15	36.05	52.38	37.18	46.51	32.14
All Grades	12.64	17.24	13.44	43.30	39.85	54.94	44.06	42.91	31.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.60	11.63	7.95	63.44	62.79	72.73	27.96	25.58	19.32
Grade 4	7.78	20.22	14.81	54.44	65.17	61.73	37.78	14.61	23.46
Grade 5	10.26	5.81	11.90	51.28	60.47	61.90	38.46	33.72	26.19
All Grades	8.81	12.64	11.46	56.70	62.84	65.61	34.48	24.52	22.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.13	17.44	14.77	50.54	52.33	57.95	33.33	30.23	27.27
Grade 4	16.67	17.98	18.52	53.33	49.44	53.09	30.00	32.58	28.40
Grade 5	21.79	16.28	10.71	44.87	44.19	48.81	33.33	39.53	40.48
All Grades	18.01	17.24	14.62	49.81	48.66	53.36	32.18	34.10	32.02

Conclusions based on this data:

1. Third Grade: The percent of students at Standard Not Met in the Overall Achievement dropped by 19% from 2017-18 to 2018-19. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostcs
2. Fourth grade had a significant increase of 30.3 mean scale points from 2016-17 to 2018-19. There was a 15% decrease in the percentage of students Below Standard in Writing. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostcs, Writing Benchmark
3. Fifth grade had a 12.27% decrease in Standard Not Met from 2016-17 to 208-19 in the area of Listening. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostcs, Writing Benchmark

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	90	89	94	89	88	94	89	88	100	98.9	98.9
Grade 4	90	94	84	90	93	84	90	93	84	100	98.9	100
Grade 5	80	89	84	80	89	84	80	89	84	100	100	100
All Grades	264	273	257	264	271	256	264	271	256	100	99.3	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2374.	2409.	4.26	4.49	6.82	18.09	17.98	29.55	31.91	22.47	30.68	45.74	55.06	32.95
Grade 4	2411.	2435.	2447.	6.67	3.23	8.33	5.56	21.51	21.43	35.56	43.01	36.90	52.22	32.26	33.33
Grade 5	2423.	2415.	2469.	2.50	3.37	2.38	2.50	5.62	21.43	25.00	15.73	39.29	70.00	75.28	36.90
All Grades	N/A	N/A	N/A	4.55	3.69	5.86	9.09	15.13	24.22	31.06	27.31	35.55	55.30	53.87	34.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.70	10.11	20.45	32.98	28.09	35.23	55.32	61.80	44.32
Grade 4	10.00	16.13	19.05	22.22	34.41	34.52	67.78	49.46	46.43
Grade 5	2.50	4.49	8.33	11.25	14.61	51.19	86.25	80.90	40.48
All Grades	8.33	10.33	16.02	22.73	25.83	40.23	68.94	63.84	43.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.51	8.99	12.50	46.81	33.71	48.86	44.68	57.30	38.64
Grade 4	5.56	8.60	10.71	33.33	34.41	41.67	61.11	56.99	47.62
Grade 5	3.75	6.74	3.57	22.50	21.35	44.05	73.75	71.91	52.38
All Grades	6.06	8.12	8.98	34.85	29.89	44.92	59.09	61.99	46.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.51	6.74	14.77	51.06	49.44	54.55	40.43	43.82	30.68
Grade 4	7.78	5.38	7.14	38.89	52.69	50.00	53.33	41.94	42.86
Grade 5	3.75	4.49	4.76	27.50	26.97	51.19	68.75	68.54	44.05
All Grades	6.82	5.54	8.98	39.77	43.17	51.95	53.41	51.29	39.06

Conclusions based on this data:

1. Third grade had an increase of 35 points in the Mean Scale Score from 17-18 to 18-19. There was a decrease of 11% of Students Below Standard in the Concepts & Procedures claim from 2017-18 to 2019-20. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostcs
2. Fourth grade mean scale scores increased by 12.8 from 17-18 to 18-19. There was a 15.87% increase in Standard Met from 16-17 to 18-19. In the Concepts & Procedures claim, there was an decrease of 45.77% in the Below Standard band from 16-17 to 18-19. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostcs
3. Fifth grade mean scale scores increased by 54.3 points from 17-18 to 18-19. However, 75.28% of students fall in the Below Standard range in 17-18. In the Concepts & Procedures claim, there was a decrease in percent Below Standard of 40.42% from 17-18 to 18-19. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostcs

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1408.2	1438.8	1402.0	1437.5	1422.6	1441.6	65	48
Grade 1	1493.4	1473.5	1500.3	1477.9	1485.9	1468.6	64	55
Grade 2	1501.2	1507.6	1496.2	1501.5	1505.7	1513.2	65	61
Grade 3	1477.9	1496.1	1474.4	1485.9	1481.0	1505.9	54	38
Grade 4	1501.8	1511.4	1499.1	1506.8	1503.9	1515.5	43	52
Grade 5	1496.1	1522.8	1486.1	1521.2	1505.5	1523.9	44	33
All Grades							335	287

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	20.00	27.08	21.54	31.25	41.54	29.17	16.92	12.50	65	48
1	60.94	16.36	23.44	56.36	*	16.36	*	10.91	64	55
2	64.62	27.87	21.54	49.18	*	16.39	*	6.56	65	61
3	*	13.16	31.48	50.00	27.78	23.68	33.33	13.16	54	38
4	*	17.31	51.16	42.31	*	32.69	*	7.69	43	52
5	*	30.30	47.73	27.27	*	27.27	*	15.15	44	33
All Grades	33.73	21.95	30.75	43.90	20.30	23.69	15.22	10.45	335	287

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.58	23.08	50.00	43.08	25.00	23.08	10.42	65	48
1	71.88	29.09	*	49.09	*	12.73	*	9.09	64	55
2	67.69	40.98	24.62	47.54	*	6.56	*	4.92	65	61
3	22.22	26.32	42.59	42.11	*	18.42	20.37	13.16	54	38
4	51.16	34.62	25.58	46.15	*	13.46	*	5.77	43	52
5	29.55	39.39	47.73	36.36	*	6.06	*	18.18	44	33
All Grades	42.99	31.01	28.66	45.99	15.52	13.59	12.84	9.41	335	287

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.31	25.00	16.92	35.42	38.46	27.08	*	12.50	65	48
1	51.56	9.09	21.88	50.91	*	29.09	*	10.91	64	55
2	55.38	22.95	24.62	37.70	*	32.79	*	6.56	65	61
3	*	7.89	*	42.11	35.19	34.21	46.30	15.79	54	38
4	*	11.54	37.21	30.77	*	36.54	27.91	21.15	43	52
5	*	3.03	31.82	27.27	29.55	51.52	25.00	18.18	44	33
All Grades	31.04	14.29	23.28	37.98	24.18	34.15	21.49	13.59	335	287

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	58.46	25.00	32.31	66.67	*	8.33	65	48	
1	76.56	63.64	17.19	32.73	*	3.64	64	55	
2	64.62	44.26	33.85	50.82	*	4.92	65	61	
3	25.93	15.79	55.56	65.79	*	18.42	54	38	
4	32.56	19.23	51.16	71.15	*	9.62	43	52	
5	25.00	18.18	63.64	63.64	*	18.18	44	33	
All Grades	50.15	33.45	40.00	57.14	9.85	9.41	335	287	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	14.58	40.00	66.67	56.92	18.75	65	48	
1	64.06	20.00	26.56	67.27	*	12.73	64	55	
2	75.38	29.51	20.00	63.93	*	6.56	65	61	
3	31.48	36.84	44.44	50.00	24.07	13.16	54	38	
4	58.14	44.23	30.23	51.92	*	3.85	43	52	
5	59.09	57.58	27.27	30.30	*	12.12	44	33	
All Grades	47.76	32.06	31.34	57.14	20.90	10.80	335	287	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.77	10.42	53.85	83.33	*	6.25	65	48
1	57.81	47.27	29.69	41.82	*	10.91	64	55
2	63.08	19.67	23.08	75.41	*	4.92	65	61
3	*	10.53	38.89	65.79	51.85	23.68	54	38
4	*	11.54	58.14	53.85	32.56	34.62	43	52
5	*	9.09	52.27	60.61	34.09	30.30	44	33
All Grades	33.73	19.51	41.19	63.41	25.07	17.07	335	287

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.92	54.17	32.31	31.25	*	14.58	65	48
1	34.38	7.27	56.25	81.82	*	10.91	64	55
2	40.00	21.31	53.85	70.49	*	8.20	65	61
3	*	23.68	55.56	68.42	37.04	7.89	54	38
4	*	13.46	58.14	75.00	*	11.54	43	52
5	*	9.09	63.64	75.76	*	15.15	44	33
All Grades	31.94	21.60	52.24	67.25	15.82	11.15	335	287

Conclusions based on this data:

1. In the Overall Language during 18-19, 43.9% of students fall in Level 3. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable.
2. There were decreases in Level 4 in all domains (Oral, Written, Listening, Speaking and Reading). Yet, in Level 3 there were increases in all domains. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable.
3. Our ELPAC data shows that 67.25% of students fell in the Somewhat/Moderately range in the Writing Domain in 18-19. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
526	86.1	59.7	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	314	59.7
Homeless	4	0.8
Socioeconomically Disadvantaged	453	86.1
Students with Disabilities	39	7.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
American Indian	1	0.2
Asian	2	0.4
Filipino	22	4.2
Hispanic	488	92.8
Two or More Races	3	0.6
White	3	0.6





Conclusions based on this data:

1. 86.1% of our students are considered Socioeconomically Disadvantaged.
2. 59.7% of our students are English Learners.
3. 92.8% of our students are Hispanic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Yellow		

Conclusions based on this data:

1. There was a 9 points increase in ELA. This places DVMSA in the Yellow performance level.
2. DVMSA had a 31.1 point increase in Mathematics. We are in the Yellow performance level.
3. Our Suspension Rate declined by 1.4% which placed DVMSA in the Blue performance level. DVMSA is also in the Blue level for Chronic Absenteeism with a 2.3% decline.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 26.8 points below standard Increased ++9 points 243	<p>English Learners</p>  Yellow 34.7 points below standard Increased ++8.7 points 159	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p>  Yellow 29.6 points below standard Increased ++9 points 208	<p>Students with Disabilities</p>  No Performance Color 113.3 points below standard Increased Significantly ++30.6 points 15

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.5 points below standard Increased ++12.7 points 231	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.7 points below standard Increased ++10.1 points 109	43.8 points above standard Declined -8.1 points 50	14 points below standard Increased ++4.5 points 81

Conclusions based on this data:

1. All subgroups are in the Yellow along with All students. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostics
2. All students and subgroups had increases in performance. Yet, Reclassified students declined 8.1 points and are still 43.8 points above standard. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostics
3. Our Hispanic group had an increase of 12.7 points. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostics

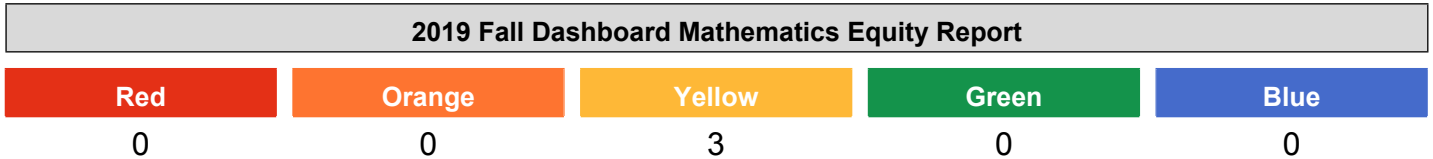
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:






This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 40.5 points below standard Increased Significantly ++31.1 points 243	<p>English Learners</p>  Yellow 42.2 points below standard Increased Significantly ++32.9 points 159	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p>  Yellow 41.6 points below standard Increased Significantly ++32.9 points 208	<p>Students with Disabilities</p>  No Performance Color 118.1 points below standard Increased Significantly ++44.3 points 15

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 38.8 points below standard Increased Significantly ++34.6 points 231			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
65.2 points below standard	8 points above standard	38.7 points below standard
Increased Significantly ++34.1 points 109	Increased Significantly ++24.9 points 50	Increased Significantly ++23.8 points 81

Conclusions based on this data:

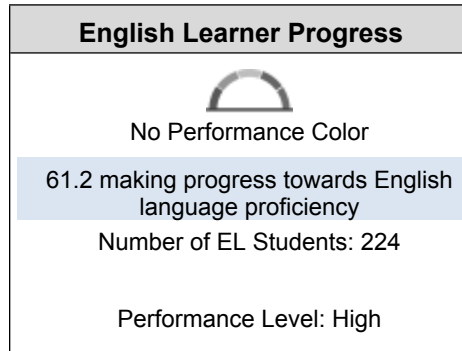
1. All subgroups are in the Yellow along with All students. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostcs
2. All students and subgroups had increases in performance. Reclassified English Learners are 8 points above standard with a 24.9 point increase. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostcs
3. English Learners had a 33.9 point increase. All students and subgroups had increases in performance. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostcs

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.1	27.6	7.5	53.5

Conclusions based on this data:

1. 11.1% of students decreased one ELPI level. All students and subgroups had increases in performance. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable.
2. 27.6% of English Learners maintained their ELPI level 1, 2L, 2H, 3L or 3H. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable.
3. 53.5% of English Learners progressed at least one ELPI level. Due to COVID-19, all state assessments were cancelled therefore new data is unavailable.

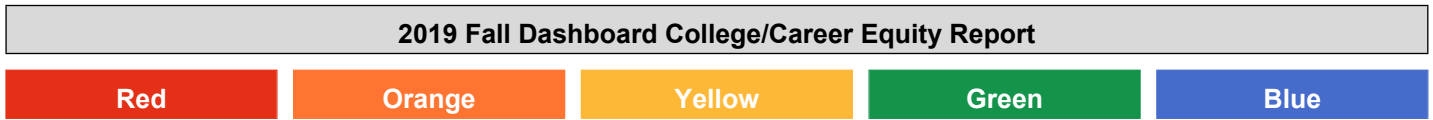
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

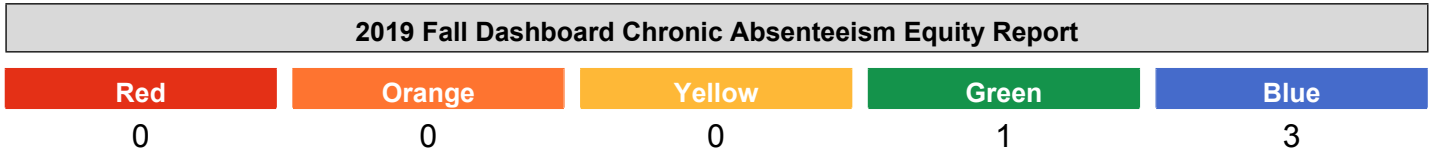
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>2.3</p> <p>Declined -1</p> <p>561</p>	<p>English Learners</p>  <p>Blue</p> <p>1.5</p> <p>Declined -0.6</p> <p>340</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>2.7</p> <p>Declined -1</p> <p>487</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>2.1</p> <p>Declined -4</p> <p>47</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 Blue 2.3 Declined -0.7 521	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

- Overall, we have a 2.3% in Chronic Absenteeism. We had a decline of 1% placing DVMSA in the Blue performance level.
- Our socioeconomically disadvantaged student subgroup is one performance level below the All Student group.
- Our students with disabilities subgroup had a 4% decrease. The highest decrease of all groups.

School and Student Performance Data

Academic Engagement Graduation Rate

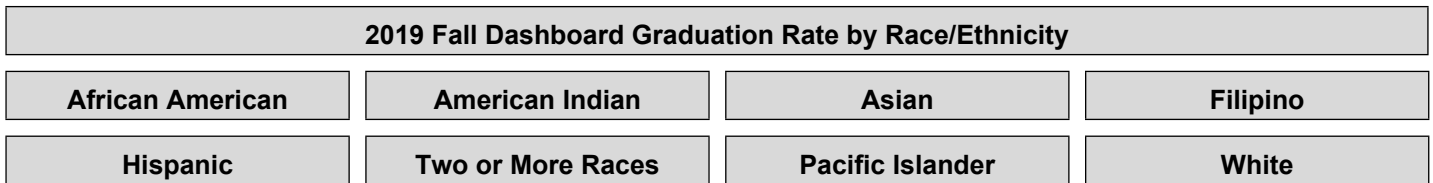
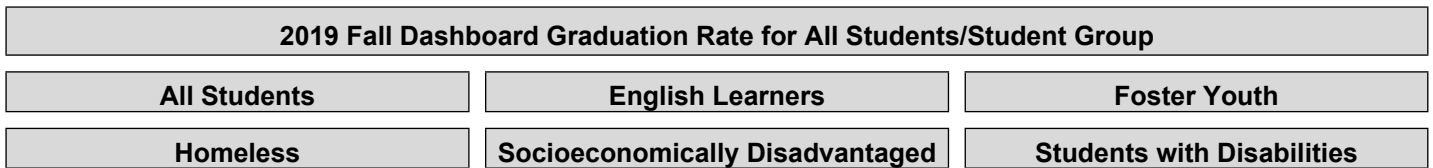
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

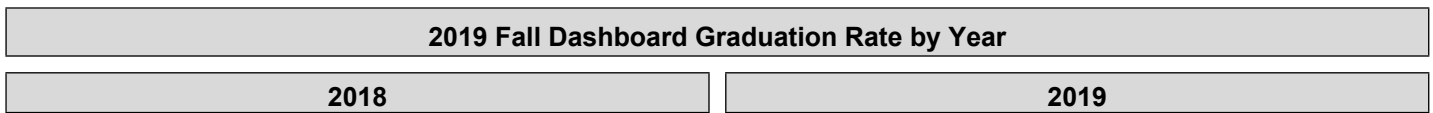
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. N/A

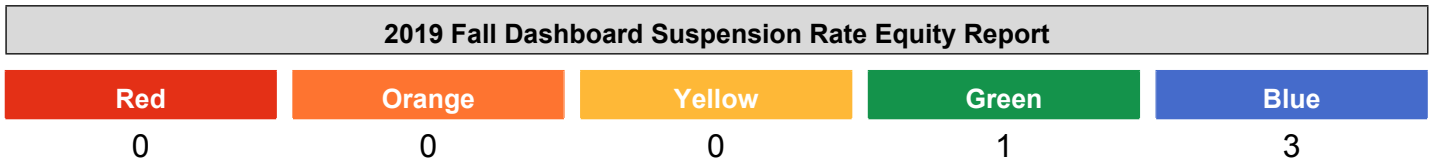
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.3</p> <p>Declined Significantly -1.4</p> <p>589</p>	<p>English Learners</p>  <p>Green</p> <p>0.6</p> <p>Declined -0.9</p> <p>360</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0.4</p> <p>Declined Significantly -1.5</p> <p>508</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0</p> <p>Declined -3.8</p> <p>47</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 0 Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4 Declined Significantly -1.5 547	 No Performance Color Less than 11 Students - Data 8	Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 3

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	0.3

Conclusions based on this data:

1. Our suspension rate is at 0.3% placing us on the Blue performance level.
2. We are below the state average on the Dashboard.
3. Our English Learners are one level below (Green) the All Student group with a 0.6% suspension rate. However, this group did have a 0.9% decline.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts/ELD

Goal Statement

All Del Vista Math & Science Academy students, regardless of subgroups, will demonstrate mastery or improvement in ELA Common Core State Standards by increasing the quality and rigor of classroom instructional practices. Primary grades, TK through second, will build a strong foundation in phonemic awareness and reading skills.

LCAP Goal

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.

Basis for this Goal

2018-2019 SBAC results, Analytical Reading Inventory (ARI), Common Formative Assessments, and Emerging Literacy Battery

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 4 (a) – Statewide Assessments 19-20 Expected Outcomes for 2019-2020: All Students: ELA: 45% ELs ELA: 26% SPED ELA: NA SED ELA: 41%	Baseline CAASPP Met/Exceeded Results – All students: ELA: 29% ELs ELA: 6% SPED ELA: NA SED ELA: 26%	Expected Outcomes: ELA: 45% ELs ELA: 26% SPED ELA: NA SED ELA: 41%

Planned Strategies/Activities

Strategy/Activity 1

DVMSA will provide research based ELA supplemental instructional materials to improve or enhance student learning. Examples may include but not limited to:

- Scholastic Magazine
- Science Spin
- Literature
- Nonfiction books
- phonics readers
- Reading A-Z
- LEXIA

Students to be Served by this Strategy/Activity

All

Timeline

July 2020 - June 2021

Person(s) Responsible

Administration
Resource Teacher
Grade Level Chair

Proposed Expenditures for this Strategy/Activity

Amount	13961
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional Materials

Strategy/Activity 2

Student Assistance Team:

Del Vista recognizes the importance of identifying struggling pupils and pupils at risk of retention. SAT meetings will be held to address the needs of these pupils. SAT meetings are being held via zoom at this time.

Students to be Served by this Strategy/Activity

All

Timeline

August 2020 - May 2021

Person(s) Responsible

Administration
Resource Teacher
School Psychologist

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries
Amount	122

Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 3

Parent Involvement Activities:

Del Vista Math & Science Academy recognizes that parents are partners in their children’s education and that student achievement is enhanced through meaningful parent involvement. In order to fulfill the Title I, Part A parental involvement requirements, to the extent practicable, Del Vista Math & Science Academy will provide full opportunities for the participation of all parents, including the parents of English learners, parents with disabilities, and parents of migratory children. The school will provide information and reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.

Parent Education Nights:

Del Vista Math & Science Academy staff will provide education for our parents on instructional strategies to support our pupils in the areas of literacy, math, social emotional well-being, health, and technology. Meetings will be held via zoom at this time.

Example Parent Involvement activities include but not limited to:

- Teacher/Parent Conferences
- School Site Council
- ELAC
- Title 1 Parent Meeting

Students to be Served by this Strategy/Activity

All

Timeline

July 2020 - June 2021

Person(s) Responsible

- Administration
- Teachers
- Classified Staff
- Math Coach
- Reading Intervention Teacher
- Nurse
- Psychologist

Proposed Expenditures for this Strategy/Activity

Amount	2843
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials

Strategy/Activity 4

After school intervention (Camp Success):

Del Vista Math & Science Academy provides after school intervention for struggling students. All teachers providing intervention completed the Key Qualities to Intervention profile. Teachers used data (ARI/ELB, SBAC, Common Formative Assessments) to identify achievement gaps to target as well as to identify the pupils for intervention. POWER Intervention Instructional aides (3) are in place to assist during the intervention time during 4 Saturdays in the Spring. This allows for smaller groups which enhances student learning. Due to COVID, tutoring will happen via zoom until we return to school.

Students to be Served by this Strategy/Activity

All

Timeline

October 2020 - May 2021

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries
Amount	2544
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits
Description	Benefits
Amount	7456
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Supplies

Strategy/Activity 5

Site Resource Teacher:
Site Resource Teacher ensures that school curriculum, instructional supplies, technology for ELA, ELD and Math instruction, as well as Science and P.E are in classrooms and on hand. The site resource teacher also orders and distributes intervention curriculum and supplemental materials. The resource teacher provides intervention during the school day. The SRT also monitors Redesignated pupils and current ELL pupils as well as assisting with running reports for staff to help target instruction. The site resource teacher assists the principal with planning of School Site Council and English Learner Advisory Committee elections and meetings to ensure that the school is in compliance as outlined in the Federal Program Monitoring. The SRT will also meet with other staff to analyze data which will help determine the type of intensive intervention the pupils need.

Students to be Served by this Strategy/Activity

All students with special emphasis on English learners.

Timeline

July 2020 - June 2021

Person(s) Responsible

Site Resource Teacher
Administration

Proposed Expenditures for this Strategy/Activity

Amount	91119
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries
Amount	32702
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 6

Instructional Aides

There are three instructional aides that are being funded out of Title 1. These aides help teachers during ELA/Math and Universal Access providing one-on-one and small group support to struggling pupils in reading and math. Our aides work closely under the direction of the classroom teacher.

Students to be Served by this Strategy/Activity

All

Timeline

July 2020 - June 2021

Person(s) Responsible

Instructional Aides
Teachers
Administration

Proposed Expenditures for this Strategy/Activity

Amount	16862
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries

Amount	5257
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 7

Technology and Programs:
 Provide pupils with an opportunity to regularly access computers to improve learning as well as to help become TechReady for college and career readiness. We will also provide training on district adopted and site-purchased programs. We will utilize classroom TVs and mobile classroom Chromebook carts. Chromebooks were distributed to all students during distance learning. Certificated staff and administration are also using technology for Distance Learning (2 in one, document cameras, etc) The cost of of technology will include computer accessories needed to run computers, upgrade, as well as provide ongoing maintenance including software licenses. Programs currently supporting math include the following: Lexia, ESGI, Math Facts in a Flash, Discovery Education, Explorapedia, Learn-zillion, Renaissance Learning (AR), PIAT websites, IABs, Reading A-Z, etc.

Students to be Served by this Strategy/Activity

All

Timeline

July 2020-June 2021

Person(s) Responsible

Administration
 Site Resource Teacher
 Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

All Del Vista Math & Science Academy students, regardless of subgroups, will demonstrate mastery or improvement in Mathematics Common Core State Standards by increasing the quality and rigor of classroom instructional practices.

LCAP Goal

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.

Basis for this Goal

2018-2019 SBAC results, District Math Benchmarks, Common Formative Assessments, Chapter/Unit tests, IXL Diagnostics

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 4 (a) – Statewide Assessments 19-20 Expected Outcomes for 2019-2020: All Students: Math: 28% ELs Math: 20% SPED Math: NA SED Math 28%	Baseline CAASPP Met/Exceeded Results – All students: Math: 12% ELs Math: 2% SPED Math: NA SED Math: 9%	Expected Outcomes: All Students: Math: 28% ELs Math: 20% SPED Math: NA SED Math 28%

Planned Strategies/Activities

Strategy/Activity 1

DVMSA will provide research based Mathematics supplemental instructional materials to improve or enhance student learning. Examples may include but not limited to: Math Literature, Manipulatives, etc. During COVID-19, manipulatives will be distributed to students.

Students to be Served by this Strategy/Activity

All

Timeline

July 2020 - May 2021

Person(s) Responsible

Administration
Site Resource Teacher
Grade Level Chair

Proposed Expenditures for this Strategy/Activity

Amount	10949
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional Materials

Strategy/Activity 2

Parent Education Nights:
Del Vista Math & Science Academy staff will provide education for our parents on instructional strategies to support our pupils in the areas of literacy, math, social emotional well-being, health, and technology. During COVID-19, meetings will be held via zoom until school opens.

Students to be Served by this Strategy/Activity

All

Timeline

July 2020 - May 2020

Person(s) Responsible

Administration
Teachers
Classified
School Psychologist
Nurse

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Supplies

Strategy/Activity 3

Math Coach:
DVMSA will fund a math coach. This coach will assist teachers with resources, provide modeling and professional development. The math coach will also provide intervention to individual or small groups of students as necessary.

Students to be Served by this Strategy/Activity

All

Timeline

July 2020 - 2021

Person(s) Responsible

Administration
Math Coach

Proposed Expenditures for this Strategy/Activity

Amount	24936
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries
Amount	9012
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Professional Development: ELA/Math/ELD/Technology/NGSS

Goal Statement

DVMSA will provide professional development to all teachers to increase the quality and rigor of the core curriculum and standards based instruction to assure student success.

LCAP Goal

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.

Basis for this Goal

2018-2019 SBAC results, Analytical Reading Inventory (ARI), Common Formative Assessments, and Emerging Literacy Battery, IXL Diagnostics

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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%	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%	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%

Planned Strategies/Activities

Strategy/Activity 1

The leadership team will meet to monitor the progress of reading and math school-wide for student achievement. The team will also review and discuss the types of professional development needed for teachers.

Students to be Served by this Strategy/Activity

All

Timeline

August 2020 - June 2021

Person(s) Responsible

Principal
Vice-Principal
Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries
Amount	193
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 2

Structured Teacher Planning Time:
Teachers review formative and summative student assessment data to adjust instructional strategies and common core standard pacing. Teachers will also use this time to make any adjustments to student placement and groupings as students master or need more support with common core standards. Grade level leaders will lead meetings with their grade level team members following an agenda. The grade level leader will send an electronic or hard copy report to the principal regarding what was discussed at the grade level meeting.

Students to be Served by this Strategy/Activity

All

Timeline

September 2020 - June 2021

Person(s) Responsible

Principal
Vice-Principal
Site Resource Teacher
All Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries

Amount	11592
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies

Strategy/Activity 3

DVMSA will provide Professional Development to assist in meeting student needs in the following areas:

- ELD
- Reading
- Technology
- Next Generation Science Standards
- Thinking Maps
- Putting It All Together - Math
- Math (Interim Assessment Blocks)
- Keys to Quality Intervention
- IXL

Follow-up professional development may include:

- Number Talks
- Mathematical Mindsets
- ARI/ELB
- Distance Learning (Zoom, Screencastify, Google Classroom, etc)

Students to be Served by this Strategy/Activity

All

Timeline

July 2020- June 2021

Person(s) Responsible

Principal
 Vice-Principal
 Site Resource Teacher
 All Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I Part A: Professional Development (PI Schools)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries

Amount	1274
Source	Title I Part A: Professional Development (PI Schools)
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Amount	4280
Source	Title I Part A: Professional Development (PI Schools)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

All Del Vista Math & Science Academy students, regardless of subgroups, will demonstrate mastery or improvement in ELA Common Core State Standards by increasing the quality and rigor of classroom instructional practices. Primary grades, TK through second, will build a strong foundation in phonemic awareness and reading skills.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>CAASPP Met/Exceeded Results – All students: ELA: 29% Math: 12% ELs ELA: 6% ELs Math: 2% SPED ELA: NA SPED Math: NA SED ELA: 26% SED Math: 9%</p> <p>Priority 3 (a) – Efforts to seek parent input in making decisions for DVMSA</p>	<p>Expected Outcomes for 2019-2020: All Students: ELA: 45% Math: 28% ELs ELA: 26% ELs Math: 20% SPED ELA: NA SPED Math: NA SED ELA: 41% SED Math 28%</p> <p>Priority 3 (a): Expected outcome for 2019-2020 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities.</p>	<p>Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostics.</p> <p>Priority 3 (a): Due to COVID-19 it was difficult to measure parent participation for the school year. However, from July 2019-March 16, 2020, there was positive parent engagement.</p>

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>DVMSA will provide research based ELA supplemental instructional materials to improve or enhance student learning. Examples may include but not limited to:</p> <ul style="list-style-type: none"> Scholastic Magazine Science Spin Literature Nonfiction books phonics readers 	<p>Items purchased include: Global Datebooks Supplemental ELA materials</p>	<p>Supplemental Instructional Materials 4000-4999: Books And Supplies Title I 4325</p>	<p>Supplies 4000-4999: Books And Supplies Title I 1581</p> <p>Various Programs 5000-5999: Services And Other Operating Expenditures Title I 22783</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Student Assistance Team: Del Vista recognizes the importance of identifying struggling pupils and pupils at risk of retention. SAT meetings will be held to address the needs of these pupils.</p>	<p>Student Assistance Team were regularly scheduled twice a month. The team met for approximately 80 students. Dates include: 8/20/2019, 8/27/2019, 9/9/2019, 9/17/2019, 9/24/2019, 10/22/2019, 11/5/2019, 12/3/2019, 1/21/2020, 1/28/2020, 2/11/2020, 2/25/2021 A substitute was hired to cover teacher classes while the team met to discuss student needs in academic areas.</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I 2000</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I 0 Mileage and Dues 5000-5999: Services And Other Operating Expenditures Title I 10029</p>
<p>Parent Involvement Activities: Del Vista Math & Science Academy recognizes that parents are partners in their children's education and that student achievement is enhanced through meaningful parent involvement. In order to fulfill the Title I, Part A parental involvement requirements, to the extent practicable, Del Vista Math & Science Academy will provide full opportunities for the participation of all parents, including the parents of English learners, parents with disabilities, and parents of migratory children. The school will provide information and reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.</p>	<p>Parent Involvement Activities include: Kinder Orientation - 8/1/2019 Back to School Night - 8/20/2019 Title 1 Annual Meeting - 9/17/2019 Family Fun Science Night - 9/19/2019 International Observe the Moon - 10/3/2019 STEM Festival - 10/1/2019 Coffee with the Principal - 10/18/19, 11/15/2019, 2/6/2020 Parent Teacher Conferences 11/4 - 11/7/2019 First Trimester Student of the Month Assemblies - Various dates in November 2019 Rover Parent Meeting - 11/21/19, 12/7/19 K-3 School Science Fair - 12/5/19 Winter Wonderland - 12/10/19 Gingerbread House Activity - 12/11/19 4-5 School Science Fair - 12/12/19</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 250 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 600 Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 471</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 0 Instructional Aide 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 75 Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0 Benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 4</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Example Parent Involvement activities include but not limited to: International Observe the Moon Astronomical Society of Kern Translators for parents Teacher/Parent Conferences School Site Council ELAC</p>	<p>DVMSA Spelling Bee - 1/17/2020 Space Night - 2/4/2020 Dance with Your Love - 2/13/2020 Second Trimester Parent Teacher Conferences - 3/2 -3/5/2020 Second Trimester Student of the Month Assemblies various dates in March</p>		
<p>Parent Education Nights: Del Vista Math & Science Academy staff will provide education for our parents on instructional strategies to support our pupils in the areas of literacy, math, social emotional well-being, health, and technology.</p>	<p>Parent Education Nights include: Kinder Orientation - 8/1/2019 Back to School Night - 8/20/2019 Title 1 Annual Meeting - 9/17/2019 Family Fun Science Night - 9/19/2019 International Observe the Moon - 10/3/2019 STEM Festival - 10/1/2019 Coffee with the Principal - 10/18/19, 11/15/2019, 2/6/2020 Space Night - 2/4/2020 School Site Council & ELAC - 9/5/2019, 11/14/2019, 2/19/2020</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 500</p> <p>Supplies 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 100</p> <p>4000-4999: Books And Supplies Title I Part A: Parent Involvement 250</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 0</p> <p>Supplies 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0</p> <p>4000-4999: Books And Supplies Title I Part A: Parent Involvement 0</p>
<p>After school intervention (Camp Success): Del Vista Math & Science Academy provides after school intervention for struggling students. Second through fifth grade intervention will focus on mathematics. Kinder and first grade will focus on foundational reading skills. All teachers providing intervention completed the Key Qualities to Intervention profile. Teachers used data (ARI/ELB, SBAC,</p>	<p>Teachers provided after school tutoring. Students were selected using ARI/ELB, SBAC and Common Formative assessment data. We were unable to provide our Saturday tutoring due to COVID-19.</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I 25,000</p> <p>2000-2999: Classified Personnel Salaries Title I 3500</p> <p>Supplies 4000-4999: Books And Supplies Title I 5239</p> <p>3000-3999: Employee Benefits Title I 4761</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I 25825</p> <p>2000-2999: Classified Personnel Salaries Title I 0</p> <p>Supplies 4000-4999: Books And Supplies Title I 0</p> <p>3000-3999: Employee Benefits Title I 4544</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Common Formative Assessments) to identify achievement gaps to target as well as to identify the pupils for intervention. POWER Intervention Instructional aides (3) are in place to assist during the intervention time block for POWER. This allows for smaller groups which enhances student learning.</p>			
<p>Site Resource Teacher: Site Resource Teacher ensures that school curriculum, instructional supplies, technology for ELA, ELD and Math instruction, as well as Science and P.E are in classrooms and on hand. The site resource teacher also orders and distributes intervention curriculum and supplemental materials. The resource teacher provides intervention during the school day. The SRT also monitors Redesignated pupils and current ELL pupils as well as assisting with running reports for staff to help target instruction. The site resource teacher assists the principal with planning of School Site Council and English Learner Advisory Committee elections and meetings to ensure that the school is in compliance as outlined in the Federal Program Monitoring. The SRT will also meet with other staff to analyze data which will help determine the type of intensive</p>	<p>The site resource teacher ensured that our teachers had their curriculum, technology and instructional supplies readily available throughout the year especially during distance learning. The SRT monitored reclassified students and provided newcomer students support all year long.</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I 86194</p> <p>3000-3999: Employee Benefits Title I 31106</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I 91119</p> <p>Benefits 3000-3999: Employee Benefits Title I 37832</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
intervention the pupils need.			
Instructional Aides There are three instructional aides that are being funded out of Title 1. These aides help teachers during ELA/Math and Universal Access providing one-on-one and small group support to struggling pupils in reading and math. Our aides work closely under the direction of the classroom teacher.	4 instructional aides provided our TK and 3 Kindergarten teachers support. They would assist classroom teachers by holding small group instruction reinforcing concepts taught by the teacher.	Salaries 2000-2999: Classified Personnel Salaries Title I 22996 Employee Benefits 3000-3999: Employee Benefits Title I 7227	Salaries 2000-2999: Classified Personnel Salaries Title I 20407 Benefits 3000-3999: Employee Benefits Title I 4781

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall, the implementation of the strategies for Goal 1 were fully implemented until COVID-19. The school focus then changed to Distance Learning.
 Strategy 1 - Fully implemented. Other funding sources were used to purchase the supplemental materials.
 Strategy 2 - The Student Assistance Team was fully implemented.
 Strategy 3 and 4 - Parent Involvement activities and Parent Education activities were fully implemented.
 Strategy 5 - Full implementation of the after school tutoring.
 Strategy 6 - Full implementation of the site resource teacher.
 Strategy 7 - Full implementation of instructional aides.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The seven strategies/activities for Goal 1 were deemed effective up until COVID-19. State assessment data is unavailable.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences in the proposed expenditures are due to the following:
 Strategy 1 - proposed budget was low. Funds were re-directed to cover the expenses.
 Strategy 2 - proposed budget was low. Funds were re-directed to cover the expenses.
 Strategy 3 - Parent involvement activities were funded through LCAP funds.
 Strategy 4 - Due to COVID-19 closure parent education nights were not held.
 Strategy 5 - Spring intervention was not held due to COVID-19 closure.
 Strategy 6 - Increase in expenditure due to yearly increase in salary schedule.
 Strategy 7 - Loss of one instructional aide and position was not filled immediately.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After meeting with stakeholder groups, it was decided to continue with the same strategies since they were deemed effective. However, strategies 3 and 4 will be combined.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

All Del Vista Math & Science Academy students, regardless of subgroups, will demonstrate mastery or improvement in Mathematics Common Core State Standards by increasing the quality and rigor of classroom instructional practices.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>CAASPP Met/Exceeded Results – All students: ELA: 29% Math: 12% ELs ELA: 6% ELs Math: 2% SPED ELA: NA SPED Math: NA SED ELA: 26% SED Math: 9%</p> <p>Priority 3 (a) – Efforts to seek parent input in making decisions for DVMSA</p>	<p>Expected Outcomes for 2019-2020: All Students: ELA: 45% Math: 28% ELs ELA: 26% ELs Math: 20% SPED ELA: NA SPED Math: NA SED ELA: 41% SED Math 28%</p> <p>Priority 3 (a): Expected outcome for 2019-2020 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities.</p>	<p>Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostcs</p> <p>Priority 3 (a): Due to COVID-19 it was difficult to measure parent participation for the school year. However, from July 2019-March 16, 2020, there was positive parent engagement.</p>

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>DVMSA will provide research based Mathematics supplemental instructional materials to improve or enhance student learning. Examples may include but not limited to:</p> <p>Math Literature Manipulatives</p>	<p>Supplemental math resources were not purchased using Title 1 funds. Other funding sources were used.</p>	<p>Supplemental Instructional Materials 4000-4999: Books And Supplies Title I 2281</p>	<p>Supplemental Instructional Materials 4000-4999: Books And Supplies Title I 0</p>
<p>Parent Education Nights:</p>	<p>Parent Education Nights include:</p>	<p>Salaries 1000-1999: Certificated Personnel</p>	<p>Salaries 1000-1999: Certificated Personnel</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Del Vista Math & Science Academy staff will provide education for our parents on instructional strategies to support our pupils in the areas of literacy, math, social emotional well-being, health, and technology.	Family Fun Science Night - 9/19/2019 International Observe the Moon - 10/3/2019 STEM Festival - 10/1/2019 Coffee with the Principal - 11/15/2019 Space Night - 2/4/2020	Salaries Title I Part A: Parent Involvement 1000 Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 100	Salaries Title I Part A: Parent Involvement 0 Supplies 4000-4999: Books And Supplies Title I 0
Academic & Behavior Intervention (ABI) Specialist is funded 50% out of Title 1. The ABI under the supervision of the administrator assists in identify student learning needs, and provides instructional support for the remediation of academics and behavior. The ABI will provide academic support in ELA and Math to identified underperforming students in collaboration with the general education teacher and SRT support.	The Academic & Behavior Intervention Specialist position was eliminated.	Salary 1000-1999: Certificated Personnel Salaries Title I 39615 3000-3999: Employee Benefits Title I 15706	Salary 1000-1999: Certificated Personnel Salaries Title I 26036 Benefits 3000-3999: Employee Benefits Title I 5130

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall, the implementation of the strategies for Goal 2 were somewhat implemented until COVID-19. The school focus then changed to Distance Learning.
 Strategy 1 - Supplemental materials were purchased and combined with strategy 1 in goal 1. Strategy implemented.
 Strategy 2 - Parent Education activities were implemented.
 Strategy 3 - The Academic & Behavior Intervention Specialist position was eliminated. Strategy not implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The one strategy/activity for Goal 2 was deemed somewhat effective up until COVID-19. Parent Education topics need to be geared towards literacy, math, social emotional well-being, health, and technology. State assessment data is unavailable.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences in the proposed expenditures are due to the following:
 Strategy 1 - expenses were combined with goal 1 strategy 1 expenditures.
 Strategy 2 - parent education night expenditures were funded through LCAP.
 Strategy 3 - position eliminated. Funds were re-directed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After meeting with stakeholder groups, it was decided to remove the Academic & Behavior Specialist strategy and replace this position with a math coach.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

DVMSA will provide professional development to all teachers to increase the quality and rigor of the core curriculum and standards based instruction to assure student success.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>CAASPP Met/Exceeded Results – All students: ELA: 29% Math: 12% ELs ELA: 6% ELs Math: 2% SPED ELA: NA SPED Math: NA SED ELA: 26% SED Math: 9%</p>	<p>Expected Outcomes for 2019-2020: All Students: ELA: 45% Math: 28% ELs ELA: 26% ELs Math: 20% SPED ELA: NA SPED Math: NA SED ELA: 41% SED Math 28%</p>	<p>Due to COVID-19, all state assessments were cancelled therefore new data is unavailable. DVMSA is utilizing the following local assessments to measure student achievement: Analytical Reading Inventory, IXL ELA/Math Diagnostcs</p>

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>The leadership team will meet to monitor the progress of reading and math school-wide for student achievement. The team will also review and discuss the types of professional development needed for teachers.</p>	<p>The leadership met twice until COVID-19. 9/9/2019 10/21/2019</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Professional Development (PI Schools) 2262</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Professional Development (PI Schools) 0</p>
<p>Structured Teacher Planning Time: Teachers review formative and summative student assessment data to adjust instructional strategies and common core standard pacing. Teachers will also use this time to make any adjustments to student placement and groupings as students master or need more support with common core standards. Grade level leaders will</p>	<p>Structured Teacher Planning Time was scheduled throughout the year. Kinder - 9/25/2019, 12/4/2019, First - 9/18/2019 Second - 10/23/2020, 12/2/2019 Third - 9/4/2019, 1/15/2020, 2/24/2020 Fourth - 8/29/2019, 10/29/2019 Fifth - 9/20/2020</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Professional Development (PI Schools) 2000</p> <p>Supplies 4000-4999: Books And Supplies Title I Part A: Professional Development (PI Schools) 500</p>	<p>Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Professional Development (PI Schools) 0</p> <p>Supplies 4000-4999: Books And Supplies Title I Part A: Professional Development (PI Schools) 0</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
lead meetings with their grade level team members following an agenda provided the site administrator. The grade level leader will send an electronic or hard copy report to the principal regarding what was discussed at the grad level meeting.	Late Start Wednesdays also had STPT embedded throughout the school year. 8/14/2019, 9/18/2019, 10/30/2019, 11/13/2019, 2/19/2020, 3/18/2020		
DVMSA will provide Professional Development to assist in meeting student needs in the following areas: ELD Reading Technology Next Generation Science Standards Thinking Maps Putting It All Together - Math Math (Interim Assessment Blocks) Keys to Quality Intervention Follow-up professional development may include: Kate Kinsella Strategies Number Talks Mathematical Mindsets ARI/ELB	Professional Developments scheduled: Putting It All Together Science (Kinder - 5th) Various dates scheduled NGSS training (science coach) District Trainings	Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Professional Development (PI Schools) 5171 Supplies 4000-4999: Books And Supplies Title I Part A: Professional Development (PI Schools) 500 	Salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Professional Development (PI Schools) 6453 Supplies 4000-4999: Books And Supplies Title I Part A: Professional Development (PI Schools) 0 Benefits 3000-3999: Employee Benefits Title I Part A: Professional Development (PI Schools) 935 Mileage 5000-5999: Services And Other Operating Expenditures Title I Part A: Professional Development (PI Schools) 3166

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall, the implementation of the strategies for Goal 3 were implemented until COVID-19. The school focus then changed to Distance Learning.
 Strategy 1 - Strategy somewhat implemented.
 Strategy 2 - Strategy implemented
 Strategy 3 - Strategy fully implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All three strategies were deemed effective especially strategies 2 and 3. Teachers found the structured teacher planning times very beneficial in curriculum planning. Being that we are math and science academy, teachers also found the professional development in science to be very beneficial.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences in the proposed expenditures are due to the following:
Strategy 1 - funded through LCAP and due to COVID-19 the last 3 scheduled leadership team meetings were not held due to school closure.
Strategy 2 - Six late start Wednesdays were used to hold STPTs. These are held during teacher contractual hours. Funded through LCAP.
Strategy 3 - Over expended in this strategy. Funds were redirected to cover this area.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After meeting with stakeholder groups, it was decided to continue with the same strategies since they were deemed effective.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	260602
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	260,602.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	226705	0.00
Title I Part A: Parent Involvement	3343	0.00
Title I Part A: Professional Development (PI Schools)	10554	0.00
Title I Part A: Allocation	20000	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	226,705.00
Title I Part A: Allocation	20,000.00
Title I Part A: Parent Involvement	3,343.00
Title I Part A: Professional Development (PI Schools)	10,554.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	135,055.00
2000-2999: Classified Personnel Salaries	16,862.00
3000-3999: Employee Benefits	51,104.00
4000-4999: Books And Supplies	53,301.00
5000-5999: Services And Other Operating Expenditures	4,280.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	120,055.00
2000-2999: Classified Personnel Salaries	Title I	16,862.00
3000-3999: Employee Benefits	Title I	47,286.00
4000-4999: Books And Supplies	Title I	42,502.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10,000.00
3000-3999: Employee Benefits	Title I Part A: Allocation	2,544.00
4000-4999: Books And Supplies	Title I Part A: Allocation	7,456.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,343.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	5,000.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	1,274.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	4,280.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Ana Ruiz	Principal
Edith Bejar	Classroom Teacher
Leticia Perez	Classroom Teacher
Everardo Nuno	Classroom Teacher
Rebecca Trujillo	Other School Staff
Daisy Cerna	Parent or Community Member
Andrea Velasquez	Parent or Community Member
Jose Cisneros	Parent or Community Member
Lidia Banuelos	Parent or Community Member
Margarita Hernandez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/17/2020.

Attested:



Principal, Mrs. Ana Ruiz on 11/17/2020

SSC Chairperson, Daisy Cerna on 11/17/2020

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program