

LCFF Budget Overview for Parents

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

CDS Code: 15634046009369

School Year: 2022-23

LEA contact information:

Ana Ruiz

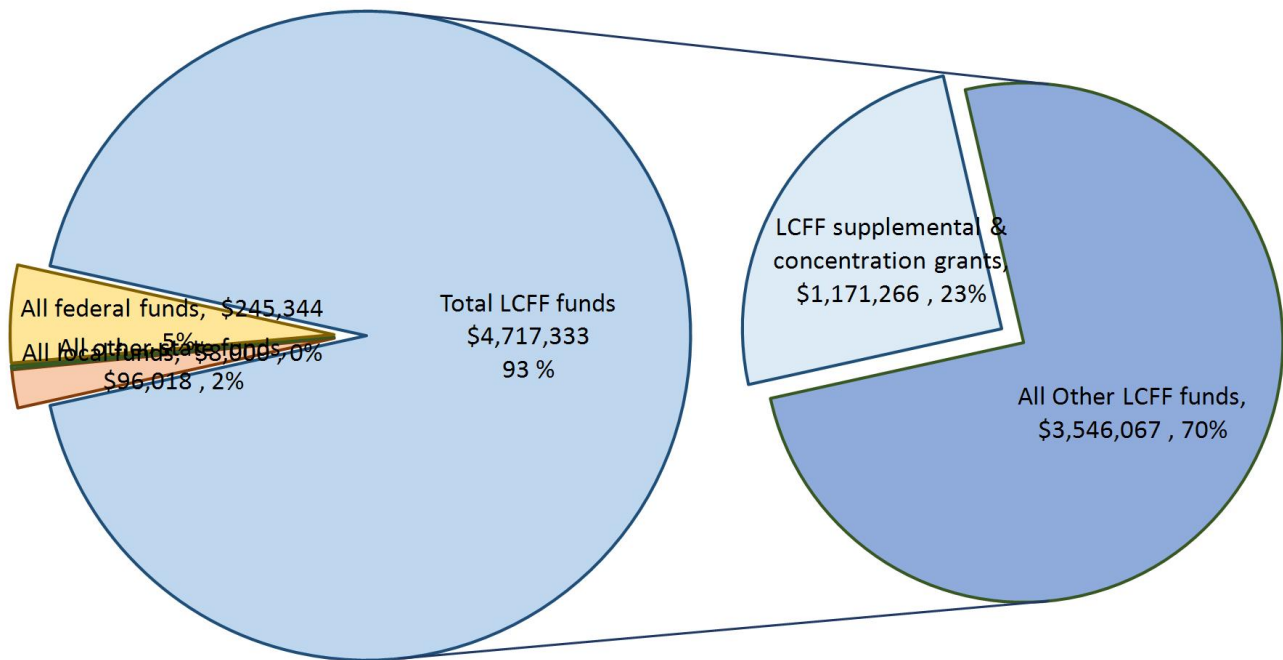
Principal

(661) 721-5040

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



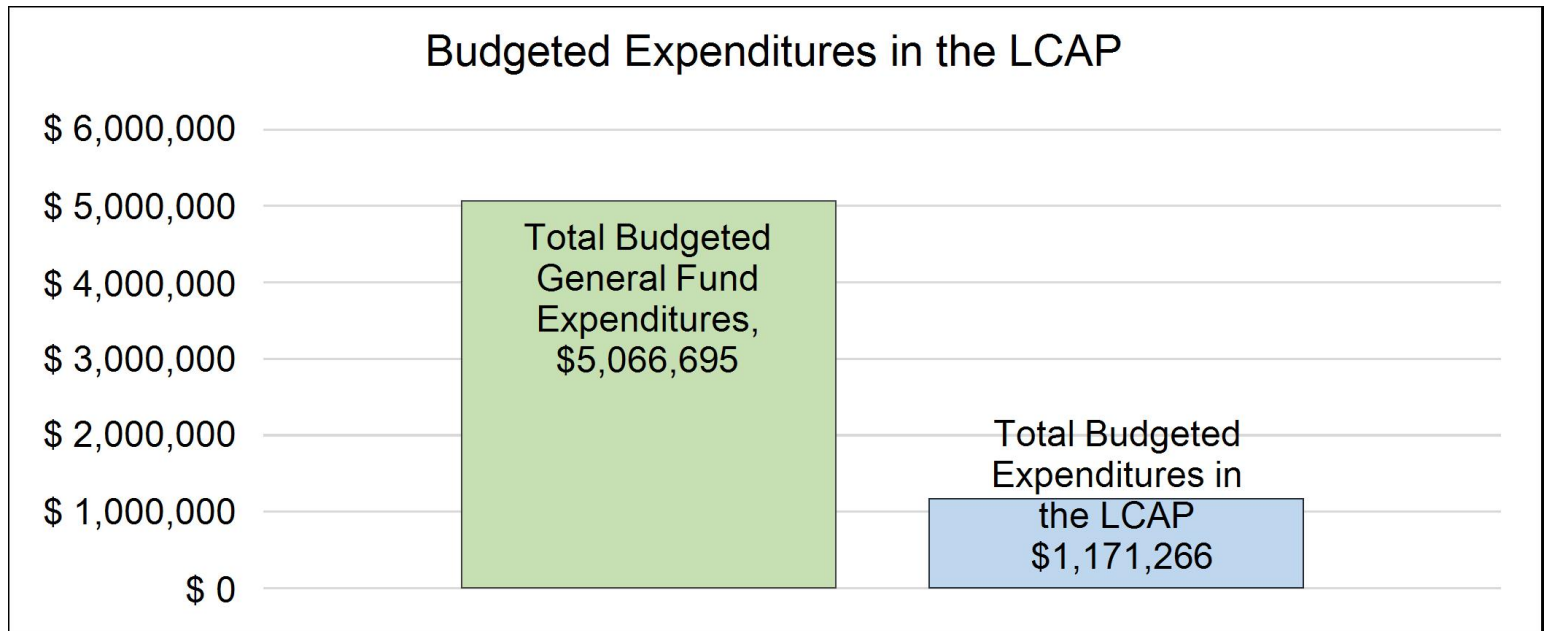
This chart shows the total general purpose revenue Del Vista Math and Science Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Del Vista Math and Science Academy is \$5,066,695, of which \$4,717,333 is Local Control Funding Formula (LCFF), \$96,018 is other state

funds, \$8,000 is local funds, and \$245,344 is federal funds. Of the \$4,717,333 in LCFF Funds, \$1,171,266 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Del Vista Math and Science Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Del Vista Math and Science Academy plans to spend \$5,066,695 for the 2022-23 school year. Of that amount, \$1,171,266 is tied to actions/services in the LCAP and \$3,895,429 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to the funds that are allocated in the Local Control and Accountability Plan, the General Fund budget also includes allocations to increase or improve services for high needs students. The budget includes expenditures for expanded learning opportunities, after school intervention programs, supplemental instructional materials, additional staffing to support mental health and social and emotional learning and student enrichment programs. The General Fund also supports the core academic program by providing the staffing to maintain a staff to pupil ratio of 24:1 in grades TK-3rd. Additionally, funds are utilized to maintain all facilities in good repair and provide personal protective equipment (PPE) to maintain a safe learning environment for students and staff.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

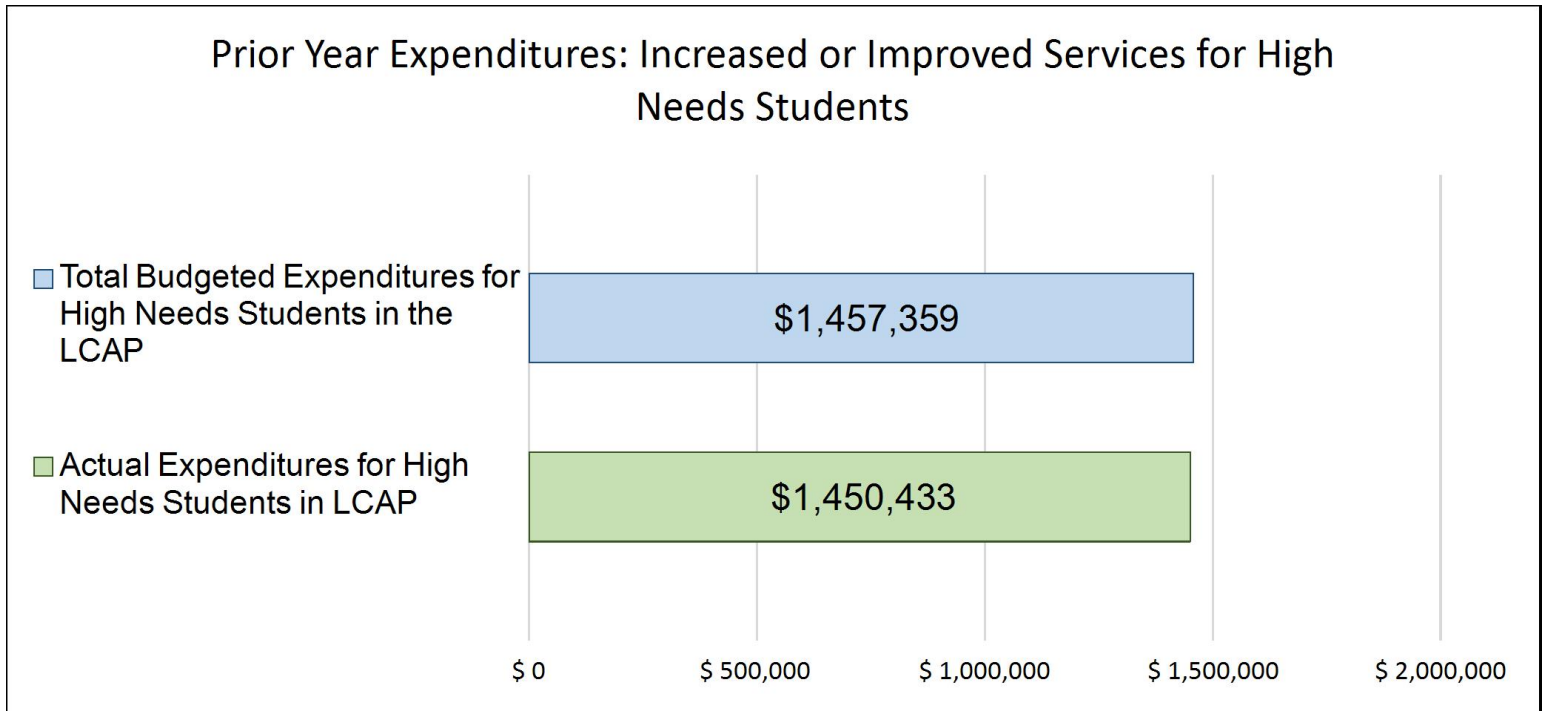
In 2022-23, Del Vista Math and Science Academy is projecting it will receive \$1,171,266 based on the enrollment of foster youth, English learner, and low-income students. Del Vista Math and Science Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Del Vista Math and Science Academy plans to spend \$1,171,266 towards meeting this requirement, as described in the LCAP.

Del Vista Math & Science Academy continues to work on addressing the academic and social emotional needs of students. As demonstrated by data on the California School Dashboard and local data, growth continues to be made by most subgroups, however; the growth has been limited and the school still has many students performing

below grade level. Achievement gaps continue to exist for our unduplicated subgroups in the areas of ELA and mathematics. Our English learners and low income students continue to perform lower on state assessments when compared to "All Students" and fall below the state average. The school has utilized local data for the 2021-22 school year to measure student progress. According to the STAR, ARI, and ELB results we have up to this point in the school year, there is a continued need for additional reading intervention. Per the preliminary STAR data, at this point in the school year, 50% of students are near or on grade level in ELA, and 50% of students are below or far below grade level. Of those students, our students who qualify as English Learner, Foster Youth and McKinney-Vento have at least 15% higher numbers scoring in the far below grade level range. Because this data does indicate that unduplicated groups such as English Learners, foster youth, and McKinney-Vento students are achieving at lower levels than all students as a whole, these groups will continue to be prioritized for interventions and monitored closely. There is a need for additional targeted support based on specific reading needs for students. Supporting students through small group instruction with a focus on foundational reading skills, fluency, and comprehension at their instructional levels will be a key to increasing student achievement. In order to provide more intensive intervention for students who are in need of those skills, additional professional development will be needed along with content area experts to ensure that classroom teachers are supported with lesson design and delivery. Unduplicated students also show a high need for school connectedness. Based on the 2019 data from the California Schools Dashboard, our English learners, Hispanic, and low income students were in the orange. The school will provide resources to ensure students feel more connected to school and improve overall attendance rates. In addition, feedback from staff and parents indicates a need for additional supports in the areas of Language Arts and Math specifically in providing technology resources, increasing access to literacy readiness and reading materials, access to programs that will increase exposure to college and career programs, and intervention to mitigate learning loss. While the actions within this LCAP are being provided schoolwide, they are designed to meet the needs of unduplicated students first. These actions will benefit all students, but they are critical to the success of low-income students, foster youth, and English Learners who do not have the same access to academic supports outside of the regular school day.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Del Vista Math and Science Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Del Vista Math and Science Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Del Vista Math and Science Academy's LCAP budgeted \$1,457,359 for planned actions to increase or improve services for high needs students. Del Vista Math and Science Academy actually spent \$1,450,433 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$6,926 had the following impact on Del Vista Math and Science Academy's ability to increase or improve services for high needs students:

Because of the COVID-19 pandemic, the school was not able to fully implement certain actions planned in the LCAP during the 2021-22 school year. This led to unspent funds in Goal 2. The school canceled all attendance incentives which included fieldtrips. Therefore, there were leftover funds in this goal. The school intends to fully implement the actions within this LCAP during the 2022-2023 school year to ensure that students with high needs have increased and improved services.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Del Vista Math and Science Academy	Ana Ruiz Principal	aruiz@duesd.org 6616799700

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Del Vista Math & Science Academy values the input of all educational partners. Various groups were consulted to provide input and recommendations on how to address students' academic, social, emotional, and mental health needs as a result of the COVID-19 pandemic. Educational partner groups include: parents, teachers, students, administrators, principal, other school personnel, local bargaining units, and community members. All parents were invited to attend the stakeholder meeting at the school site. Stakeholder meetings were also held for special groups which included: Migrant, GATE, DELAC, DAC, Foster Youth, parents of students experiencing homelessness, and parents of students with exceptional needs. All meetings were held virtually and translation was provided for Spanish speaking parents. The main focus of the stakeholder meetings was to provide stakeholders the opportunity for input on the needs of students as a result of the COVID-19 pandemic. Educational partners had the opportunity to ask questions and to have meaningful conversations with school and district staff as well as with one another regarding the specific needs of their children. District staff took careful notes of the conversations during these meetings which in part guided the creation of actions on how to utilize the additional funding. Additionally, surveys were sent to all parents to ensure that they all had the opportunity to provide input even if they could not attend the stakeholder meetings. The surveys were created in English and Spanish to eliminate language barriers and parents were offered assistance to complete the surveys if needed. Students in grades 4-8 were also provided with a survey as well as all staff which includes certificated and classified employees. Via the Community Alliance group, the school and district was also able to collect surveys from community members. Special efforts were made by district and site staff to reach out to parents and guardians of English Learners, Foster Youth, students with exceptional needs, and at risk students for their contributions as educational partners.

Based on the feedback provided by all educational partners, the following is a summary of the feedback provided by specific stakeholder groups:

The GATE parent stakeholder group requested additional support staff during the school day to help with intervention during the school day and other functions such as additional supervision during breaks, lunches, and dismissal. They also voiced a need for additional mental health services for students. There was also a parent that voiced a need for additional health care and instructional aides for special student groups that need extra support. Parents were grateful for the mitigating measures in place such as plexiglass dividers in all classrooms, mask policy, and social distancing rules. They encouraged the district to continue the practices.

English Learner parents have requested that psychologists, social workers, or nurses offer mental health services for the students. Parents reported social anxiety by some of their children and would like to have continued support for the mental health needs of their children. They have also requested to have additional personnel to be vigilant of and enforce social distance rules and appropriate use of PPE.

The Migrant Education Program parents requested that the district continue to provide appropriate PPE to students and staff. One member discussed an observation when dropping off their child at school. The parent stated that they noticed many students arrive to school without a mask. Those students were met at the front gate of the school by school personnel and were provided with a new mask for their use throughout the day. The parent wanted the district to continue to provide the school sites with sufficient masks to last the entire school year.

All stakeholder groups, including teachers, principals, other administrators, classified staff, community members, students, and bargaining units emphasized the importance of expanding the district's technology for students both in and out of the classrooms. They would like the students to keep devices at home to help with homework, while still providing devices for them at school. They requested better access to WIFI so that they have uninterrupted access to online learning when needed during short-term independent study and remote learning. Stakeholder surveys indicate a high interest in having the district connect families to programs/supports for physical health such as COVID-19 testing and access to Personal Protective Equipment. There was also very high interest in having the district provide materials, programs, and resources that address learning loss.

The meetings with our educational partners took place in the spring of 2021 during a three month span from March through May, culminating with a survey collected at the end of May. The district will meet again with our educational partners beginning in March 2022 to provide an update, evaluate current programs, and plan for next steps.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

After a full school year of online learning due to the COVID-19 pandemic, Del Vista Math & Science Academy transitioned to in-person instruction in August, 2021. In preparation to return to in-person instruction, the school and district consulted with educational partners to determine and prioritize the needs of all students, with special focus on low income, English learners, and foster youth. The school focused on providing different types of opportunities to mitigate learning loss after a full school year of online learning, while taking into consideration the

physical and mental health needs of all students. With the additional concentration funds, the district was able to employ additional staff to provide direct services to students specifically in the areas of physical and mental health, which were areas of high concern for parents and staff.

The district has funded three additional physical education teachers to provide specialized services for elementary students in an effort to decrease the number of students falling within the obesity range. As reported by parents, many students became sedentary during the full school year of remote instruction. This has created a high need to focus and address the physical fitness and overall health of students. The physical fitness teachers are also implementing Social Emotional learning as part of their daily curriculum to help address mental health needs in conjunction with physical fitness needs as part of their overall wellness focus.

As part of the overall wellness focus for the district, six health assistants have been funded to assist the school nurses with their efforts to enhance health services for all students. The health assistants are an integral part of the vaccination effort set forth by the district. They also assist in monitoring symptomatic students in the special care units and with contact tracing when a student has been identified as positive for COVID-19. The health assistants provide additional support in communicating with parents and educating students and staff on current COVID-19 guidelines. Additionally Health Assistants support families by linking them to resources in the community for additional COVID-19 testing and COVID-19 immunization clinics in the community setting.

As part of the robust instructional program offered by the Delano Union School District, Del Vista Math & Science Academy in conjunction with the district provided the option for parents to choose to have their children participate in remote learning. The district has supported these efforts by hiring additional credentialed teachers to serve students remotely. The district's remote learning academy currently serves over 1100 students and employs 44 credentialed teachers. In anticipation of staffing shortages throughout the school year, the district proactively hired full-time roving substitutes to help mitigate staff and substitute shortages. The district is able to utilize these roving substitute teachers at any one of the 12 campuses including the remote learning school.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Del Vista Math & Science Academy, as part of the Delano Union School District, met with its educational partners during the spring of 2021 to discuss the use of the additional funding received to support the recovery from the COVID-19 pandemic. As part of the process of writing the ESSER III Expenditure Plan, the district met with educational partners over a three month period. During these meetings, the district provided a forum for parents to engage in meaningful conversations with school and district staff about the specific needs of their children. A parent meeting was hosted at each school site and the district also met with special groups including: teachers, students, administrators, principals, other school personnel, local bargaining units, GATE, DELAC, DAC, Foster Youth, parents of students experiencing homelessness, and parents of students with exceptional needs. The discussions from these forums guided the creation of the actions within the ESSER III Expenditure plan. The district culminated the stakeholder engagement efforts with the distribution of a survey. This gave parents an additional

opportunity to provide input regarding the use of the one-time funds. All meetings and the survey were also provided in Spanish to ensure that our Spanish speaking parents were also provided the opportunity for input. The Board of Trustees conducted a public hearing where the parents had an additional opportunity to provide input before the plan was formally adopted. The stakeholder meetings commenced in March, 2021 and ran through May of the same year. The survey was distributed and collected at the end of May, 2021. In addition, the district conducted two public hearings for the approval of the ESSER Safety Plan on July 19, 2021 and on December 13, 2021. The public hearing for the ESSER III Expenditure plan was held on October 26, 2021. The district provided its educational partners with the background information necessary to understand the use of the one-time federal funds to aid in the recovery of the COVID-19 pandemic, and also provided them multiple opportunities to engage in meaningful conversations and provide input on the use of the funds.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The 2021-2022 school year has been one of responding to the demands of a unique and unpredictable environment, and Del Vista Math & Science Academy has worked arduously to continue to provide a high quality learning experience for all students while maintaining a safe learning environment.

During the 2021-2022 school year, DVMSA, in conjunction with the District, provided both course-based independent study for students who opted to participate in a long-term remote learning option due to health and safety concerns as well as short-term and hybrid instruction for students who were quarantined due to COVID-19.

Long Term Independent Study- Remote Learning

Delano Union School District is offering a robust remote learning independent study program that is aligned to the schedule, curriculum, and instructional practices that occur during “in-person” learning through course-based independent study. The DUSD Board of Trustees approved a resolution in August 2021 certifying that DUSD remote learning independent study courses are equivalent to in-person, classroom-based instruction by being of the same rigor and educational quality. In addition, the daily instructional minutes for each DUSD course is equivalent to those of “in-person” classroom-based courses and exceed the following state requirements:

TK-3: daily synchronous instruction

4-8: daily live interaction at least weekly synchronous instruction

Instruction currently occurs over Zoom with additional programs in place to help facilitate parent participation including Google Classroom, Class Dojo, and Blackboard Connect. Remote learning independent study students are provided with a Chromebook, hotspot, and all textbooks and supplemental materials to allow for participation in activities such as science labs and art projects. There is also time allocated for small group instruction as well as social emotional learning support.

For students with Individualized Education Plans (IEPs), a meeting is held to determine whether or not remote learning independent study is an appropriate placement and that services can be provided in this learning format that are consistent with those identified in the IEP. Special Education staff are currently assigned to remote learning to ensure that adequate support and services are provided to students with IEPs. Academic counselors help monitor student progress, and students have access to the same mental health support services that are available to students attending in-person instruction.

For students who require short-term independent study, DVMSA has two ways to meet the learning needs of these students. Upon requesting short-term independent study, parents meet with a school official to determine the duration of time that a student will be on independent study, to ensure that the student has appropriate technology and instructional materials, and to sign independent study master agreements. Students connect daily (contingent upon student availability) with a certificated staff member where they have an opportunity to receive direct instruction as well as to ask questions. Students who are on independent study due to COVID-19 quarantine have the option to zoom in to class to participate in daily live instruction or meet with their teacher after school to receive additional support through zoom. Students with exceptional needs may participate in independent study and receive services as identified in their Individualized Education Plan. Teachers who provide short-term independent study are provided additional compensation for providing this important service.

To mitigate learning loss, DVMSA offers virtual learning academies during breaks. In addition, the school employs a Vice-Principal of Learning to support and monitor instruction, develop appropriate intervention, and to advance student progress by evaluating student performance data. The school has worked arduously to continue to provide a high quality learning experience for all students while also maintaining a safe learning environment. We currently have a vaccination rate of over 94% among district staff. In addition, the school put multiple measures in place to ensure a safe environment for students including HVAC replacements, providing appropriate PPE, and providing a stipend to both teachers and staff to disinfect surfaces and distribute food. In order to maintain stable cohorts of students and limit COVID-19 transmissions, additional teachers were hired districtwide to reduce class sizes. Academic coaches work closely with new staff and provide professional development and mentorship to these new teachers.

Although there have been significant challenges this school year, DVMSA also experienced multiple successes. Because of DVMSA's positive attendance rate the school was invited to apply for the 12S recognition by the Kern County Superintendent of Schools Office, a recognition that highlights their efforts to reduce chronic absenteeism and lower suspension rates. Our attendance rate continues to be above 90%, and by working closely with our bargaining units, we were able to develop a model for hybrid short-term independent study for students who were quarantined due to COVID-19. We have increased mental health services for students and have provided self-care workshops for staff. We increased student, staff, and parent access to technology which has enabled all staff to participate in virtual workshops, parents to participate in trainings, and students to attend virtual academies during our winter break.

The school and district took a proactive approach to address potential staffing shortages by hiring full-time roving subs, and when the demand for coverage exceeded their capacity, the district deployed administrative and auxiliary staff to provide classroom instruction. The COVID-19 pandemic has caused a plethora of interruptions to the learning process as well as to the continuity of instruction. Due to the high COVID-19 transmission rate following winter break, the remote learning academy tripled in size to over 1200 students. As students transition back and forth between remote and in-person instruction, curriculum gaps are caused and disrupt the flow of instruction. DUSD is truly one team, with

one vision. During this challenging time, each team member has chosen to do his or her part to ensure that the needs of our precious students are met on a daily basis.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Del Vista Math & Science Academy has leveraged all available funding sources to support the goals and actions identified in the 2021-2022 Local Control and Accountability Plan, the Safe Return to In-Person Instruction and Continuity of Services Plan, and the ESSER III Expenditure Plan. The three plans are aligned to focus on mitigating learning loss, providing a safe learning environment for students and staff, and supporting student's academic, social, emotional, and mental health needs. In addition to maintaining operations and staff, ESSER funding is being used to augment direct services to students and is providing for an additional psychologist, social workers, temporary academic support personnel, intervention academies, instructional aides, and additional teachers to reduce class size. To address staffing shortages due to teacher quarantines and the lack of substitute teachers, the District has hired full-time roving substitute teachers for all school sites.

As addressed in the Safe Return to In-Person Instruction and Continuity of Services Plan, the school has implemented CDC recommendations regarding universal masking, hand washing, respiratory etiquette, physical distancing, cleaning, and contact tracing/quarantines. All three plans are aligned and include additional mitigating measures to keep students and staff safe. Student/staff desk barriers, daily temperature checks, breakfast and lunch in the classroom, block scheduling, recess cohorts, assigned bus seating, water bottle filling stations, additional disinfecting, and the installation of bipolar ionization units in all district facilities are some examples of how funds have been used to maintain a safe environment and further reduce to the risk of COVID-19 transmission in our schools. Prior to implementing a mandatory employee COVID vaccination policy, the District provided incentives to staff that voluntarily obtained their COVID19 vaccination/booster. The school in conjunction with the District has also initiated a campaign and partnered with local pharmacies to host COVID vaccination clinics for students. ESSER funds are being used to provide gift cards for those students that have obtained their COVID vaccinations as a method of encouraging more parents to have their school age children vaccinated.

While Del Vista Math & Science Academy has been able to safely maintain in-person instruction throughout the current school year, the school is also prepared to provide continuity of services should the school be required to close temporarily for COVID-19 related public health reasons in the future, as required in the Safe Return to In-Person Instruction and Continuity of Services Plan. Both LCAP and ESSER funding have been used for the purchase of laptops, chromebooks, hotspots, and related equipment to support in-person and distance learning. To ensure the continuity of instruction during student quarantines, ESSER funds are being used to fund stipends for classroom teachers to provide live zoom instruction for their students as part of the short term independent study program.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

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

Del Vista Math & Science Academy is home to approximately 548 students in grades TK - 5. In addition, a district preschool class is located on site, which serves a morning and afternoon class. We also house a moderate/severe preschool class. The diversity of the community of Delano is reflected in its student population. The student demographics are as follows: Hispanic - 96%, White (non-hispanic) .25%, American Indian .74%, Pacific Islander (non-hispanic) 1.97% and multi-ethnic .74%. Our student population is also divided into the following subgroups: 85% socioeconomically, 53% English Learners, 4% Migrant, 5% immigrant and 1.4% McKinney-Vento.

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

Reflections: Successes

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

Del Vista Math & Science Academy had a full year of in person instruction in 2021-2022 after a full academic year of distance learning in 2020-2021 due to the COVID-19 pandemic. Much of the California School Dashboard data continues unchanged due to the pandemic and the cancellation of state assessments during the 2020-2021 school year. The school has relied on local assessments to measure student progress. Much of the data reported below is from the 2019-2020 school year, but additional local data has been included.

- As per the 2019-2020 data, the chronic absenteeism rate for DVMSA is at 2.3% with a 1% decline. The school's rate is well below Kern County's rate which is 12.1% and the state's rate which is at 9%. The school devotes many resources through Goal 2.
- According to the California School Dashboard, the suspension rate is at .3% placing the school in the blue category. In 2019-2020, the school had a 1.4% decline in the suspension rate.
- Parent participation has significantly increased per sign in sheets of all events. Even through the pandemic, the school continued its efforts to maintain a positive and ongoing outreach with parents. Parents received training on the use of the digital platforms. This enabled the school to continue to consistently meet with parents via the Zoom platform. Most student events were continued to be held and parents were able to participate in their child's school events through this digital platform. The school will continue to support all efforts of parent involvement and will continue to offer multiple opportunities for parent involvement via Goals 2 and 3. The district will continue to focus on parents of unduplicated students and specifically parents of English learners.
- Currently for the 2021-2022 school year, there are no pupil suspensions nor expulsions.
- All students continue to have Chromebooks at home which enabled continuous and uninterrupted instruction for students whether they were learning in person, or were learning from home while quarantined. All teachers have been equipped with necessary technology to enable to transition from in-person instruction to remote instruction if needed. Through Goal 3, the district will continue to expand its technology program and ensure that both teachers and students have the access necessary to all their technology needs.
- DVMSA embedded a half hour block first thing in the morning to provide Social Emotional Learning lessons to all students. A school social worker and school psychologist are in place to provide our students support.
- After school intervention was provided by teachers and ran from November to May.
- An art consultant provided lessons to Kindergarten through fifth grade students from January - May each Friday.
- The Vice Principal of learning has been instrumental in monitoring student progress and growth. They work closely with the reading intervention teacher and math coach in order to provide students and teachers with needed resources.
- According to local data, the school attendance rate for 2021-2022 is 91.56%.

Reflections: Identified Need

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

Del Vista Math & Science Academy had a full year of distance learning in 2020-2021 due to the COVID-19 pandemic. Much of the California School Dashboard data remained unchanged due to the pandemic and the cancellation of state assessments. Much of the data reported below is from the 2019-2020 school year, but additional local data has been included. The district will continue its efforts to work with specific subgroups and provide extra support to unduplicated pupils.

- Although our students are in the Yellow performance band in English Language Arts, English Learners are 34.7 points below standard as compared to All students who are 26.8 points below standard. However, due to the pandemic and after a full school year of remote instruction, the school has found a decline in performance based on local data. Our STAR assessment data indicates that 43% of our English Learners are scoring Far Below Grade Level. This subgroup will continue to be targeted for intervention with the reading intervention teacher through the Student Assistant Team. Goal 1 will help to support targeted intervention for K-5 students that are below grade level. The reading intervention teacher will provide professional development that supports teachers in the teaching of reading. The district ELD coach will continue to be utilized in order to provide professional development in the areas of Speaking, Listening, Reading and Writing.
- In the area of Math, All students are also in the Yellow performance band. The English Learners, Hispanics and Socio-economic subgroups are also in the Yellow performance band. However, the English Learners are 42.2 points below standard and the socioeconomically disadvantaged students are 41.6 points below standard as compared to All students who are 40.5 points below standard. Yet, due to the pandemic and after a full school year of remote instruction, the school has found a decline in performance based on local data. Although our Homeless and special education subgroups are small in numbers, they are scoring Far Below Grade according to our STAR Math data. Our Homeless subgroup has 80% of students scoring Far Below Grade Level and our Special Education subgroup is scoring 33% Far Below Grade Level. We will continue to use the resources in Goal 1 to assist towards closing the distance from met in all groups. Special attention will be directed towards these subgroups in the 2022-2023 school year. The school is planning to fund a math intervention teacher to provide the necessary support to students.
- Based on educational partner surveys, the following areas have been identified as needing continued support: increase technology upgrades, behavior and mental health support, STEAM, and professional development. The district will address these areas of need through strategic funding in goals 1, 2, and 3. The student survey indicates that female students would like trashcans in the restrooms. The male students would like barriers between the urinals.

LCAP Highlights

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

DVMSA met extensively with various educational partner groups to discuss and analyze each goal and state priority item of the LCAP. Based on input from educational partner collaboration as well as measuring student needs through local assessments and data, the district will continue to implement the three LCAP goals, but will change/revise action items under each goal to address current needs.

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

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

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

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

Goal 1:

Curriculum and Instruction

Professional Development

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

Instructional support for TK and Kindergarten students through instructional aides

Data Analysis and Targeted Intervention

Vice Principal of Learning for instructional support

Goal 2:

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

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

Emergency management systems training and materials

Culture building activities for students and parents

Physical education teacher to promote wellness

Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated pupils in need

Goal 3:

Providing music, visual and performing arts for all students

Parent involvement activities both at the district and site levels

Providing Librarian and resource clerk as liaisons

Technology enhancement

School-wide STEAM program implementation with a lab

Scicon opportunities to promote science education in grade five

GATE instruction and enrichment to all qualifying students
AVID

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Del Vista Math & Science Academy values the input of all educational partners for the completion of the annual LCAP. The school leadership team gathered throughout the school year and reviewed the following: data, progress of the goals and action steps, and recommendations from educational partner meetings. The team met throughout the school year to review the effectiveness of each action and services provided via the LCAP and determined if the actions needed to be kept the same, changed, or eliminated and replaced with new ones.

A series of educational partner meetings were held at the site and district level with different groups. All parents were invited to attend this meeting at DVMSA in March. Educational partner meetings were held at the district level from January to May 2022 with the following special groups: Migrant, GATE, DELAC, Foster Youth, Special Education, bargaining units and administrators.

All meetings were held virtually and special sessions were provided for Spanish speaking parents. The educational partner meetings included a review of the background and purpose of the LCAP along with information regarding the plan requirements. However, the main focus of these meetings was to provide educational partners the opportunity for input. Educational partners had the opportunity to ask questions and to have meaningful conversations with school and district staff as well as with one another regarding the specific needs of their children. District and school staff took notes of the conversations during these meetings which in part guided the creation of this plan. Additionally, surveys were sent to all district and DVMSA parents to ensure that they all have the opportunity to provide input even if they could not attend the educational partner meetings. The surveys were created in English and Spanish to eliminate language barriers and parents were offered assistance to complete the surveys if needed. Students in grades 4 and 5 were also provided with a survey as well as all staff which includes certificated and classified employees. Special efforts were made by district and site staff to reach out to parents and guardians of English Learners, Foster Youth, special Education students, and at risk students for their contribution to this plan.

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by specific educational partner groups:

The most resounding feedback we received from parents and staff was the need to continue to provide intervention opportunities for students. Many educational partners feel there is a high need for intervention opportunities for students who are having difficulty with academics after the pandemic. Via goals 1 and 2, the district will ensure that students have ample opportunities for intervention during the school day, after school, and academies during some Saturdays and scheduled breaks.

The feedback collected also included the need to continue mental health services for our students. The need for services stems from their experience through the pandemic and the return to in-person instruction. Many students have struggled with the transition and acclimating to socialization once again. Many students have communicated a dire need for mental health assistance. Through goal 2, the district will continue to employ the MFT and social workers. Additionally, via goal 3, the school will continue to provide daily SEL instruction with the assistance of the physical education teachers.

English Learner parents have requested that psychologists, social workers, or nurses continue to offer services to students to help cope with mental health needs. They have also suggested for the school and district to continue to offer dance classes, sports, and physical education to get the kids physically active again. They reported the struggle with a sedentary lifestyle during the pandemic closure and continuing until now.

The Migrant Education Program parents discussed the importance of continuing to provide opportunities for intervention for students. They feel that many students have fallen behind during the pandemic and that many also need support with study habits.

The GATE parent group emphasized the importance of continuing to provide enrichment opportunities for GATE students, not only during the summer academy, but opportunities for enrichment throughout the regular school day. They also expressed their gratitude to the district for continuing to provide opportunities for students to participate in competitive events such as; Oral Language Festival, Science Fair, Spelling Bee, etc. during the pandemic. They expressed that the GATE students benefited from the opportunities.

All educational partner groups, including teachers, administrators, and classified staff, emphasized the importance of expanding the district's technology for students both in and out of the classrooms. They would like the students to keep devices at home to help with homework, while still providing devices for them at school. Teachers communicated the need to offer Google Certification opportunities for them as well as continuous opportunities for professional development and training in the various platforms utilized for instruction. Many also expressed the need for the district to offer technology classes to all parents so that they can check their child's Google Classrooms and the Aeries parent portal. Another topic of discussion was the importance of continuing the efforts to keep the campuses safe. Many requested extra supervision, especially during dismissal times.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The Del Vista Math & Science Academy places high value on the input of all educational partner groups. As a result of all the stakeholder meetings with various groups, and a thorough review of all surveys received, the district has utilized the information to guide the creation of action items within this plan. Parents vocalized the need for on-going mental health support. As a result, the district will redirect funding to ensure that social workers and the marriage family therapist are available to support students throughout the school year and provide emotional reassurance as all students fully transition to in-person instruction. The funding will be directed to specific action items in goal 2.

The parents also reported a concern of how their children were inactive for an entire school year and requested extra efforts by the district to keep the students more physically active on an on-going basis. The district has funded elementary physical education teachers through goal 3 and will have one at every school site. In addition, the district will offer folklorico dancing after school to all students in the district wishing to participate.

The need for intervention opportunities was expressed during the meetings with educational partners. Through goal 1, the district will provide ample opportunities for the students to receive intervention. Targeted intervention will happen during the school day with additional intervention opportunities on some Saturdays and during scheduled breaks.

Both parents and school personnel, such as teachers, administrators, and classified staff discussed the need to continue to increase and improve technology in our district. As a result, the school will continue to allocate funding in goal 3 for software, devices, and infrastructure so that students and staff have access to all their technology needs. Additionally, the school will purchase additional devices for both students and teachers so that they are able to keep the current technology set up at home and have additional devices at school to eliminate students and staff having to carry the devices to and from school. This will facilitate homework completion and will additionally have students prepared in the event of a need to shift to distance learning instruction once again.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Based on state and local assessments, DVMSA has identified the need to continue to increase the quality of instruction. Based on the California School Dashboard data, the English Learner and socio-economically disadvantaged subgroups are in the yellow performance level in both ELA and Math. As specified in Metric 4 (a) below, the following subgroups are performing well below grade level: English Learners and special education subgroups. Local STAR ELA data shows that 50% of All students are Below and Far Below Grade level. STAR Math data indicates that 42% of All students are Below and Far Below Grade Level. This data along with stakeholder input has guided the creation of this goal and its corresponding actions. The school will make a continued effort to provide appropriate training for all teachers and to provide all necessary classroom resources to improve instruction. Teachers need continuous support to ensure that students are receiving the best academic learning experience. The school will focus on providing ongoing support for all teachers via professional development opportunities, one on one coaching, and different tiers of support in all content areas. The school will focus on mitigating learning loss because of the COVID-19 pandemic and an entire academic school year of distance learning. All professional development efforts will focus on supporting teachers to successfully provide tiered academic supports for students along with extra opportunities for learning for all students. By building staff capacity through professional development, content area coaches, supports for English Learners, smaller class sizes, targeted academic interventions and ongoing progress monitoring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 (a) - Basic Services - Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured	DVMSA has 24 out of 25 classroom teachers that are fully credentialed in 2020-2021. This indicates that 96% of classroom teachers at DVMSA are fully credentialed.	DVMSA has 28 out of 28 classroom teachers are fully credentialed in 2021-2022. This indicates that 100% of classroom teachers at DVMSA are fully credentialed.			98% of classroom teachers to be fully credentialed in 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by the CALPADS report 4.1 and local data from human resources.					
Priority 1 (b) - Every pupil in the school has sufficient access to the standards-aligned instructional materials as measured by the Williams Team review report on curriculum sufficiency of materials.	Based on the Williams Team assessment which was completed remotely in September of 2020, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams webpage.	Based on the Williams Team assessment which was completed in July 2021, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams webpage.			100% sufficiency of standards aligned textbooks
Priority 1 (c) - School facilities are maintained in good repair as measured by the Facility Inspection Tool.	Based on the Facilities Inspection Tool from the Williams Team which was completed remotely in September 2020, the district had facilities maintained in good repair.	Based on the Facilities Inspection Tool from the Williams Team which was completed in July of 2021, the district had facilities maintained in good repair.			Continue to maintain DVMSA facilities in good repair
Priority 2 (a) - The implementation of state board adopted academic content and	DVMSA implements all content performance standards. Based on	DVMSA continues to implement all content performance			Continue to have teachers fully implement CCSS. Next Generation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performance standards for all students as measured by classroom observations.	administrative notes and visits 98% of teachers are fully implementing CCSS. The Next Generation Science Standards are being implemented partially.	standards. Based on administrative notes and classroom visits 100% of teachers are fully implementing CCSS. The Next Generation Science Standards are being implemented partially within our science curriculum and ELA curriculum.			Science Standards to be fully implemented
Priority 2 (b) - How the programs and services will enable English learners to access the Common Core State Standards and English Language Development standards for purposes of gaining academic content knowledge and English proficiency as measured by classroom observations.	ELD Standards are substantially implemented. 98% of teachers are implementing the ELD standards during an additional 30 minute ELD block and using the adopted ELD curriculum. The implementation for integrated ELD is partial as evidenced by SBAC, ELPA, Redesignation data and lesson plans.	ELD Standards continue to be substantially implemented in classrooms. 100% of teachers are implementing the ELD standards during an additional 30-45 minute ELD block and using the adopted ELD curriculum. The implementation for integrated ELD is partial as evidenced by SBAC, ELPAC, Redesignation data and lesson plans.			Continue to substantially implement ELD standards. Improve the implementation of Integrated ELD to Substantially implemented.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 (a) - Statewide assessments as measured by statewide assessment data in English Language Arts and Math.	<p>Due to COVID -19 and the cancellation of state assessments, the following data is the most current from the 18-19 school year:</p> <p>Statewide assessments CAASPP Results (2018-2019) All Students (Met or Exceeded) ELA: 39.13% Math: 30.08% ELs ELA: 18.42% ELs Math: 15.38% Reclassified ELA:72.22% Reclassified Math: 51.85% SPED ELA: 0% SPED Math: 0% SED ELA: 37.50% SED Math: 28.90%</p>	<p>Due to COVID -19 and the cancellation of state assessments, the following data is the most current from the 18-19 school year:</p> <p>Statewide assessments CAASPP Results (2018-2019) All Students (Met or Exceeded) ELA: 39.13% Math: 30.08% ELs ELA: 18.42% ELs Math: 15.38% Reclassified ELA:72.22% Reclassified Math: 51.85% SPED ELA: 0% SPED Math: 0% SED ELA: 37.50% SED Math: 28.90%</p> <p>All Students: IXL ELA The district no longer uses this assessment as a local metric All Students: IXL Math</p> <p>All Students: STAR ELA</p>			<p>Statewide Assessments Desired Outcomes for 2023-2024 All Students (Met or Exceeded) ELA: 65% Math: 55% ELs ELA: 25% ELs Math: 25% Reclassified ELA:75% Reclassified Math: 60% SPED ELA: 25% SPED Math: 25% SED ELA: 60% SED Math: 50%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		On/Above Grade Level: 34% Near Grade Level: 16% Below Grade Level: 19% Far Below Grade Level: 31% All Students: STAR Math On/Above Grade Level: 43% Near Grade Level: 14% Below Grade Level: 18% Far Below Grade Level: 24%			
Priority 4 (b) - Percentage of pupils who have successfully completed courses that satisfy the requirement for entrance to the University of California or California State University	N/A	N/A			N/A
Priority 4 (c) - Percentage of pupils	N/A	N/A			N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and framework					
Priority 4 (d) - The percentage of pupils who have successfully completed both types of courses described in subparagraphs (b) and (c)	N/A	N/A			N/A
Priority 4 (e) - The percentage of English learner pupils who have progress towards English proficiency as measured by the English Language Proficiency Assessments for California	English Language Proficiency for Summative ELPAC 2018-2019: Level 4 = 16.40% Level 3 = 37.77% Level 2 = 30.12% Level 1 = 15.71%	English Language Proficiency for Summative ELPAC 2020-2021: Level 4 = 7.6% Level 3 = 42.59% Level 2 = 35.74% Level 1 = 14.07%			Increase the percentage of ELs who make progress toward English proficiency as measured by the ELPAC. Level 4 = 40% Level 3 = 30% Level 2 = 15% Level 1 = 15%
Priority 4 (f) - English learner reclassification	Reclassification rate for DVMSA for 2019-2020 is 10.2%.	Reclassification rate for DVMSA for 2021-2022 is 5%			Desired outcome for the reclassification rate is 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
rate as measured by local data.					
Priority 4 (g) - Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	N/A	N/A			N/A
Priority 4 (h) - Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	N/A	N/A			N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Progress Monitoring/Intervention/GLCs	DVMSA will monitor the progress of reading and math K-5 for pupil achievement through staff meetings, leadership team meetings, grade level collaborations, targeted tutoring and data analysis to benefit pupils. The school will prioritize services to unduplicated pupils. Grade level chairs will be funded to assist in the monitoring of student achievement via the leadership team. Progress monitoring incentives for will be funded to recognize students. Students will be recognized and celebrated in the areas of ELA and math. Priority 4 Roadmap Principle 2 (B, C), 3 (D)	\$16,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development and Resource Teacher	<p>DVMSA will provide staff with Common Core professional development and intervention professional development. The Resource Teacher will be funded through this action to assist with professional development and intervention.</p> <ul style="list-style-type: none"> • Structured Teacher Planning Time will be scheduled throughout the year • Weekly Team Time for planning, to improve instructional practice, lesson design and refining assessment practices in CCSS ELA, Math and ELD • Data Presentations – will be scheduled three times a year • Articulation meetings in the areas of Math, ELA and ELD • Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction of English Learners. • Reading intervention teacher will provide professional development in the area of literacy • Math coach will model lessons to K-5 and special education teacher (substitutes will be arranged) • Purchase of materials/supplies that enhance quality first instruction in ELA, ELD, Mathematics, Science and technology • Late Start PD/Planning day materials and supplies will be funded • The ELA, ELD, Math and technology coaches provide professional development to K-5 teachers and special education teacher • AVID professional development and implementation <p>Priority 2 Roadmap Principle 3 (D)</p>	\$79,446.00	Yes
1.3	Instructional Program Support via Instructional Aides	<p>DVMSA will support the instructional program with instructional aides for full day Kindergarten classes and Special Education to provide support for tiered interventions during the instructional day. Instructional aides in first and second will support the instructional</p>	\$80,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
		program. Funding is principally directed to unduplicated students. Priority 1, 2, 4 Roadmap principle 3		
1.4	Instructional Support Via Libraries	DVMSA will support the instructional program by expanding the library and by purchasing a variety new and engaging books including nonfiction titles as well as purchasing books for classroom libraries. Funds will also be allocated for library supplies and shelving. Priority 1 Roadmap principle 1, 2	\$5,625.00	Yes
1.5	Grade Span Adjustment in Upper Grades	In a continued effort to mitigate learning loss, DVMSA will provide two additional teachers to reduce class size reduction in order to increase opportunities for specialized and differentiated instruction. Class size reduction will be expanded to 4th and 5th grades since there is a high concentration of English Learners in order to target the Long Term English Learners. The school will prioritize services to unduplicated pupils. Priority 1, 4 Roadmap principle 3 (B)	\$215,898.00	Yes
1.6	Math Coach	DVMSA will fund a math coach to assist teachers and provide lesson modeling and professional development. The school will prioritize services to unduplicated pupils. Priority 2, 4 Roadmap principle 2, 3	\$0.00	Yes
1.7	Reading Intervention Teacher	DVMSA will fund a reading intervention teacher to support pupils directly who are lacking foundational skills. The teacher will provide targeted pupils with intensive reading intervention in an effort to have them reading. The school will prioritize services to unduplicated pupils. Priority will be given to unduplicated students. Priority 1, 2,4 Roadmap principle 2	\$119,113.00	Yes
1.8	Vice Principal of Learning	DVMSA will fund a Vice Principal of Learning to provide teachers and staff with professional development opportunities and assist with	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum development. The school will prioritize services to unduplicated pupils. Priority 2, 4 Roadmap principle 2, 3		

Goal Analysis [2021-22]

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

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

Action 1 - This action was fully implemented. The school was able to monitor student growth in reading and math through leadership meetings, grade level collaborations and Student Assistance Team (SAT) meetings. The Vice Principal of Learning worked closely with the reading intervention teacher to monitor the progress of targeted students.

Action 2 - This action was fully implemented. Professional Development was provided to support instruction in the areas of Thinking Maps, Math and ELD/ELA. All professional development was successful and received positive feedback. Structured Teacher Planning times were scheduled throughout the year.

Action 3 - This action was fully implemented. The school was able to provide classified staff to provide instructional support in Kindergarten and first grade classrooms. This allowed classroom teachers to hold small group instruction where specific skills were targeted for students based on need.

Action 4 - This action was partially implemented. Due to Covid-19 safety protocols, the library was closed for most of the school year. A minimal amount of literature was purchased since the expansion of the library will be taking place in the 2022-2023 school year.

Action 5 - This action was fully implemented. This action successfully provided smaller class sizes for fourth and fifth grades that had a large amount of unduplicated pupils. This gave teachers the ability to provide targeted interventions during the school day.

Action 6 - This action was fully implemented. The coach successfully assisted teachers in providing support to them and students in the area of math.

Action 7 - This action was fully implemented. The reading teacher continued to support pupils who were lacking foundational skills. The reading teacher worked closely with the Vice Principal of Learning to target students that were referred to the Student Assistance Team. There was positive growth in the school's reading data.

Action 8 - This action was fully implemented. The Vice Principal of Learning provided professional development to staff and worked closely with teachers to provide instructional support. Targeted students were monitored closely through the Student Assistance Team which were led by the Vice Principal of Learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1 - Due to meetings being held during contractual hours and Title I funds being used for intervention, the school had \$10,446 in unspent funds. The funds were redirected to cover the additional costs incurred in other actions.

Action 2 - No material difference. The school provided professional development to all teachers and additional opportunities for professional development for new teachers. The resource teacher continued to assist with professional development and intervention.

Action 3 - Due to new salary calculations, the school was over budget by \$30,120 in this action. Funds from other actions were redirected to cover the cost.

Action 4 - Due to safety protocols, the library was used as the student care unit this school year. Therefore, expenditures were not needed. Funds were redirected to other actions.

Action 5 - Two grade span adjustment teachers continued in fourth and fifth grades. The school over budgeted by \$3,800. Funds were redirected to cover other actions.

Action 6 - Due to new salary calculations, the expenditures increased for the math coach. The school was over expended by \$5,779. Funds were redirected to cover the cost.

Action 7 - No material difference. The reading intervention teacher continued to support pupils directly who are lacking foundational skills.

Action 8 - ESSER (Elementary and Secondary School Emergency Relief) funds were used to fund this expenditure. The school redirected these funds.

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

Actions 1, 2, 7 and 8 were deemed effective in providing appropriate training that was conducive to student learning. Teachers received ongoing professional development throughout the year in ELA, ELD and mathematics. This provided support to retain fully credentialed teachers and highly effective teachers. Currently, the school's retention rate of employing fully credentialed teachers is 100%. Teacher collaboration times were scheduled throughout the year to monitor pupil progress through grade level meetings, leadership team meetings and staff meetings to determine areas of professional development needs while monitoring student data. The Vice Principal of learning targeted students that were 2 or more grade levels below in the Student Assistance Team meetings that were held twice a month. These students received targeted instruction from the reading intervention teacher throughout the year. As students made growth, they were exited and replaced by other students. End of year STAR ELA data reflected that there were 34% of All students On/Above Grade Level and 16% Near Grade Level.

Action 6 was deemed partially effective in making progress towards the goal. The school still has a high number of students scoring below grade level in mathematics. The coach provided modeled lessons to new teachers. However, due to district staffing issues, coaches were placed in regular classroom teaching positions and therefore was not able to fully implement this action. STAR Math data also shows that there is a need for a math intervention teacher. 42% of All students in math are Below and Far Below Grade Level.

Action 4 was not deemed effective in making progress towards this goal this school year due to the fact that the library was closed because of COVID safety protocols. It was being used as the student care unit. However, for the 2022-2023 school year, the library will be open for students and families. The library will be expanded in January of 2023.

Actions 3 and 5 were deemed effective. Based on the percentages of All students Below and Far Below Grade Level in both local assessments, ELPAC and SBAC results, the school will continue to implement this action in an effort to increase academic growth. The

school will continue to offer grade span adjustment to upper grade classrooms with high concentrations of unduplicated pupils to offer smaller class sizes and more targeted instruction to meet the specific needs of the unduplicated pupils. Instructional assistants provided additional support in all Kindergarten classes and classes with a high concentration of students with exceptional needs. This allowed for students to receive small group instruction and one to one assistance as needed. As a method of mitigating learning loss due to the pandemic, the school was able to provide several opportunities for interventions during winter break and after school from September through May. Students were able to receive intensive intervention during these extended opportunities.

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

For the next school year, DVMSA will be replacing the math coach with a math intervention teacher for action 6. Because of the loss of learning during COVID-19, the need for math intervention is strongly needed. According to the STAR Math data, 14% of all students are Near grade level, 18% are below grade level and 24% are Far Below grade level.

The school along with the district also made a change in one of the local metrics utilized to measure student achievement in ELA and Math. Due to the large impact on instructional time that the IXL assessment created, the district removed this assessment from the metric and is only utilizing STAR ELA and Math as local assessments.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Del Vista Math & Science Academy places top priority on providing all students a learning environment where they feel safe and connected. Addressing mental health needs and providing social emotional learning opportunities play an important part of creating a positive learning environment in every classroom. Current data collected from CALPADS, CA Healthy Kids Survey, the California School Dashboard, and local surveys, indicate that students need additional support to increase connectedness and student participation. The current attendance rate is at 91.56% and chronic absentee rate is 9.46. The school will make all efforts to encourage students to improve school attendance and be an active participant in their learning. The actions within this goal support the school’s efforts and commitment to provide all students, especially unduplicated subgroups, with social emotional and mental health support as part of their learning experience in school. By providing additional health and clothing services for students, increasing safety through the use of field trips, incentives and increased opportunities for parent involvement, students will thrive in a positive school climate and progress will be sustained in these areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 (a) - School attendance rates as measured by local data from SIS platform.	DVMSA's attendance rate for the 2020-2021 school year is 98.63%	DVMSA's attendance rate for the 2021-2022 school year is 91.56%			Desired outcome for 2023-2024: attendance rate - 98% or above
Priority 5 (b) - Chronic absenteeism rate as measured by local	The chronic absenteeism rate for	The chronic absenteeism rate for			Desired outcome for 2023-2024: chronic absenteeism rate - 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
data from SIS platform.	the 2020-2021 school year is 4.3%	the 2020-2021 school year is 9.46%			
Priority 5(c) - Middle School drop out rates as measured by CALPADS EOY report.	N/A	N/A			N/A
Priority 5 (d) - High school dropout rates	N/A	N/A			N/A
Priority 5 (e) - High school graduation rates	N/A	N/A			N/A
Priority 6 (a) - Pupil suspension rate as measured by local data from SIS platform.	The rate of suspensions for 2020-2021 is 0%	DVMSA's suspension rate is 0%.			Desired outcome for 2023-2024: suspension rate - 0%
Priority 6 (b) - Pupil expulsion rate as measured by local data from SIS platform.	The rate of pupil expulsions for 2020-2021 us 0%	DVMSA's expulsion rate is 0%.			Desired outcome for 2023-2024: expulsion rate - 0%
Priority 6 (c) - Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as measured by the CA Healthy Kids Survey.	On the 2019-2020 CalSCHL Survey, Del Vista had a 66% 5th grade participation rate. According to the School Climate Report Card results, students' responses indicate that Del Vista scored above state average scores in all areas of	According to the spring 2021 California Healthy Kids Surveys, Del Vista had a 55% fifth grade participation rate. The results indicate that 99% of the student population that completed the survey feel that there are			Desired outcome for 2023-2024: To have 90% of our pupils and staff feel safe and connected to school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Supports and Engagement as well as Other School Climate Indicators. However, in the Low Violence indicator, low violence victimization was slightly below state average with low violence perpetration being the lowest score. On Support and Engagement: strengths include high expectations, caring relationships and perceived school safety; improvement area is meaningful participation. On Other School Climate Indicators: Strengths are home high expectations positive behavior, rule clarity, and social emotional learning support; the lowest score (77%) was on fairness.	caring adults in school; 93% indicate that adults in school have high expectations; 86% reported to be academically motivated. Also, 79% of the students indicated that parents are involved in their schooling. Unfortunately, we did not have a significant amount of student participation. Therefore, several areas did not present data. According to the survey, student results are not included if less than 50% of students or less than 15 respondents provided data.			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Nurse	DVMSA will expand the duties of the nurse to enhance parent communication and the health and safety of the students, including	\$80,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance. The nurse and the health services clerk will serve as liaisons for the DVMSA and provide parent and staff training. Training topics will include epipens, chronic disease management, HIV/AIDS for students, CPR and AED. The nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Director of Health Services in the following areas: COVID-19 education, HIV/AIDS, growth and development classes, and any other areas that need professional development. Priority 5 Roadmap principle 3 (B)		
2.2	Emergency Management	DVMSA will provide materials and supplies to provide training in emergency management systems which may include: video entrance monitoring fee, two-way radios, first aid kits, safety vests, etc. PPE materials and supplies will be funded (thermometers, gloves, hand sanitizer, etc) Priority 6 Roadmap principle 1 (C)	\$25,000.00	Yes
2.3	Vice Principal	DVMSA will continue to employ and train the vice principal on MTSS, attendance, pupil engagement and instruction to continue to promote student safety and continued support of teachers. The vice principal will conduct SAT meetings to provide special assistance and guidance. The school will prioritize services to unduplicated pupils. Priority 5, 6 Roadmap principle 1 (C), 3 (D)		Yes
2.4	Noon Duty Aides	To maintain a safe and secure environment, DVMSA will support and promote student safety and visibility by employing noon duty aides/crossing guards. Priority 6 Roadmap principle 1 (C)	\$39,969.00	Yes
2.5	Fieldtrips	To promote school connectedness, improve attendance rates, decrease chronic absentee rates, and promote a positive school environment, DVMSA will provide academic field trips for all students. Priority will be principally directed to unduplicated pupils. Priority 5, 6 Roadmap principle 4 (B)	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Positive School Culture	<p>DVMSA will promote a positive school culture by providing:</p> <ul style="list-style-type: none"> • At least five culture building activities for students, staff and parents per year. Examples: assemblies, family nights, rallies, field trips (i.e. hockey games, college visits, escape room, etc.) • Shade structures and concrete plaza meeting areas will enhance social relationships and promote collaborative school related activities with special focus on unduplicated students' parents. • Offering extra-curricular activities (ASB, robotics, etc.) Stipends will be funded through this action. • Promoting involvement in competitions such as Math team, Battle of the Books, Oral Language Festival, Science, etc. Special focus will be placed on recruiting unduplicated students and parents. Priority 6 Roadmap 1 (D) 	\$11,210.00	Yes
2.7	Parent Education/Involvement Activities	<p>DVMSA will provide informative meetings/activities for parents and/or students to address issues such as: gang awareness, drugs, behavior, communication, bullying, math/literacy nights, parent education nights, Kiddie Parade, Health/Wellness, technology, etc. Effectiveness will be measured based on surveys and evaluations of the sessions or on school data. Priority 5, 6 Roadmap principle 1 (D)</p>	\$25,000.00	Yes
2.8	MTSS/PBIS	<p>DMVSA's MTSS/PBIS Team, with support by the site administration will provide professional development, coaching and support to site staff in Behavioral Intervention Tiers (MTSS). The team will also assist in promoting school safety. Professional development may include:</p> <ul style="list-style-type: none"> • Trauma Informed/Social Emotional Learning and/or Training • Classroom management • Whole Brain • Safety protocols 	\$20,564.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent communication Purchase of character building materials and/or programs that support the instruction and practice of the Del Vista Way and MTSS will be made. Incentives to support the MTSS Tiers will implemented (e.g. bracelets, pencils, erasers, bumper stickers, etc.). Teachers will be supplied with incentives for their MTSS treasure box. Priority 6 Roadmap principle 1 (C, D)		
2.9	Attendance Incentives	DVMSA will provide activities and incentives for exemplary attendance which may include fieldtrips. The school will offer these activities to unduplicated pupils to ensure that they are feeling a connectedness to school and make them active participants of their learning. Priority 5, 6 Roadmap principle 4 (B)	\$10,000.00	Yes
2.10	Additional Costs	Additional costs incurred for clothing, health needs, dental and eye wear. The school will prioritize services to unduplicated pupils. Priority 5, 6 Roadmap 3 (B)	\$1,000.00	Yes
2.11	Kindergarten Shade Structure	The school will fund a shade structure and/or shade sails on the kindergarten playground to provide a safe and affirming school environment for play and socialization. Priority 5, Roadmap 1		Yes

Goal Analysis [2021-22]

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

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

Action 1 - This action was fully implemented. The nurses were an integral part of educating and communicating with parents regarding all COVID related items including contact tracing, immunizations, testing, PPE use and distribution, etc. In addition to LCFF funds, the district utilized CDPH funding to cover costs incurred by this goal.

Action 2 - This action was fully implemented. Staff and students had PPE available for their use at school. Other safety items were purchased through this action. The challenge in implementing this action was the planned safety trainings that had to be held virtually due to the pandemic.

Action 3 - This action was fully implemented. The Vice Principal monitored attendance and led the school MTSS/PBIS team to promote a positive school environment, student safety and continued teacher support.

Action 4 - This action was partially implemented. The school was unable to fill all student supervision positions due to a lack of applicants. The school will continue its recruitment efforts to fill all positions. Even though not all positions were filled, the school was able to provide appropriate supervision.

Action 5 - This action was not implemented due to COVID-19 safety protocols. To reduce the risk of exposure, the school canceled all planned academic and incentive field trips. The school successfully provided other school activities where students felt connected and encouraged them to be active participants of their learning every day.

Action 6 - This action was fully implemented. Student and family events were held virtually due to the pandemic. However, the school successfully provided school activities where students felt connected and encouraged them to give their best selves everyday.

Action 7 - This action was implemented. Due to safety protocols, all parent events were held virtually. Parent University classes were offered throughout the year. Funds were redirected to cover costs incurred in other actions.

Action 8 - This action was fully implemented. Character building materials/supplies and incentives were purchased to encourage students to be active participants of their positive behavior and learning every day.

Action 9 - This action was not implemented. Due to COVID-19 safety protocols, attendance was not a focus for the school. The school encouraged parents to keep their children home when experiencing any COVID symptoms. The school provided other student incentives that encouraged students to be connected to school and their learning.

Action 10- This action was fully implemented. The school was able to provide families in need with school uniforms and health related items for their children. This action will need additional funding for next school year. The school experienced a sharp rise in providing assistance for basic needs for students.

Action 11- This action was implemented. However, for safety reasons, the school replaced the kindergarten play structure instead of adding a shade structure/sails to provide a safe and affirming school environment for play and socialization. Funds were redirected to cover this action.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1 - No material difference.

Action 2 - This action was over expended by \$13,968. Funds were redirected to cover this action.

Action 3 - ESSER (Elementary and Secondary School Emergency Relief) funds were used to fund this expenditure. The school redirected these funds.

Action 4 - This action was under budget by \$13,632. Funds were redirected.

Action 5 - To mitigate the risk of COVID-19 transmission, the school eliminated all field trips for the 2021-2022 school year. As a result, expenses for this action were \$20,000 less than projected. If COVID numbers remain low, the district will reinstate field trips for the 2022-23 school year.

Action 6 - No material difference.

Action 7 - The action was under budget by \$22,345 due to the fact that many planned in-person activities for parents were canceled due to COVID. The school will reconvene in-person meetings for the 2022-23 school year if the COVID numbers remain low.

Action 8 - This action was over expended by \$19,436. Funds were redirected to this action.

Action 9 - Funds for this action were not expended. If COVID numbers are low for the 2022-2023 school year, the school will continue with this action. Funds were redirected.

Action 10 - This action was over expended by \$1,988. The budget for this action will be increased for 2022-2023.

Action 11 - This action was over expended by \$71,699. Funds were redirected to this action.

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

Actions 1, 2, 3, 4, 6, 8 and 11 were deemed effective based on an analysis of attendance rates, suspensions, and expulsions. Based on data from CALPADS, the school is at a 91.56% attendance rate, a 9.46% chronic absentee rate, and under 0% in student suspensions. Even though quarantines due to COVID exposure negatively affected the attendance and chronic absentee rates, the school maintained an attendance rate above 90% and a chronic absentee rate under 10%, which are both higher than current county-wide attendance and chronic absentee rates which indicates that engagement efforts were successful during this challenging school year. Both rates are expected to improve next school year with the changes in quarantine requirements. As part of these actions, the school was able to provide health services through the school nurse and health assistant. They were instrumental in the education of the use of PPE, ensuring that staff and students followed COVID protocols, and holding vaccine clinics. PPE was made readily available to all students and staff. The vice principal was instrumental in helping maintain a safe learning environment for all students upon their return to in-person instruction. They enforced all COVID protocols and served as an integral part of the contact tracing team for their school. They made constant home visits to address specific student needs both dealing with academics and mental health issues. The director of safety was instrumental in working with the vice principal and all aides to ensure that the school site. Supervision aides were essential in maintaining students safe before, during, and after school. As part of building a positive school culture where students feel connected, all students were provided with opportunities to participate in activities that encouraged them to attend school and actively participate in their learning. The district provided liaisons that tended to the specific needs of foster youth and McKinney-Vento students who received targeted assistance as needed. The school placed a strong focus on providing appropriate and timely mental health services for students. The district MFT and social worker provided mental health support to students in need of services. They also provided professional development and training for staff and parents. Parents received ongoing communication from the school teams and district through the different liaisons that supported safety and well-being of students. Although many planned in-person trainings for the year were canceled due to COVID, the school made extra efforts to keep parents connected to their child's academic and social-emotional needs. The school's goal of providing and maintaining a safe and secure learning environment was met through the implementation of these actions. Due to the successful implementation and outcomes, the district will continue to implement the actions without changes.

Action 10 was deemed effective based on the number of students that were serviced. The school was able to provide support for students in need of basic items such as school uniforms, shoes, and hygiene items. The school will adjust this budget to ensure that there are sufficient costs to cover the needs for next school year as the basic needs for students increased during the pandemic. Actions 11 and 13 were deemed as effective in providing support for students demonstrating Tier II and Tier III behaviors.

Action 7 was deemed partially effective. The school made all efforts to provide trainings and events even if they had to be held virtually. All parents had access to participate in the events and trainings, but as demonstrated by metrics 3a and 3b, the school was unable to collect sign in sheet of parent participants and only estimated 45% parent participation. If pandemic numbers remain low, the school will hold student and parent events in person for the 2022-2023 school year and highly promote parent participation.

Actions 5 and 9 were not effective due to the fact that they were not implemented due to COVID-19 safety protocols. To reduce risk of exposure, the school canceled all planned academic and incentive field trips. Also, the school wanted to ensure that students who displayed COVID symptoms remain safely at home in order to mitigate the spread. Both of these actions will continue to be funded as the school begins to return to pre-COVID activities for the 2022-2023 school year.

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

The school will make all efforts to return to in-person meetings/trainings for the 2022-2023 school year. This will ensure that actions are fully implemented.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Based on input from educational partners, there is a need to provide students more experiences and enrichment opportunities in STEAM. The actions within this goal will allow for students to receive hands-on experiences. This will provide unduplicated pupils to attain hands on learning opportunities. Low income students have less access to experience STEAM activities, especially outside of the school day. This goal will allow equitable access for all students to receive hands-on STEAM instruction during the school day and opportunities for hands-on STEAM activities outside of the classroom through extended day opportunities, field trips, and visits to colleges and universities. During this year's meetings with educational partners, they expressed the need to increase parent participation opportunities. The parent surveys collected indicate that only 85% of parents feel that the district provides opportunities to increase parent engagement. The school will continue its efforts to increase parent participation and make parents an essential partner in the educational experience of their children. By increasing access to Visual and Performing Arts and STEM courses, parent involvement activities, extended hours opportunities offer equitable access for families, AVID implementation, and ongoing progress monitoring of metrics listed below, the overall quality of instruction will improve leading to increased access to a broad course of student and parent engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 (a) - The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by a review of participation logs.	DVMSA holds 5 School Site Council and ELAC meetings per year which provides all parents including the parents of unduplicated pupils the opportunity to provide their input in making decisions. Distribution days were	DVMSA holds 5 School Site Council and ELAC meetings per year which provides all parents including the parents of unduplicated pupils the opportunity to provide their input in making decisions. Stakeholder meetings			Desired outcome for 2023-2024: Continued effort to increase parent participation and to survey parents as to the effectiveness of the activities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>also opportunities for parents to provide input. Stakeholder meetings with special subgroups such as Migrant, DELAC, and GATE are also held. Redesignation meetings also provide parents the opportunity to provide feedback/input. DVMSA also provides opportunities for parents to provide input during parent education nights, parent conferences, Coffee with the Principal, etc. COVID-19 made it difficult to hold in person parent activities in 2020-2021. In 2019-2020 the following parent activities were held up until March 2020: parent conferences, Coffee with the Principal, Breakfast with your Child, Assemblies, etc.</p>	<p>with special subgroups such as Migrant, DELAC, and GATE are also held. Redesignation meetings also provide parents the opportunity to provide feedback/input. DVMSA also held 4 Parent University meetings where parents also had the opportunity to provide input. Due to COVID safety protocols all parent meetings were held virtually. Attendance logs and sign in sheets were not collected for parent events. Based on activities provided via zoom, the school estimates a 45% parent participation rate.</p>			
Priority 3 (b) - How the school district will promote parental	All parents are invited to participate in school events including the	All parents continue to be invited to participate in school			Desired outcome for 2023-2024: To continue to meet with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>participation in programs for unduplicated pupils as measured by a review of attendance logs.</p>	<p>parents of unduplicated pupils. Notices are posted on google classroom, clasdojo and social media pages. Flyers are also sent home with students. Teleparents are sent to parents as reminders both in English and Spanish. DVMSA also provides opportunities for parental involvement through parent education nights, parent conferences, Coffee with the Principal, School Site Council and ELAC. COVID-19 made it difficult to hold in person parent activities in 2020-2021. In 2019-2020 the following parent activities were held up until March 2020: parent conferences, Coffee with the Principal, Breakfast with your Child, Assemblies, etc.</p>	<p>events including the parents of unduplicated pupils. Notices were posted on google classroom, Clasdojo and social media pages. Flyers were also sent home with students. Teleparents were sent to parents as reminders both in English and Spanish. DVMSA also continues to provide opportunities for parental involvement through parent education nights, parent conferences, School Site Council and ELAC via video conferences through Zoom. Based on activities provided via zoom, the school estimates a 45% parent participation rate.</p>			<p>parents and provide them with opportunities to be involved in their child's school activities and meetings. A continued special emphasis will be placed on inviting and promoting participation of parents of unduplicated pupils and parents of children with disabilities.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 (c) - How the school district will promote parental participation in programs for individuals with exceptional needs as measured by a review of local attendance logs for IEPs.	Parents of students with disabilities were provided with opportunities to participate in their child's education and school programs throughout the school year. Through regular communications (letters, phone calls by teachers and/or nurse), parents were encouraged to attend IEP meetings virtually and/or through conference calls. 100% of parents of students with disabilities attended scheduled IEP and 504 meetings as evidenced through the IEP and 504 documents.	100% Parents of students with disabilities continue to be provided with opportunities to participate in their child's education and school programs throughout the school year. Through regular communications (letters, phone calls by teachers and/or nurse), parents are encouraged to attend IEP meetings virtually and/or through conference calls. 100% of parents of students with disabilities attended scheduled IEP and 504 meetings as evidenced through the IEP and 504 documents.			Desired outcome for 2023-2024: Continued efforts to have 100% of parents of students with disabilities to attend scheduled IEP and 504 meetings. This will be accomplished by consistently providing communications (letters, phone calls by teachers and/or nurse) encouraging parents to attend via in-person, phone conferences and/or zoom.
Priority 7 (a) - Extent to which pupils have access to and are enrolled in a broad course of study including courses	100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music.	100% of students at DVMSA continue to have access to ELA, Math, Science, Social Studies,			Desired outcome for 2023-2024: 100% of students will have access to a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily and master schedules.	Distance Learning made it difficult to teach music this school year.	PE, Visual/Performing Arts, and Music			
Priority 7 (b) - Extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils as measured by program enrollment data.	Due to COVID-19, 80% of unduplicated pupils had access to programs and services including (but not limited to) intervention opportunities, expanded learning through ASES (POWER) program and additional programs and services such as Migrant and GATE.	100% of unduplicated pupils have access to programs and services including (but not limited to) intervention opportunities, extended learning through the ASES program and additional programs and services such as Migrant and GATE.			Desired outcome for 2023-2024:100% of students will have access to or have the opportunity to enroll in programs/services offered through the school
Priority 7 (c) Extent to which pupils have access and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data.	Due to COVID-19, 80% pupils including pupils with disabilities had access to programs and services (including but not limited to) intervention opportunities, expanded learning through ASES	100% of pupils including pupils with exceptional needs have access to programs and services such as intervention opportunities, extended learning through ASES program and			Expected outcome for the 2023-24 school year is for 100% of students with exceptional needs to have access to all programs and services they qualify for.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(POWER) program and additional programs/services such as Migrant and GATE.	additional programs/services such as Migrant and GATE.			
Priority 8 - Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as measured by local data.	The school will implement the following local progress monitoring assessments to measure pupil growth continuously: ARI, ELB, IXL, STAR Math, STAR Reading. Baseline data will be set during the 2021-22 school year. Each grade level will increase by 5%.	<p>Current local data for progress monitoring for the 2021-22 school year:</p> <p>ARI - Percent of students reading at grade level: Kinder - 40% 1st - 55% 2nd - 52% 3rd - 69% 4th - 75% 5th - 76%</p> <p>ELB: Percent of students working at the ELB level: K - 60% 1st - 14% 2nd - 18% 3rd - 8% 4th - 2% 5th - 0%</p> <p>IXL - the school is no longer utilizing IXL as a local assessment tool.</p>			Desired outcome for 2023-2024 is to demonstrate a 5% growth each subsequent year after the baseline is set during the 2021-22 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		STAR Reading On/Above Grade Level: 34% Near Grade Level: 16% Below Grade Level: 19% Far Below Grade Level: 31% STAR Math On/Above Grade Level: 43% Near Grade Level: 14% Below Grade Level: 18% Far Below Grade Level: 24%			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Band/GATE/STEAM/Extra-Curricular	DVMSA will continue to promote a well rounded education and offer students the opportunity to participate in band, GATE, the arts and STEAM and after school clubs for example: science/robotics club, dance club, art club, photography and the ability to hire art an consultant, etc. Materials, supplies and stipends will be funded for implementation. Services will be principally directed to unduplicated students. Priority 7 Roadmap principle 2 (D)	\$71,174.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Librarian and Resource Clerk	DVMSA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours and computer lab time. They will also serve as a liaison for parents of unduplicated pupils. Priority 3 Roadmap principle 1 (D), 3 (B)	\$150,093.00	Yes
3.3	Technology - Academic Programs/Software	DVMSA will enhance the current technology programs through the purchase of software (i.e. Go Pebble, Lexia, Generation Genius, Prodigy, etc.). Priority 7 Roadmap principle 3 (B), 4 (C)	\$11,050.00	Yes
3.4	Implementation of School-wide STEAM Program	DVMSA will promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff. This will also include providing STEAM camps during fall and summer breaks. Priority 7 Roadmap principle 3 (D) and 2 (B)	\$27,108.00	Yes
3.5	Scicon	DVMSA will continue to promote Science education for students in grade five by supporting participation in Scicon camp for students. Priority 7 Roadmap principle 4 (B)	\$0.00	Yes
3.6	Technology Equipment	Purchase of technology equipment and infrastructure as stipulated in the site and District's Technology Plan to enhance daily classroom instruction. Priority 7 Roadmap principle 3 (B), 4 (C)	\$46,096.00	Yes
3.7	Physical Education Teacher	The school will employ a physical education teacher to provide specialized services for students. The teacher will include Social Emotional Learning lessons . Priority 7 Roadmap Principle 4 (C)	\$116,112.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Action 1 - This action was fully implemented. The school continued to promote band, GATE, the arts by way of an art consultant, and classroom STEAM activities. An art teacher provided art to all students grades K-5 from January to June.

Action 2 - This action was partially implemented. Due to the pandemic, the school did not open the library and computer lab until very late in the school year. The school offered extended hours for parents and the resource clerk and librarians served as parent liaisons and assisted the school with parent outreach before and after school hours.

Action 3 - This action was fully implemented. The school continues to provide academic learning programs that teachers implement in the classroom to enhance and reinforce student learning. Teachers were provided curriculum platforms needed to provide daily instruction.

Action 4 - This action was partially implemented due to the fact that staff was unable to attend out of town conferences for STEAM. STEAM camps were not held due to lack of staffing and training. However, teachers did order STEAM materials and supplies to provide STEAM instruction during the school day.

Action 5 - This action was not implemented. Due to COVID restrictions, the school canceled all field trips for the school year. The school will continue to implement this action during the 2022-2023 school year and will remain unchanged since it was not implemented this school year.

Action 6 - This action was implemented. All teachers received any technology resources and trainings necessary to provide academic instruction. All teachers were equipped with any technology equipment needed. Students also had technology resources available with additional devices to keep at home to assist with assignments and homework.

Action 7 - This action was implemented. The physical education teacher continues to provide specialized services to students. They were instrumental in the successful implementation of the district's Social Emotional Learning curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1 - This action was over expended by \$1,926. Funds were redirected to this action.

Action 2 - This action was under budget by \$8,116. Funds will be redirected.

Action 3 - This action was over expended by \$13,996. Funds were redirected to this action.

Action 4 - This action was over expended by \$2,212. Funds were redirected to this action.

Action 5 - No funds were budgeted into this action since all fieldtrips were canceled. Remaining funds were redirected to other actions.

Action 6 - This action was over expended by \$5,116. Funds were redirected to cover this action.

Action 7 - This action was over expended by \$58,269. Funds were redirected to cover this action.

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

Actions 1, 3, 4, 6, and 7 were deemed effective. All students had access to all courses offered that they were qualified to take. This included all unduplicated subgroups. As measured by class schedules and program enrollment data, each student was able to have access to all available courses they qualified for. Students had access to AVID, STEAM, and GATE instruction through these actions along with all materials necessary. The district will continue to make a broad course of study available to all students including expanded learning opportunities for all.

Action 2 was partially effective in making progress towards the goal. In an effort to mitigate the spread of COVID-19, the school closed the library. The space was utilized as the student care unit. The librarian and resource clerk assisted in making parent contacts and assisted with updating chromebooks throughout the year. The school plans to resume planned extended library hours for the 2022-2023 school year.

Action 5 was not effective due to the fact that they were not implemented due to COVID-19 safety protocols. To reduce risk of exposure, the school canceled all planned academic and incentive field trips. The school plans to resume with field trips if COVID numbers remain low for the 2022-2023 school year.

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

The metrics, goal and actions will remain the same.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,171,226	\$190,312

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.03%	0.00%	\$0.00	33.03%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

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

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

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

Grade Span Adjustment in upper grades - Grade span adjustment is typically provided for all students in grades TK-3. This action allows DVMSA to provide grade span adjustment to two upper grade classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow teachers to provide instruction in smaller group settings to allow for interventions within the school day.

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

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

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

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

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

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

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

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

subgroups will be carefully monitored through these goals and connected to extra support from school services and community agencies if needed.

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

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

DUSD Vision Center - The vision center prioritizes services for unduplicated pupils as many of them do not have access to medical insurance or medical care. Funds for this action will ensure that students have healthy vision to help with their academic success. **Behavior Intervention Instructional Assistants** - Unduplicated students will receive priority for services from the behavior intervention instructional assistants. Unduplicated students placed in this class will receive additional support for tiered intervention opportunities through small groups. This action will help meet the academic and behavior needs of unduplicated pupils. **Intervention Counselors** - The intervention counselors will prioritize services for unduplicated pupils with social and emotional needs. They will work with school site staff as well as families to ensure that they have knowledge of the strategies they need to cope with mental health needs. Having the skills to cope with social, emotional, and mental health needs will help unduplicated pupils succeed in their academic endeavors.

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

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

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

AVID Instruction - Unduplicated pupils often don't receive the same opportunities to attend a college or university due to their academic needs. AVID instruction will provide them with the necessary skills to succeed academically and prepare them both instructionally and

mentally as they build their confidence in their learning. This action will allow unduplicated pupils to have exposure to AVID instruction since the elementary grades and will amplify their opportunities to career and college readiness.

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

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

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

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

Technology Equipment/Infrastructure - Unduplicated students will have priority in access to school technology. Students will receive technology to have access to keep at home to help with homework. They will also receive an additional device to use at school. Unduplicated students will receive priority for hotspots to ensure that they have connectivity when working from home. This will allow them to always have access to instruction both at home and at school. This will help with their academic success.

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

The Vice Principal of Learning - Funds for this action have been principally directed to meet hte needs of unduplicated subgroups. The VPL monitors the progress of students that are struggling academically. Parent meetings are scheduled to keep parents informed. The VPL also provides teachers support through professional development.

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

In Addition to the actions provided on a school-wide basis described above, the following actions are also aimed at increasing or improving services by the percentage required. The following actions are being provided to increase and improve services specifically for unduplicated student groups.

The following limited actions for English Learners are designed to improve language acquisition programs, and increase services by providing parent outreach, supporting academic needs for newcomers and Long Term English Learners to address their unique student needs.

- *Professional Development for teachers specifically in the area of ELD to ensure that language acquisition strategies are implemented daily
- *EL supplemental program curriculum and supplies
- *English Language Development - English learners require constant monitoring to ensure that they are progressing appropriately in language acquisition. This action is intended to meet the needs of English learners and pupils from other subgroups that are also classified as English learners. This action will be effective in meeting the learning goals for these students as they will have constant data analysis and will be provided with extra supports to meet their individual needs.

The following limited action for Foster Youth is designed to increase supports for Foster Youth to ensure they have wraparound services including supplies, transportation, and health supports in order to facilitate full access to educational programs.

- *Director of Student Support Services serves as the liaison to foster youth students as well as McKinney-Vento students. They ensure that families are connected to community resources as needed. They also monitor foster youth students and ensure that they have equitable access to all learning opportunities offered to all students.

The following limited action for low-income students is designed to increase supports and to ensure they have needed services including supplies, transportation, and health supports in order to facilitate full access to educational programs.

- *Health services support - students will have access to health services via consultations with nursing staff, referrals to free or low cost clinics, dental screenings, vision care through the DUSD vision center, access to full mental health support via MFT, and social workers. Via the school nurses, the students will be referred as needed to the community connections center where they will be connected with other resources including a food pantry.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

DVMSA will be using the concentration funds to add a math intervention teacher.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:21
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:13

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,171,226.00				\$1,171,226.00	\$908,613.00	\$262,613.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Progress Monitoring/Intervention/GLCs	English Learners Foster Youth Low Income	\$16,050.00				\$16,050.00
1	1.2	Professional Development and Resource Teacher	English Learners Foster Youth Low Income	\$79,446.00				\$79,446.00
1	1.3	Instructional Program Support via Instructional Aides	English Learners Foster Youth Low Income	\$80,714.00				\$80,714.00
1	1.4	Instructional Support Via Libraries	English Learners Foster Youth Low Income	\$5,625.00				\$5,625.00
1	1.5	Grade Span Adjustment in Upper Grades	English Learners Foster Youth Low Income	\$215,898.00				\$215,898.00
1	1.6	Math Coach	English Learners Foster Youth Low Income					\$0.00
1	1.7	Reading Intervention Teacher	English Learners Foster Youth Low Income	\$119,113.00				\$119,113.00
1	1.8	Vice Principal of Learning	English Learners Foster Youth Low Income					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	School Nurse	English Learners Foster Youth Low Income	\$80,004.00				\$80,004.00
2	2.2	Emergency Management	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
2	2.3	Vice Principal	English Learners Foster Youth Low Income					
2	2.4	Noon Duty Aides	English Learners Foster Youth Low Income	\$39,969.00				\$39,969.00
2	2.5	Fieldtrips	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
2	2.6	Positive School Culture	English Learners Foster Youth Low Income	\$11,210.00				\$11,210.00
2	2.7	Parent Education/Involvement Activities	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
2	2.8	MTSS/PBIS	English Learners Foster Youth Low Income	\$20,564.00				\$20,564.00
2	2.9	Attendance Incentives	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.10	Additional Costs	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.11	Kindergarten Shade Structure	English Learners Foster Youth Low Income					
3	3.1	Band/GATE/STEAM/Extra-Curricular	English Learners Foster Youth Low Income	\$71,174.00				\$71,174.00
3	3.2	Librarian and Resource Clerk	English Learners Foster Youth Low Income	\$150,093.00				\$150,093.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Technology - Academic Programs/Software	English Learners Foster Youth Low Income	\$11,050.00				\$11,050.00
3	3.4	Implementation of School-wide STEAM Program	English Learners Foster Youth Low Income	\$27,108.00				\$27,108.00
3	3.5	Scicon	English Learners Foster Youth Low Income					\$0.00
3	3.6	Technology Equipment	English Learners Foster Youth Low Income	\$46,096.00				\$46,096.00
3	3.7	Physical Education Teacher	English Learners Foster Youth Low Income	\$116,112.00				\$116,112.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,546,107	\$1,171,226	33.03%	0.00%	33.03%	\$1,171,226.00	0.00%	33.03 %	Total:	\$1,171,226.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,171,226.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Progress Monitoring/Intervention/GLCs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$16,050.00	
1	1.2	Professional Development and Resource Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$79,446.00	
1	1.3	Instructional Program Support via Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$80,714.00	
1	1.4	Instructional Support Via Libraries	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$5,625.00	
1	1.5	Grade Span Adjustment in Upper Grades	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy 4 - 5	\$215,898.00	
1	1.6	Math Coach	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Reading Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$119,113.00	
1	1.8	Vice Principal of Learning	Yes	Schoolwide	English Learners Foster Youth Low Income			
2	2.1	School Nurse	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$80,004.00	
2	2.2	Emergency Management	Yes	Schoolwide	English Learners Foster Youth Low Income		\$25,000.00	
2	2.3	Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
2	2.4	Noon Duty Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$39,969.00	
2	2.5	Fieldtrips	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$20,000.00	
2	2.6	Positive School Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$11,210.00	
2	2.7	Parent Education/Involvement Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$25,000.00	
2	2.8	MTSS/PBIS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$20,564.00	
2	2.9	Attendance Incentives	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$10,000.00	
2	2.10	Additional Costs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.11	Kindergarten Shade Structure	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy TK-K		
3	3.1	Band/GATE/STEAM/Extra-Curricular	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$71,174.00	
3	3.2	Librarian and Resource Clerk	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$150,093.00	
3	3.3	Technology - Academic Programs/Software	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$11,050.00	
3	3.4	Implementation of School-wide STEAM Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$27,108.00	
3	3.5	Scicon	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy		
3	3.6	Technology Equipment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Del Vista Math & Science Academy	\$46,096.00	
3	3.7	Physical Education Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: DVMSA	\$116,112.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,457,359.00	\$1,450,433.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Progress Monitoring/Intervention/GLCs	Yes	\$16,050.00	\$5,604.00
1	1.2	Professional Development and Resource Teacher	Yes	\$165,303.00	\$162,395
1	1.3	Instructional Program Support via Instructional Aides	Yes	\$43,848.00	\$73,968
1	1.4	Instructional Support Via Libraries	Yes	\$15,625.00	\$2,000
1	1.5	Grade Span Adjustment in Upper Grades	Yes	\$202,530.00	\$198,720
1	1.6	Math Coach	Yes	\$109,322.00	\$115,101
1	1.7	Reading Intervention Teacher	Yes	\$128,989.00	\$128,148
1	1.8	Vice Principal of Learning	Yes	\$125,809.00	\$0
2	2.1	School Nurse	Yes	\$75,919.00	\$75,343
2	2.2	Emergency Management	Yes	\$25,000.00	\$38,968

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Vice Principal	Yes		\$0
2	2.4	Noon Duty Aides	Yes	\$53,625.00	\$39,993
2	2.5	Fieldtrips	Yes	\$20,000.00	\$0
2	2.6	Positive School Culture	Yes	\$11,210.00	\$11,889
2	2.7	Parent Education/Involvement Activities	Yes	\$25,000.00	\$2,655
2	2.8	MTSS/PBIS	Yes	\$20,564.00	\$40,000
2	2.9	Attendance Incentives	Yes	\$10,000.00	\$0
2	2.10	Additional Costs	Yes	\$1,000.00	\$2,988
2	2.11	Kindergarten Shade Structure	Yes	\$40,000.00	\$111,699
3	3.1	Band/GATE/STEAM/Extra-Curricular	Yes	\$85,861.00	\$87,781
3	3.2	Librarian and Resource Clerk	Yes	\$139,917.00	\$131,801
3	3.3	Technology - Academic Programs/Software	Yes	\$11,050.00	\$25,046

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Implementation of School-wide STEAM Program	Yes	\$36,321.00	\$38,533
3	3.5	Scicon	Yes	\$0	
3	3.6	Technology Equipment	Yes	\$47,832.00	\$52,948
3	3.7	Physical Education Teacher	Yes	\$46,584.00	\$104,853

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,178,039	\$1,457,359.00	\$1,450,433.00	\$6,926.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Progress Monitoring/Intervention/GLCs	Yes	\$16,050.00	\$5,604.00		
1	1.2	Professional Development and Resource Teacher	Yes	\$165,303.00	\$162,395.00		
1	1.3	Instructional Program Support via Instructional Aides	Yes	\$43,848.00	\$73,968.00		
1	1.4	Instructional Support Via Libraries	Yes	\$15,625.00	\$2,000.00		
1	1.5	Grade Span Adjustment in Upper Grades	Yes	\$202,530.00	\$198,720.00		
1	1.6	Math Coach	Yes	\$109,322.00	\$115,101.00		
1	1.7	Reading Intervention Teacher	Yes	\$128,989.00	\$128,148.00		
1	1.8	Vice Principal of Learning	Yes	\$125,809.00	\$0.00		
2	2.1	School Nurse	Yes	\$75,919.00	\$75,343.00		
2	2.2	Emergency Management	Yes	\$25,000.00	\$38,968.00		
2	2.3	Vice Principal	Yes		\$0.00		
2	2.4	Noon Duty Aides	Yes	\$53,625.00	\$39,993.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Fieldtrips	Yes	\$20,000.00	\$0.00		
2	2.6	Positive School Culture	Yes	\$11,210.00	\$11,889.00		
2	2.7	Parent Education/Involvement Activities	Yes	\$25,000.00	\$2,655.00		
2	2.8	MTSS/PBIS	Yes	\$20,564.00	\$40,000.00		
2	2.9	Attendance Incentives	Yes	\$10,000.00	\$0.00		
2	2.10	Additional Costs	Yes	\$1,000.00	\$2,988.00		
2	2.11	Kindergarten Shade Structure	Yes	\$40,000.00	\$111,699.00		
3	3.1	Band/GATE/STEAM/Extra-Curricular	Yes	\$85,861.00	\$87,781.00		
3	3.2	Librarian and Resource Clerk	Yes	\$139,917.00	\$131,801.00		
3	3.3	Technology - Academic Programs/Software	Yes	\$11,050.00	\$25,046.00		
3	3.4	Implementation of School-wide STEAM Program	Yes	\$36,321.00	\$38,533.00		
3	3.5	Scicon	Yes		\$0.00		
3	3.6	Technology Equipment	Yes	\$47,832.00	\$52,948.00		
3	3.7	Physical Education Teacher	Yes	\$46,584.00	\$104,853.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,436,269	\$1,178,039	0.00	34.28%	\$1,450,433.00	0.00%	42.21%	\$0.00	0.00%

Instructions

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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