

# Local Control and 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  | Markos Lara<br>Principal | mlara@duesd.org<br>(661) 721-5040 |

## Plan Summary [2024-25]

### 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 that 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, progressive, caring learning environment.

#### Goals:

We will provide an environment of academic excellence that will develop creative and critical thinkers. We 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 in our society. We will engage each of our students as unique individuals in order to prepare them for career and college readiness. Every employee will honor students, parents, and community members by providing exemplary customer service.

Del Vista Math & Science Academy is home to approximately 518 students in grades TK-5. In addition, a district preschool class is located on site, which serves a morning and afternoon class. At Del Vista Math & Science Academy we also house a moderate/severe preschool class. The diversity of our local Delano community is reflected in its student population. The student demographics are as follows: 93.13% Hispanic/Latino, 3.82% Filipino, 1.15% Asian, 1.15% White, 0.57% American Indian, 45.4% English Learners, 13% Fluent English Proficient(FEP), 91.8% Socioeconomically Disadvantaged.

Through this LCAP, Del Vista Math & Science Academy is committed to addressing 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The staff at Del Vista Math & Science Academy works diligently to ensure all students are learning and making progress towards success. After a second full year of in-person instruction, our data from the California School Dashboard indicates that our students are demonstrating the skills necessary to be successful in the classroom and outside of the classroom. The 2023 California dashboard reports performance levels based on five different status levels. They range from Very High (Red), High (Orange), Medium (Yellow), Low (Green) and Very Low (Blue). That Status levels associated with Chronic Absenteeism and Suspension Rate Indicators are reversed and start with Very Low, Low, Medium, High and Very High. We continue to prepare our students to become 21st century learners and continue to focus on making learning our number one priority. Listed below is a reflection on the data provided by the California School Dashboard with local Data.

- As per the 2023 CA Dashboard data, the Chronic Absenteeism rate for DVMSA was at 5.6%. This puts DVMSA in the Low or Green level. According to the dashboard DVMSA has shown a 25% decrease in chronically absent students from the previous year. Kern County's rate, which was at 65.2% puts them at the Very High category. DVMSA was 59.6% below our county's Chronic Absenteeism rate. Administration and support staff have been working continuously on calling parents daily when students are absent. Due to this personal contact, our weekly absences have continued to decrease overall. The school devotes many resources through Goal 2 to meet the needs of our students who are considered Chronically Absent.
- As per the 2023 CA Schools Dashboard data, the Suspension rate for DVMSA was at 0.2%. This puts DVMSA at the Very Low (Blue) category. Kern County's rate, which was 7.7% places them in the High (Orange) category.
- As per the 2023 CA School Dashboard data, the English Learner Progress rate for DVMSA was at 53.2%. This puts DVMSA in the Low (Orange) category. Kern County's rate, which was 45.9% puts them at Green (High) category. Our school's focus is to ensure all English Learners are receiving a high quality education. We will continue to have teachers trained on strategies that would help all our English learners succeed. Our teachers are very knowledgeable on how to make connections with our English Learners and have the necessary resources to ensure our Emerging, Expanding, and Bridging students are progressing as their English only peers are. Strides will be taken to ensure equity of instruction for our school's English Learner population.
- During 2023, DVMSA had active parent support. More parents attended in person School Site Council meetings, Parent University meetings and parent conference meetings. Parents were given the opportunity to attend the meetings in person or in order to accommodate parents through Zoom meetings as well. The school will continue to support all efforts of parental involvement at the school site and will continue to offer ample 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 as well as our socioeconomically disadvantaged students, McKinney-Vento students, and our foster youth.

- Students at DVMSA are provided with updated Chromebooks for at home use to allow for continued learning at home. Students are able to work on skills at their instructional level independently. This allows students to review any classwork that was taught during the day and complete any assignments that need to be revised. Through Goal 3, the district will continue to expand its technology program and ensure that both teachers and students have the access necessary to meet all their technology needs.
- During 2023 DVMSA continues to embed a weekly half hour block in the morning to provide Social Emotional Learning lessons to all students. These lessons include but are not limited to being responsible, showing empathy, controlling emotions, developing self awareness, and other coping skills needed to function at home at school. A school social worker and school psychologist are in place to provide our students support.
- After school interventions are continually implemented to help support all students with the necessary skills needed. The specific focus for after school intervention was on reading and math. Our interventions started in September and continued through May.
- DVMSA's newcomers receive extra services in English after school daily to support reading, writing, listening, and speaking skills. During this time, our newcomers reviewed basic words and phrases, how to ask for their needs and wants, and how to write in English using correct punctuation and capitalization. Picture cards were also used to increase their vocabulary skills.
- The district continues to implement an after school POWER + program (ELOP) which included teachers having fun and engaging activities. Some of these activities included jewelry making, knitting, Lego building, games and activities, beginning piano, coding, and advanced math.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

## 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

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## Monitoring and Evaluating Effectiveness

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

N/A

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## Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement  |
|------------------------|---|
|                        |   |
| Students               | DVMSA conducted surveys with students in 3rd-5th grades in the month of April. The results of the surveys and the feedback provided by the students helped create revisions on this LCAP to address their needs and concerns with regards to mental health services and the school climate. |

|                                    |  |
|------------------------------------|--|
| School Site Council                | The school site council plays a fundamental role in revising and having input on DVMSA's LCAP. Having meetings which includes the participation of parents, teachers, and administration helps to ensure that discussion takes place and input is taken from diverse members of the community in serving and meeting the needs of our students. Their input was used in the creation, revision, and enhancement of actions within this LCAP. |
| English Learner Advisory Committee | DVMSA would meet throughout the year with our ELAC committee. There the parents were presented with local and state data and had specific discussions about our English language learners. They engaged in question and answer sessions and they also provided input. Their input was used in the revision and enhancement of this LCAP.   |
| GATE Parent Group                  | The GATE parent group would emphasize 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.  |

| Educational Partner(s) | Process for Engagement   |
|------------------------|--|
|                        |  |
| Teachers               | Teachers form part of the School Site Council, so those that were part of this group were able to provide input during the consultation with this group. Information regarding the site data and progress.   |
| SELPA                  | On December, 2023, DVMSA in conjunction with the district consulted with the Kern County SELPA representatives to discuss support for students with exceptional needs via the LCAP. The district discussed the role of the co-teaching coach and their role to support the students with exceptional needs. The team also discussed summer professional development for our teachers to equip them with appropriate support to better assist the students. |

|                                    |  |
|------------------------------------|--|
| Students                           | DVMSA worked alongside DUESD sent surveys to all students in grades 4-8 in the month of April. The results of the surveys and the feedback from the students created revisions of several actions in this LCAP to address their concerns and needs with regards to mental health services.   |
| Local Bargaining Units             | DVMSA worked alongside with DUESD and met with both certificated and classified bargaining units in April 2024. State and local data was reviewed with the bargaining units and their input was noted. Both units received surveys for their members. The results of the survey guided some actions within this LCAP.  |
| English Learner Advisory Committee | The district met with the DELAC committee in April. They were presented with state and local data and had specific discussions about English learners. They engaged in a question and answer session and they were also provided surveys. Their input was used in the creation, revision, and enhancement of actions within this LCAP, particularly the action for English Learners.   |
| GATE Parent Advisory Committee     | The district met with the GATE Parent Advisory Committee and presented all data and metric results in March 2024. The district had a very interactive discussion with parents on what they felt the LCAP could provide to their children. Based on our demographic data, most GATE students are part of an unduplicated subgroup, so they felt that the GATE students also need LCAP funds directed to improving their education and access to a very broad course of study. The parents vocalized a need to expand the program and offer a more robust program with enrichment opportunities for students. They also requested further training for GATE instructors. |

| Educational Partner(s) | Process for Engagement |
|------------------------|------------------------|
|                        |                        |
|                        |                        |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Del Vista Math and 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 including the data cycle plans by each grade level, 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 Del Vista Math and Science Academy in March. Educational partner meetings were held at the district level from January to May 2024 with the following special groups: Migrant, GATE, DELAC, Foster Youth, Special Education, bargaining units and administrators.

Meetings were held in person and virtually and special sessions were provided for Spanish speaking parents. Documents were also available in English and Spanish for all educational partners to view. 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.

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.

Many of our educational partners also wanted to see more enrichment and fun activities occur after school. With additional funding provided to all school sites, our certificated and classified staff provided activities such as jewelry making, knitting, coding, water color, art, advanced math, Lego making, being physically fit, scrapbooking and journaling, and typing.

All our educational partners also wanted to ensure their child is safe while at school. The district has implemented a "doors are too be locked all day" policy. All classroom doors also have a peephole to allow teachers to see who is knocking on their classroom door. We have also added extra supervision on the playground before the first bell and extra supervision after school in the pick-up area. 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. Some students have struggled with the transition and acclimating to

socialization once again. Some students have communicated a dire need for mental health assistance. Through goal 2, the district will continue to employ the MFT and social workers for each site. Additionally, via goal 3, the school will continue to provide daily SEL instruction with the assistance of the physical education teachers. Students will complete a weekly SEL prompt and administrators and the social worker will receive a notification in the event a student writes something that needs to be addressed immediately.

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 to ensure all students are given the opportunity to speak with a school social worker as needed. The funding will be directed to specific action items in goal 2.

To help students continue to stay physically fit, the district has funded elementary physical education teachers through Goal 3 and will have one at every school site.

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/enrichment will happen during the school day with additional intervention/enrichment opportunities provided during scheduled fall, winter, and summer 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 provide students the opportunity to complete any assignments that were not completed during the school day

## Goals and Actions

### Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 1      | Del Vista Math and Science Academy 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. | Broad Goal   |

State Priorities addressed by this goal.



Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

#### An explanation of why the LEA has developed this goal.

Based on state and local assessments, Del Vista Math and Science Academy has identified the need to continue to increase the quality of instruction. Based on the 2023 California School Dashboard data and our 2023-2024 local assessments, the English Learner and socio economically disadvantaged subgroups are in the Middle to Low category in both ELA and Math. As specified in Metric 4 (a) below, the following subgroups are performing below grade level: English Learners and special education subgroups. Based on the Analytical Reading Inventory assessment that is administered to all 1st through 5th grade students, we currently have 84% of our 5th graders reading at or above grade level, 62% of our 4th graders reading at or above grade level, 77% of our 3rd graders reading at or above grade level, 71% of our 2nds graders reading at or above grade level, and 58% of our 1st graders reading at or above grade level. In regards to our Kindergartners, as of May, 2024, we have 69 out of 73 students who know all their letters and sounds. \*Based on the STAR Math assessment that is administered to all 1st through 5th grade students, we currently have 44% of our 5th graders at or above grade level in math, 62% of our 4th graders at or above grade level in math, 44% of our 3rd graders at or above grade level in math, 52% of our 2nds graders at or above grade level in math, and 66% of our 1st graders at or above grade level in math. This data along with educational partner 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. 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 # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
|          |   |  |                |                |  |                                  |
| 1.1      | Priority 1 (a) - Basic Services - Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the CALPADS report 4.1 and local data from human resources. | DVMSA has 28 out of 28 classroom teachers are fully credentialed in 2023-2024. This indicates that 100% of classroom teachers at DVMSA are fully credentialed.   |                |                | 100% of classroom teachers to be fully credentialed in 2026-2027 |                                  |
| 1.2      | 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 in August 2023, 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                  |                                  |

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| 1.3 | 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 in August of 2023, the district had facilities maintained in good repair. |  |  | Continue to maintain DVMSA facilities in good repair                              |  |
| 1.4 | Priority 2 (a) - The implementation of state board adopted academic content and performance standards for all students as measured | DVMSA continues to implement all content performance standards. Based on administrative notes and classroom visits 100% of teachers                          |  |  | Continue to have teachers fully implement CCSS. Next Generation Science Standards |  |

| Metric # | Metric                     | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------|--|----------------|----------------|---------------------------|----------------------------------|
|          |                            |  |                |                |                           |                                  |
|          | by classroom observations. | are fully implementing CCSS. The Next Generation Science Standards are being implemented partially within our science curriculum and ELA curriculum. |                |                | to be fully implemented   |                                  |

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| 1.5 | 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 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.   |  |
| 1.6 | Priority 4 (a) - Statewide assessments as measured by statewide assessment data in English Language Arts and Math.   | Statewide assessments CAASPP Results 2023 Data according to the CA Dashboard<br><br>All Students 3rd-5th grade:<br>ELA: 24.2 points below standard<br>Math: 42.7 points below standard   |  |  | Statewide Assessments Desired Outcomes for 2026-2027 All Students (Met or Exceeded)<br>ELA: 65%<br>Math: 55%<br>ELs ELA: 25%<br>ELs Math: 25%<br>Reclassified ELA:75% |  |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|

|  |  |   |  |  |   |  |
|--|--|---|--|--|---|--|
|  |  | <p>ELs ELA: 33.7 points below standard<br/>ELs Math: 75 points below standard</p> <p>Reclassified ELA: 57.6 points above standard<br/>Reclassified Math: 29.9 points above standard</p> <p>Students with Disabilities ELA: 84.3 points below standard<br/>Students with Disabilities Math: 93.2 points below standard</p> <p>Socio-Economically Disadvantaged ELA: 30.1 points below standard<br/>Socio-Economically Disadvantaged Math: 47.6 points below standard</p> <p>Homeless Youth: Less than 11 students - data not displayed for privacy. 7 students total</p> |  |  | <p>Reclassified Math: 60%<br/>Students with Disabilities ELA: 25%<br/>Students with Disabilities Math: 25%<br/>Socio Economically Disadvantaged ELA: 60%<br/>Socio Economically Disadvantaged Math: 50%</p> |  |
|--|--|---|--|--|---|--|

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  | <p>CAST: 19% met or exceeded standard</p> <p>Local STAR Assessments for all students grades 1st-5th:</p> |  |  |  |  |
|--|--|--|--|--|--|--|

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| Metric # | Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|---------------------------|----------------------------------|
|          |        |  |                |                |                           |                                  |
|          |        | <p>Reading:<br/>On/Above grade level: 31.5%<br/>Near grade level: 11.1%<br/>Below grade level: 12.3%<br/>Far Below grade level: 19.8%</p> <p>Math:<br/>On/Above grade level: 44.5%<br/>Near grade level: 10.5%<br/>Below grade level: 13.2%<br/>Far Below grade level: 14.6%</p> |                |                |                           |                                  |

|     |   |  |  |  |  |  |
|-----|---|--|--|--|--|--|
| 1.7 | 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                                  |  |  |  |  |  |
| 1.8 | Priority 4 (c) - Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical |  |  |  |  |  |

| Metric # | Metric                            | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-----------------------------------|----------|----------------|----------------|---------------------------|----------------------------------|
|          |                                   |          |                |                |                           |                                  |
|          | education standards and framework |          |                |                |                           |                                  |

|      |  |   |  |  |  |  |
|------|--|---|--|--|--|--|
| 1.9  | Priority 4 (d) - The percentage of pupils who have successfully completed both types of courses described in subparagraphs (b) and (c)   |   |  |  |  |  |
| 1.10 | 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 | <p>Based on the California Educator Reporting System (CERS) the following are the results of the 2022-23 Summative ELPAC assessment for DVMSA:</p> <p>Level 4 = 18.1%<br/> Level 3 = 44.7%<br/> Level 2 = 21.1%<br/> Level 1 = 15.9%</p> <p>2023 California School Dashboard indicates 53.9% of EL students are making progress towards English language proficiency. This places the district at the green performance level in the dashboard. According to the KiDS database, the current estimated ELPI rate is 68.25%</p> |  |  | <p>Increase the percentage of ELs who make progress toward English proficiency as measured by the ELPAC.</p> <p>Level 4 = 26%<br/> Level 3 = 40%<br/> Level 2 = 24%<br/> Level 1 = 10%</p> |  |



| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                            | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 1.11     | Priority 4 (f) - English learner reclassification rate as measured by local data.  | Reclassification rate for DVMSA for 2023-2024 is 6% of English Learners. |                |                | Desired outcome for the reclassification rate is 15% |                                  |
| 1.12     | Priority 4 (g) - Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher  |  |                |                |  |                                  |
| 1.13     | Priority 4 (h) - Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness |  |                |                |  |                                  |

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

**Actions**

| Action |                                       | 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 and update data on their data cycles spreadsheet. Progress monitoring incentives 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) | \$23,000.00 | Yes          |

|     |   |   |              |     |
|-----|---|---|--------------|-----|
| 1.2 | Professional Development and Resource Teacher | 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. 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. 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. AVID professional development and implementation Priority 2 Roadmap Principle 3 (D) | \$278,609.00 | Yes |
|-----|---|---|--------------|-----|

| Action | Description   | Total Funds  | Contributing |     |
|--------|---|--|--------------|-----|
|        |   |  |              |     |
| 1.3    | Instructional Program Support via Instructional Aides | DVMSA will support the instructional program with instructional aides for full day Kindergarten classes and Special Education to provide support for tiered interventions during the instructional day. Instructional aides in first and second will support the instructional program. Funding is principally directed to unduplicated students. Priority 1, 2, 4 Roadmap principle 3 | \$94,178.00  | Yes |
| 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 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) | \$133,548.00 | Yes |
| 1.6 | 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  | \$154,461.00 | Yes |

## Goals and Actions

### Goal

| Goal # | Description   | Type of 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. | Broad Goal   |

#### State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

#### 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 96.29% and chronic absentee rate is 8.81%. 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 # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                                     | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 2.1      | Priority 5 (a) - School attendance rates as measured by local data from SIS platform.  | According to the Kern Integrated Data System (KIDS) DVMSA's attendance rate for the 2023-2024 school year is 96.29% |                |                | Desired outcome for 2026-2027: attendance rate - 98% or above |                                  |
| 2.2      | Priority 5 (b) - Chronic absenteeism rate as measured by local data from SIS platform. | The chronic absenteeism rate for the 2023-2024 school year is 8.81%   |                |                | Desired outcome for 2026-2027: chronic absenteeism            |                                  |

rate - 2%

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                           | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 2.3      | Priority 5(c) - Middle School drop out rates as measured by CALPADS EOY report.     |  |                |                |   |                                  |
| 2.4      | Priority 5 (d) - High school dropout rates  |  |                |                |   |                                  |
| 2.5      | Priority 5 (e) - High school graduation rates                                       |  |                |                |   |                                  |
| 2.6      | Priority 6 (a) - Pupil suspension rate as measured by local data from SIS platform. | According to the KIDS data system the rate of suspensions for 2023- 2024 is .18% |                |                | Desired outcome for 2026-2027: suspension rate - 0% |                                  |
| 2.7      | Priority 6 (b) - Pupil expulsion rate as measured by local data from SIS platform.  | The rate of pupil expulsions for 2023- 2024 us 0%                                |                |                | Desired outcome for 2026-2027: expulsion rate - 0%  |                                  |

|     |  |   |  |  |  |  |
|-----|--|---|--|--|--|--|
| 2.8 | 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. | According to the 2023- 2024 Healthy Kids Survey, DVMSA had an 80% participation rate. The results indicate that 81% of students feel connected to school and 71% of students feel safe at school. |  |  | Desired outcome for 2026-2027:<br>To have 90% of our pupils and staff feel safe and connected to school. |  |
|-----|--|---|--|--|--|--|

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

| Acti |                 | Description  | Total Funds  | Contributin<br>g |
|------|-----------------|--|--------------|------------------|
|      |                 |  |              |                  |
| 2.1  | Health Services | DVMSA will expand the duties of the nurse to enhance parent communication and the health and safety of the students, including attendance. The nurse and the health care assistant will serve as liaisons for DVMSA and provide parent and staff training. Training topics will include EpiPen's, 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) | \$92,573.00  | Yes              |
| 2.3  | School Safety   | 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)  | \$139,893.00 | Yes              |

| Acti |                                      | Description  | Total Funds | Contributin<br>g |
|------|--------------------------------------|--|-------------|------------------|
|      |                                      |  |             |                  |
| 2.4  | Safe and Secure Learning Environment | 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) | \$62,666.00 | Yes              |



|            |   |  |             |     |
|------------|---|--|-------------|-----|
| <b>2.5</b> | School Engagement                       | 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)   | \$50,000.00 | Yes |
| <b>2.6</b> | Positive School Culture                 | DVMSA will promote a positive school culture by providing: At least five culture building activities for students, staff and parents per year. Examples: assemblies, family nights, rallies, field trips (i.e. hockey games, college visits, escape room, etc.) Shade structures and concrete plaza meeting areas will enhance social relationships and promote collaborative school related activities with special focus on unduplicated students' parents. Offering extra-curricular activities (ASB, robotics, etc.) 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) | \$50,000.00 | Yes |
| <b>2.7</b> | Parent Education/Involvement Activities | DVMSA will provide informative meetings/activities for parents and/or students to address issues such as: gang awareness, drugs, behavior, communication, bullying, math/literacy nights, parent education nights, Kiddie Parade, Health/Wellness, technology, etc. Effectiveness will be measured based on surveys and evaluations of the sessions or on school data. Priority 5, 6 Roadmap principle 1 (D)   | \$50,000.00 | Yes |
| <b>2.8</b> | MTSS/PBIS                               | 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.   | \$50,000.00 | Yes |

| Activity | Description | Total Funds | Contributing |
|----------|-------------|-------------|--------------|
|          |             |             |              |

|             |                       |   |             |     |
|-------------|-----------------------|---|-------------|-----|
|             |                       | <p>Professional development may include:<br/>         Trauma Informed/Social Emotional Learning<br/>         Classroom management<br/>         Safety protocols<br/>         Purchase of character building materials and/or programs that support the instruction and practice of the Del Vista Way and MTSS will be made. Incentives to support the MTSS Tiers will implemented (e.g. bracelets, pencils, erasers, bumper stickers, etc.). Teachers will be supplied with incentives for their MTSS treasure box. Priority 6 Roadmap principle 1 (C, D)</p> |             |     |
| <b>2.9</b>  | 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)  | \$60,000.00 | Yes |
| <b>2.10</b> | 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)  | \$25,000.00 | Yes |

## Goals and Actions

### Goal

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

Priority 3: Parental Involvement (Engagement)  
Priority 7: Course Access (Conditions of Learning)

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. On previous parent surveys collected, they 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 # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|          |        |          |                |                |                           |                                  |

|     |  |  |  |  |   |  |
|-----|--|--|--|--|---|--|
| 3.1 | 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. |  |  | Desired outcome for 2026-2027: Continued effort to increase parent participation and to survey parents as to the effectiveness of the activities. |  |
|-----|--|--|--|--|---|--|

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|          |        |          |                |                |                           |                                  |

|     |   |  |  |  |   |  |
|-----|---|--|--|--|---|--|
| 3.2 | <p>Priority 3 (b) - How the school district will promote parental participation in programs for unduplicated pupils as measured by a review of attendance logs.</p> | <p>All parents are invited to participate in school events including the parents of unduplicated pupils. Notices are posted on google classroom, classdojo and social media pages. Flyers are also sent home with students. Teleparents are sent to parents as reminders both in 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.</p> |  |  | <p>Desired outcome for 2026-2027:<br/>To continue to meet with parents and provide them with opportunities to be involved in their child's school activities and meetings. A continued special emphasis will be placed on inviting and promoting participation of parents of unduplicated pupils and parents of children with disabilities.</p> |  |
|-----|---|--|--|--|---|--|

|     |  |  |  |  |   |  |
|-----|--|--|--|--|---|--|
| 3.3 | 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 |  |  | Desired outcome for 2026-2027: 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 |  |
|-----|--|--|--|--|---|--|

| Metric # | Metric | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|---|----------------------------------|
|          |        |   |                |                |   |                                  |
|          |        | 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. |                |                | calls by teachers and/or nurse) encouraging parents to attend via in-person, phone conferences and/or zoom. |                                  |

|     |  |  |  |  |   |  |
|-----|--|--|--|--|---|--|
| 3.4 | Priority 7 (a) - Extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily and master schedules. | 100% of students had access to ELA, Math, Science, Social Studies, PE, Visual/Performing Arts, and Music. Distance Learning made it difficult to teach music this school year.   |  |  | Desired outcome for 2026-2027: 100% of students will have access to a broad course of study   |  |
| 3.5 | 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.   | 100% 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. |  |  | Desired outcome for 2026-2027: 100% of students will have access to or have the opportunity to enroll in programs/services offered through the school |  |
| 3.6 | Priority 7 (c) Extent to which pupils have access and are enrolled in programs and   | 100% pupils including pupils with disabilities had access to programs and services (including  |  |  | Expected outcome for the 2026-27 school year is for 100% of students  |  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
|          | services developed and provided to individuals with exceptional needs as measured by program enrollment data.  | but not limited to) intervention opportunities, expanded learning through ASES (POWER) program and additional programs/services such as Migrant and GATE.   |                |                | with exceptional needs to have access to all programs and services they qualify for.   |                                  |
| 3.7      | 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 2023-24 school year. Each grade level will increase by 5%. |                |                | Desired outcome for 2026-2027 is to demonstrate a 5% growth each subsequent year after the baseline is set during the 2023-24 school year. |                                  |

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.



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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

**Actions**

| Action |                                      | Description   | Total Funds | Contributing |
|--------|--------------------------------------|---|-------------|--------------|
|        |                                      |   |             |              |
| 3.1    | Band/GATE/STEAM/<br>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 an art consultant, etc. Materials, supplies and stipends will be funded for implementation. Services will be aim to serve our students. Priority 7 Roadmap principle 2 (D) | \$96,127.00 | Yes          |

|            |   |   |                |     |
|------------|---|---|----------------|-----|
| <b>3.2</b> | School Liasons                              | 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) | \$175,592.00   | Yes |
| <b>3.3</b> | 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)  | \$32,014.00    | Yes |
| <b>3.4</b> | 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)  | \$80,108.00    | Yes |
| <b>3.6</b> | 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)  | \$1,314,644.00 | Yes |

| Acti       | Description                | Total Funds  | Contributin<br>g |
|------------|----------------------------|--------------|------------------|
|            |                            |              |                  |
|            |                            |              |                  |
| <b>3.7</b> | Physical Education Teacher | \$155,962.00 | Yes              |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 4      |             |              |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|          |        |          |                |                |                           |                                  |

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

### Actions

| Action | Description | Total Funds | Contributing |
|--------|-------------|-------------|--------------|
|        |             |             |              |

## Goals and Actions

### Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 5      |             |              |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|          |        |          |                |                |                           |                                  |

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections

on prior practice.

Not Applicable.

### Actions

| Action |  | Description | Total Funds | Contributing |
|--------|--|-------------|-------------|--------------|
|        |  |             |             |              |

## **Increased or Improved Services for Foster Youth, English Learners, and Low Income Students [2024-25]**

|   |  |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$2,206,322   | \$277,134  |



### 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 |
| 40.744%   | 17.269%                     | \$925,240.26            | 58.013%   |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| 1.1               | <p><b>Action:</b><br/>Progress Monitoring/Intervention/GLCs</p> <p><b>Need:</b><br/>Based on state and local assessments, students are performing 24.2 points below standard in ELA and 42.7 points below in Math on the CAASP. On the local STAR Reading 31.5% of students are on or above grade level and on the STAR Math 44.5% are on or above grade level. Although continuous improvement</p> | <p>This action will provide professional development and training opportunities for all staff to refine current instructional practices. The professional development opportunities throughout the school year will provide emphasis on helping teachers address the needs of unduplicated pupils and students with exceptional needs. This action is provided on an school-wide basis all students will benefit from having teachers that are appropriately trained in the most effective teaching practices and teachers who are knowledgeable in analyzing data</p> | 1.6.1.10, 1.11                     |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
|                   | <p>has been attained annually, the DVMSA needs to refine efforts to continue growth.</p> <p><b>Scope:</b><br/>LEA-wide</p>  | <p>and knowing how to adjust instruction to address academic deficits of all students they serve</p>  |                                    |
| <p><b>1.2</b></p> | <p><b>Action:</b><br/>Professional Development and Resource Teacher</p> <p><b>Need:</b><br/>According to the California School Dashboard, all students are performing 24.2 point below standard in ELA and 42.7 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 33.7 points below and Socio-Economically Disadvantaged 30.1 points below standard. In Math the scores are as follows: English learners 75 points below and Socio-Economically Disadvantaged 47.6 points below standard. Based on educational partner feedback via the LCAP Staff Survey 2024, students need extra support to be able to access the core curriculum. Classroom teachers have requested via the surveys professional development opportunities that will allow them to scaffold instruction and provide students access to state standards in ELA and Math</p> <p><b>Scope:</b></p> | <p>Professional Development<br/>Funds for professional development are targeted to meet the needs of English learners, foster youth, and low-income students. Teachers receive training to analyze data effectively and use results to provide appropriate intervention opportunities. While considering the needs of all students during professional development planning, additional support and interventions are emphasized for English learners, foster youth, and low-income students. This training equips teachers with strategies to design suitable lessons and interventions tailored to the needs of these students. Our school resource teacher will also serve as an invaluable resource in helping to target the needs of our English Learners, foster youth and low income students as well as providing staff with expertise in supporting our unduplicated student population.</p> | <p>1.5</p>                         |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | LEA-wide   |   |                                    |
| 1.3               | <p><b>Action:</b><br/>Instructional Program Support via Instructional Aides</p> <p><b>Need:</b><br/>Educational partner input from teachers via the LCAP Staff Survey 2024 indicates the need to provide TK and Kindergarten classrooms with additional support to be able to work with students in small group settings. Local data indicates a need to provide interventions during the school day to help students in TK and Kindergarten attain foundational skills in ELA and Math. Aides will assist with running intervention groups, and with providing an environment conducive to learning that is developmentally appropriate for that age group.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <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 program. Priority 1, 2, 4 Roadmap principle 3</p> | 1.5,1.10                           |

|                   |   |  |            |
|-------------------|---|--|------------|
| <p><b>1.4</b></p> | <p><b>Action:</b><br/>Instructional Support Via Libraries</p> <p><b>Need:</b><br/>According to the California Dashboard, DVMSA serves a community with 91.8% socioeconomically disadvantaged students, implements actions schoolwide to efficiently address the needs of our high concentration of unduplicated pupils and works to increase equity in access to content-rich literature.</p> | <p>By implementing this action at DVMSA, we create an inclusive and supportive environment that benefits all students while specifically addressing the needs of our unduplicated pupils, who make up the vast majority of our student population. Unduplicated pupils often have limited access to books at home. Expanding the selection of books in our library would allow for much needed access and opportunities to read and learn.</p> | <p>1.2</p> |
|-------------------|---|--|------------|

| <p>Goal and Action #</p> | <p>Identified Need(s)</p>   | <p>How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis</p>  | <p>Metric(s) to Monitor Effectiveness</p> |
|--------------------------|---|---|---|
|                          | <p><b>Scope:</b><br/>LEA-wide</p>   |   |   |
| <p><b>1.5</b></p>        | <p><b>Action:</b><br/>Grade Span Adjustment in Upper Grades</p> <p><b>Need:</b><br/>According to the California School Dashboard, all students are performing 24.2 points below standard in ELA and 42.7 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 33.7 points below, and SED 30.1 points below. In Math they have scored as follows: English learners 75 points below and SED 47.6 points below.</p> | <p>Based on educational partner input on the LCAP Staff Survey 2024 responses included the need for class size reduction. This action is provided for 4th and 5th grades to keep class sizes to a max of 24 pupils. This allows for flexibility in addressing the needs of students, including those who may not be formally identified as unduplicated pupils but still benefit from smaller class sizes. It also promotes an inclusive learning environment where all students can benefit from increased teacher attention and differentiated instruction.</p> | <p>1.1,1.6,1.10,1.11</p>                  |

|            |   |  |                   |
|------------|---|--|-------------------|
|            | <b>Scope:</b><br>LEA-wide   |  |                   |
| <b>1.6</b> | <p><b>Action:</b><br/>Reading Intervention Teacher</p> <p><b>Need:</b><br/>Unduplicated students make up the majority of non grade level readers. English Learners are 33.7 points below standard and Socio Economically Disadvantaged students are 30.1 points below standard.</p> <p><b>Scope:</b><br/>LEA-wide</p> | The intervention teacher will be directed to provide intensive intervention to unduplicated pupils and students with exceptional needs. The intervention teacher will also focus on assisting with classroom strategies for the general education teachers and provide professional development on lesson differentiation. | 1.1,1.5,1.10,1.11 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|------------------------------------|
|-------------------|--------------------|---|------------------------------------|

|                   |   |  |                            |
|-------------------|---|--|----------------------------|
| <p><b>2.1</b></p> | <p><b>Action:</b><br/>Health Services</p> <p><b>Need:</b><br/>DVMSA sees an increase in students with medical needs requiring regular monitoring and assistance. Staff need training to effectively identify and address these needs. Additionally, parents need support to oversee their child's health care during the school day, ensuring students can fully participate in their educational experience. Based on the California School Dashboard, the district's chronic absentee rate is 8.81%. DVMSA needs to identify health barriers that are contributing to the chronic absentee numbers.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>DVMSA will have a nurse or health assistant on site to ensure that students receive any necessary medical care during the school day. The nurse and health assistant will also assist with administering medication, checking glucose levels, and monitoring dietary and medical needs of students. The nurse and health assistant will work with parents to identify health related barriers that are impacting attendance. They will also work with our school site's chronic absenteeism team and deploy to home visits to check in on students that are chronically absent. This action is provided to all students who will benefit from the support that the nurse and health assistant will provide to monitor health and eliminate barriers that contribute to chronic absentee issues.</p> | <p>2.1, 2.2 ,2.8</p>       |
| <p><b>2.3</b></p> | <p><b>Action:</b><br/>School Safety</p> <p><b>Need:</b><br/>DVMSA in conjunction with the district saw that on educational partner surveys, parents and staff have placed a high priority on student safety. 96% of parents feel that the district provides a safe and secure learning environment. This is because the district has listened to their comments in previous years about providing vice principals at all school sites as well as SRO support. According to the KIDS data system, Chronic Absenteeism rate for DVMSA is at 8.81 %, the vice principal will</p>   | <p>The vice principal will lead the attendance task force at their school site and provide special attention to the unduplicated subgroup students.SROs will provide support with keeping safe learning environments for the students. The following subgroups are in the orange category in the California School Dashboard: English learners, Hispanic, Homeless, Students with Disabilities. Special attention will be placed for the vice principal to work with unduplicated subgroups. This action is provided on an LEA-wide basis because all students will benefit from a safe and secure learning environment and from proactive attendance efforts by the vice principal.</p>   | <p>2.1,2.2,2.6,2.7,2.8</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
|                   | <p>play an integral role in helping to promote school attendance.</p> <p><b>Scope:</b><br/>LEA-wide</p>   |  |                                    |
| 2.4               | <p><b>Action:</b><br/>Safe and Secure Learning Environment</p> <p><b>Need:</b><br/>According to the California Healthy Kids Survey, only 71% of students feel safe at school. There is a need off having and maintaining a safe and secure campus that leads to a positive learning environment..</p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>A safe and secure learning environment will ensure that unduplicated pupils reach their maximum academic potential. This action is provided on an LEA-wide because all students will benefit from having a safe and secure learning environment and will feel more connected to their school which will have a positive impact in their learning.</p> | 2.1,2.8                            |
| 2.5               | <p><b>Action:</b><br/>School Engagement</p> <p><b>Need:</b><br/>Based on LCAP Staff Survey 2024, LCAP Parent Survey 2024, and the LCAP Student Survey 2024, these educational partners requested providing access to opportunities through hands on learning through assemblies and field trips. DVMSA also aims to address our site's chronic absentee rate 8.81% by encouraging students to be present.</p> | <p>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)</p>  | 2.1,2.2,2.8                        |

**Scope:**

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | LEA-wide   |   |                                    |
| 2.6               | <p><b>Action:</b><br/>Positive School Culture</p> <p><b>Need:</b><br/>Based on Educational Partner feedback from the LCAP Parent Survey 2024 parents have high interest in maintaining our school environments to maintain safety and a positive climate.90% of parents surveyed mentioned the need to and importance to upgrade or update current facilities.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Maintaining safe and well-kept outdoor areas ensures a secure environment for all students. By addressing these aspects, we create a space that goes beyond meeting basic needs. It fosters an atmosphere conducive to students' academic growth, social interactions, and emotional well being. This comprehensive approach contributes significantly to their overall success and quality of life at school, supporting their development in multiple dimensions. | 2.1,2.8                            |
| 2.7               | <p><b>Action:</b><br/>Parent Education/Involvement Activities</p> <p><b>Need:</b><br/>90% of parents surveyed on the LCAP Parent Survey 2024 mentioned that they are aware of meetings at school. However on the PBIS Staff Climate survey only 64% of staff agrees that parents are involved at the school site.</p> <p><b>Scope:</b></p>   | This action will enhance parent understanding of the school expectations, their child's progress, and how they can support learning at home. It can also foster stronger relationships and communication channels between parents and the school and Offer resources and strategies to help parents support their children's academic and social emotional needs. It is provided school wide because this opportunity can bridge school and home life.              | 2.8                                |



|            |   |   |                     |
|------------|---|---|---------------------|
|            | <u>LEA-wide</u>                                 |   |                     |
| <b>2.8</b> | <b>Action:</b><br>MTSS/PBIS<br><br><b>Need:</b> | This action offers Tier 2 & 3 behavior interventions to unique students, aiming to reduce suspension and expulsion rates while ensuring a safe learning environment. It's implemented school-wide, so all students needing intensive behavior support can | 2.1,2.2,2.6,2.7,2.8 |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
|                   | Based on 2023-2024 PBIS Student School Climate Survey data only 69% of students feel like they do well in school. While this is a slight increase of 1% from the previous school year's data of 2022-2023 of 68%, it is of importance to address the need for students to feel successful while at school and equitably distribute resources to the students.<br><br><b>Scope:</b><br><u>LEA-wide</u> | benefit from this class. Doing so also will aim to support students by addressing the needs of all students and supporting them on their goal to academic success. |                                    |

|                    |  |   |                    |
|--------------------|--|---|--------------------|
| <p><b>2.9</b></p>  | <p><b>Action:</b><br/>Attendance Incentives</p> <p><b>Need:</b><br/>CA Dashboard has DVMSA's chronic absenteeism at 8.81%. By having incentives in place DVMSA will be able to make sure unduplicated students are provided with educational services.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>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)</p>   | <p>2.1,2.2,2.8</p> |
| <p><b>2.10</b></p> | <p><b>Action:</b><br/>Additional Costs</p> <p><b>Need:</b><br/>According to the CA dashboard, DVMSA's student population is composed of 91.8% students that are identified as being socioeconomically disadvantaged. Chronic Absenteeism is up to 8.81% This action will be</p>              | <p>Unduplicated pupils often lack access to appropriate items for school, medical and vision care. This action will meet the need of unduplicated pupils and provide them with the ability to have vision screenings, glasses, immunizations, and health screenings to ensure that they don't have any medical barriers to access their academic experience. This action is provided at DVMSA as all students will benefit from health and vision</p> | <p>2.1,2.8</p>     |

| <p>Goal and Action #</p> | <p>Identified Need(s)</p>  | <p>How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis</p> | <p>Metric(s) to Monitor Effectiveness</p> |
|--------------------------|--|--|---|
|                          | <p>able to serve our population by meeting the needs of unduplicated students.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>services and appropriate immunizations to decrease attendance issues.</p>                       |   |

|                   |  |   |                            |
|-------------------|--|---|----------------------------|
| <p><b>3.1</b></p> | <p><b>Action:</b><br/>Band/GATE/STEAM/Extra-Curricular</p> <p><b>Need:</b><br/>At DVMSA only 18% of students met or exceeded the standard on the CAST. 65% of students nearly met the standard on the CAST and 16% did not meet the standard. Also according to the CA Dashboard DVMSA serves a population that is 91.8% Socio Economically Disadvantaged.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Science support for unduplicated pupils aims to boost their success in science and engineering, helping to close the achievement gap and promote educational equity. This schoolwide action fosters critical thinking skills, enabling students to analyze information, evaluate evidence, and make informed decisions. These skills are valuable not only in scientific contexts but also in everyday life and various professions.</p> | <p>3.2,3.4,3.5,3.6,3.7</p> |
| <p><b>3.2</b></p> | <p><b>Action:</b><br/>School Liasons</p> <p><b>Need:</b></p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>DVMSA will support parent participation and learning opportunities for students by employing resource clerks and librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours and computer lab time. They will also serve as a liaison for parents of unduplicated pupils. Priority 3 Roadmap principle 1 (D), 3 (B)</p>                                  | <p>3.1,3.2,3.3,3.5,3.6</p> |
| <p><b>3.3</b></p> | <p><b>Action:</b><br/>Technology - Academic Programs/Software</p> <p><b>Need:</b></p>  | <p>DVMSA will enhance the current technology programs through the purchase of software (i.e. Go Pebble, Lexia, Generation Genius, Prodigy, etc.). Priority 7 Roadmap principle 3 (B), 4 (C)</p>   | <p>3.4,3.7</p>             |

| <p>Goal and Action #</p> | <p>Identified Need(s)</p> | <p>How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis</p> | <p>Metric(s) to Monitor Effectiveness</p> |
|--------------------------|---------------------------|--|---|
|--------------------------|---------------------------|--|---|

|                   |  |   |                    |
|-------------------|--|---|--------------------|
|                   | <p>According to local STAR Assessments for all students grades 1st-5th; on ELA 31.5% are on grade level and for Math 44.5% of students are on or above grade level. With unduplicated pupils, on the CAASP English learners are 33.7 points below standard on ELA and 50 points below standard on math. Socio Economically Disadvantaged Students are 30.1 points below on ELA and 47.6 points below on Math. Unduplicated pupils are in need of extra support in both reading and math. They are performing well below their peers. Learning software can meet the different learning styles and provide students with an opportunity to work at their own pace and at their level.</p> <p><b>Scope:</b><br/>LEA-wide</p> |   |                    |
| <p><b>3.4</b></p> | <p><b>Action:</b><br/>Implementation of School-wide STEAM Program</p> <p><b>Need:</b><br/>DVMSA's CAST results show only 18% of students meeting or exceeding standards, with 65% nearly meeting and 16% not meeting standards. Additionally, 91.8% of DVMSA's population is Socio-Economically Disadvantaged.</p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>These actions address unduplicated pupils' needs by providing targeted academic support and resources to improve science performance across all student groups. The schoolwide approach ensures equitable access to interventions, benefiting both unduplicated pupils and the broader student population, fostering a culture of academic growth and addressing the unique challenges faced by our community.</p> | <p>3.4,3.5,3.7</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| 3.6               | <p><b>Action:</b><br/>Technology Equipment</p> <p><b>Need:</b><br/>90% of parents surveyed on the LCAP Parent Survey 2024 expressed a desire for DVMSA to upgrade or update current equipment.</p> <p><b>Scope:</b><br/>LEA-wide</p>  | <p>This action aims to help students overcome barriers to accessing and benefiting from educational technology. Addressing these needs schoolwide can bridge the digital divide and support academic success for all students. According to educational partnership input and surveys, parents and staff prioritize access to devices, digital literacy, and accessible learning platforms.</p>   | 3.6,3.7                            |
| 3.7               | <p><b>Action:</b><br/>Physical Education Teacher</p> <p><b>Need:</b><br/>According to the Ca Dashboard DVMSA serves a community where 91.8% of students are Socio-Economically Disadvantaged, and according to the PBIS climate survey data only 66% of students believe that students at DVMSA treat each other well. There is a need for physical education services to these students and also a need for students to be taught how to best socialize and treat their peers in a safe environment.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>DVMSA will employ a Physical Education teacher for our site to provide specialized services for elementary students and support the school's effort to incorporate physical activity as part of the students' daily academics. Special attention will be focused on unduplicated pupils, especially low income and foster youth as they are less likely to have access to memberships in local gyms or participate in community recreational sports due to the cost incurred. Physical Education teachers will also serve the social emotional needs of students since Social Emotional Learning is part of the California Model Content Standards for Physical Education.</p> | 3.4,3.6,3.7                        |

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s)

of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|------------------------------------|
|-------------------|--------------------|---|------------------------------------|

For any limited 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, as applicable.

**Additional Concentration Grant Funding**

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.

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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  | 22 to 1   |
| Staff-to-student ratio of certificated staff providing direct services to students          | N/A  | 18 to 1   |

# 2024-25 Total Expenditures Table

|        |             |           |         |         |       |
|--------|-------------|-----------|---------|---------|-------|
|        |             |           |         |         |       |
| Totals | \$5,415,110 | 2,206,322 | 40.744% | 17.269% | 58.0% |

|        |                |  |  |  |                |
|--------|----------------|--|--|--|----------------|
|        |                |  |  |  |                |
| Totals | \$3,124,000.00 |  |  |  | \$3,124,000.00 |

|   |     |   |  |     |          |  |  |  |             |              |
|---|-----|---|--|-----|----------|--|--|--|-------------|--------------|
|   |     |   |  |     |          |  |  |  |             |              |
|   |     |   |  |     |          |  |  |  |             |              |
| 1 | 1.1 | Progress Monitoring/Intervention/ GLCs                | English Learners<br>Foster Youth<br>Low Income | Yes | LEA wide | English Learners<br>Foster Youth<br>Low Income |  |  | \$13,000.00 | \$10,000.00  |
| 1 | 1.2 | Professional Development and Resource Teacher         | English Learners<br>Foster Youth<br>Low Income | Yes | LEA wide | English Learners<br>Foster Youth<br>Low Income |  |  | \$55,771.00 | \$222,838.00 |
| 1 | 1.3 | Instructional Program Support via Instructional Aides | English Learners<br>Foster Youth<br>Low Income | Yes | LEA wide | English Learners<br>Foster Youth<br>Low        |  |  | \$94,178.00 | \$0.00       |





|   |      |   |  |       |            |  |  |  |             |             |
|---|------|---|--|-------|------------|--|--|--|-------------|-------------|
| 2 | 2.4  | Safe and Secure Learning Environment    | English Learners X<br>Foster Youth X<br>Low Income X | Yes X | LEA wide X | English Learners X<br>Foster Youth X<br>Low Income X |  |  | \$62,666.00 | \$0.00      |
| 2 | 2.5  | School Engagement                       | English Learners X<br>Foster Youth X<br>Low Income X | Yes X | LEA wide X | English Learners X<br>Foster Youth X<br>Low Income X |  |  | \$0.00      | \$50,000.00 |
| 2 | 2.6  | Positive School Culture                 | English Learners X<br>Foster Youth X<br>Low Income X | Yes X | LEA wide X | English Learners X<br>Foster Youth X<br>Low Income X |  |  | \$0.00      | \$50,000.00 |
| 2 | 2.7  | Parent Education/Involvement Activities | English Learners X<br>Foster Youth X<br>Low Income X | Yes X | LEA wide X | English Learners X<br>Foster Youth X<br>Low Income X |  |  | \$0.00      | \$50,000.00 |
| 2 | 2.8  | MTSS/PBIS                               |  | Yes X | LEA wide X |  |  |  | \$0.00      | \$50,000.00 |
| 2 | 2.9  | Attendance Incentives                   | English Learners X<br>Foster Youth X<br>Low Income X | Yes X | LEA wide X | English Learners X<br>Foster Youth X<br>Low Income X |  |  | \$0.00      | \$60,000.00 |
| 2 | 2.10 | Additional Costs                        | English Learners X<br>Foster Youth X<br>Low Income X | Yes X | LEA wide X | English Learners X<br>Foster Youth X<br>Low Income X |  |  | \$0.00      | \$25,000.00 |

|   |     |   |  |     |          |  |  |  |              |             |
|---|-----|---|--|-----|----------|--|--|--|--------------|-------------|
| 3 | 3.1 | Band/GATE/STEAM/<br>Extra-Curricular        | English Learners<br>Foster Youth<br>Low Income | Yes | LEA wide | English Learners<br>Foster Youth<br>Low Income |  |  | \$61,127.00  | \$35,000.00 |
| 3 | 3.2 | School Liasons                              | English Learners<br>Foster Youth<br>Low Income | Yes | LEA wide | English Learners<br>Foster Youth<br>Low Income |  |  | \$175,592.00 | \$0.00      |
| 3 | 3.3 | Technology - Academic Programs/Software     | English Learners<br>Foster Youth<br>Low Income | Yes | LEA wide | English Learners<br>Foster Youth<br>Low Income |  |  | \$0.00       | \$32,014.00 |
| 3 | 3.4 | Implementation of School-wide STEAM Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA wide | English Learners<br>Foster Youth<br>Low Income |  |  | \$15,108.00  | \$65,000.00 |

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|   |     |                      |  |     |          |  |  |  |        |                |
|---|-----|----------------------|--|-----|----------|--|--|--|--------|----------------|
|   |     |                      |  |     |          |  |  |  |        |                |
|   |     |                      |  |     |          |  |  |  |        |                |
| 3 | 3.6 | Technology Equipment | English Learners<br>Foster Youth<br>Low Income | Yes | LEA wide | English Learners<br>Foster Youth<br>Low Income |  |  | \$0.00 | \$1,314,644.00 |

|   |     |                            |  |     |          |  |  |  |              |        |
|---|-----|----------------------------|--|-----|----------|--|--|--|--------------|--------|
| 3 | 3.7 | Physical Education Teacher | English Learners<br>Foster Youth<br>Low Income | Yes | LEA wide | English Learners<br>Foster Youth<br>Low Income |  |  | \$155,962.00 | \$0.00 |
|---|-----|----------------------------|--|-----|----------|--|--|--|--------------|--------|

## 2024-25 Contributing Actions Table

|             |           |         |         |         |                |        |          |                          |                |
|-------------|-----------|---------|---------|---------|----------------|--------|----------|--------------------------|----------------|
|             |           |         |         |         |                |        |          |                          |                |
| \$5,415,110 | 2,206,322 | 40.744% | 17.269% | 58.013% | \$3,124,000.00 | 0.000% | 57.690 % | <b>Total:</b>            | \$3,124,000.00 |
|             |           |         |         |         |                |        |          | <b>LEA-wide Total:</b>   | \$3,124,000.00 |
|             |           |         |         |         |                |        |          | <b>Limited Total:</b>    | \$0.00         |
|             |           |         |         |         |                |        |          | <b>Schoolwide Total:</b> | \$0.00         |

|   |     |   |      |           |   |  |  |             |  |
|---|-----|---|------|-----------|---|--|--|-------------|--|
|   |     |   |      |           |   |  |  |             |  |
| 1 | 1.1 | Progress Monitoring/Intervention/G LC s | XYes | XLEA-wide | XEnglish Learners<br>XFoster Youth<br>XLow Income |  |  | \$23,000.00 |  |

|   |     |   |   |  |  |  |              |  |
|---|-----|---|---|--|--|--|--------------|--|
| 1 | 1.2 | Professional Development and Resource Teacher         | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$278,609.00 |  |
| 1 | 1.3 | Instructional Program Support via Instructional Aides | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$94,178.00  |  |
| 1 | 1.4 | Instructional Support Via Libraries                   | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$5,625.00   |  |
| 1 | 1.5 | Grade Span Adjustment in Upper Grades                 | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$133,548.00 |  |
| 1 | 1.6 | Reading Intervention Teacher                          | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$154,461.00 |  |
| 2 | 2.1 | Health Services                                       | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth   |  | \$92,573.00  |  |

|   |     |               |   |  |  |  |              |  |
|---|-----|---------------|---|--|--|--|--------------|--|
|   |     |               |   |  |  |  |              |  |
|   |     |               |   |  | <input checked="" type="checkbox"/> Low Income   |  |              |  |
| 2 | 2.3 | School Safety | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$139,893.00 |  |

|   |      |   |   |  |  |  |              |  |
|---|------|---|---|--|--|--|--------------|--|
| 2 | 2.4  | Safe and Secure Learning Environment    | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$62,666.00  |  |
| 2 | 2.5  | School Engagement                       | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$50,000.00  |  |
| 2 | 2.6  | Positive School Culture                 | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$50,000.00  |  |
| 2 | 2.7  | Parent Education/Involvement Activities | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$50,000.00  |  |
| 2 | 2.8  | MTSS/PBIS                               | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide |  |  | \$50,000.00  |  |
| 2 | 2.9  | Attendance Incentives                   | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$60,000.00  |  |
| 2 | 2.10 | Additional Costs                        | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$25,000.00  |  |
| 3 | 3.1  | Band/GATE/STEAM/Extra Curricular        | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$96,127.00  |  |
| 3 | 3.2  | School Liasons                          | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$175,592.00 |  |
| 3 | 3.3  | Technology - Academic Programs/Software | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$32,014.00  |  |

|   |     |   |   |  |  |  |                |  |
|---|-----|---|---|--|--|--|----------------|--|
| 3 | 3.4 | Implementation of School wide STEAM Program | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$80,108.00    |  |
| 3 | 3.6 | Technology Equipment                        | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$1,314,644.00 |  |

|   |     |                            |   |  |  |  |              |  |
|---|-----|----------------------------|---|--|--|--|--------------|--|
|   |     |                            |   |  |  |  |              |  |
| 3 | 3.7 | Physical Education Teacher | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Low Income |  | \$155,962.00 |  |

## 2023-24 Annual Update Table

|               |                |                |
|---------------|----------------|----------------|
|               |                |                |
| <b>Totals</b> | \$2,269,979.00 | \$1,437,600.00 |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

|   |     |   |          |              |            |
|---|-----|---|----------|--------------|------------|
| 1 | 1.1 | Progress Monitoring/Intervention/GLCs                 | Yes<br>X | \$22,188.00  | 12000.00   |
| 1 | 1.2 | Professional Development and Resource Teacher         | Yes<br>X | \$239,164.00 | 160000.00  |
| 1 | 1.3 | Instructional Program Support via Instructional Aides | Yes<br>X | \$92,214.00  | 86000.00   |
| 1 | 1.4 | Instructional Support Via Libraries                   | Yes<br>X | \$5,625.00   | 3600       |
| 1 | 1.5 | Grade Span Adjustment in Upper Grades                 | Yes<br>X | \$238,915.00 | 214,000.00 |
| 1 | 1.6 | Math Coach  | Yes<br>X | \$0.00       | 0          |
| 1 | 1.7 | Reading Intervention Teacher                          | Yes<br>X | \$156,437.00 | 154000.00  |
| 1 | 1.8 | Vice Principal of Learning                            | Yes<br>X | \$0.00       | 0          |
| 2 | 2.1 | School Nurse  | Yes<br>X | \$91,095.00  | 89000.00   |
| 2 | 2.2 | Health Services                                       | Yes<br>X | \$20,000.00  | 0          |
| 2 | 2.3 | School Safety   | Yes      |              |            |

|   |     |                 |          |             |          |
|---|-----|-----------------|----------|-------------|----------|
|   |     |                 |          |             |          |
|   |     |                 | X        |             |          |
| 2 | 2.4 | Noon Duty Aides | Yes<br>X | \$66,066.00 | 70000.00 |

|   |      |   |          |             |            |
|---|------|---|----------|-------------|------------|
| 2 | 2.5  | Fieldtrips                                  | Yes<br>X | \$50,000.00 | 18000.00   |
| 2 | 2.6  | Positive School Culture                     | Yes<br>X | \$40,000.00 | 25000.00   |
| 2 | 2.7  | Parent Education/Involvement Activities     | Yes<br>X | \$50,000.00 | 28000.00   |
| 2 | 2.8  | MTSS/PBIS                                   | Yes<br>X | \$50,000.00 | 30000.00   |
| 2 | 2.9  | Attendance Incentives                       | Yes<br>X | \$60,000.00 | 9000.00    |
| 2 | 2.10 | Additional Costs                            | Yes<br>X | \$25,000.00 | 8000.00    |
| 3 | 3.1  | Band/GATE/STEAM/Extra Curricular            | Yes<br>X | \$96,352.00 | 75000.00   |
| 3 | 3.2  | Librarian and Resource Clerk                | Yes<br>X | 166,110.00  | 155,000    |
| 3 | 3.3  | Technology - Academic Programs/Software     | Yes<br>X | \$31,984.00 | 9500.00    |
| 3 | 3.4  | Implementation of School-wide STEAM Program | Yes<br>X | \$65,078.00 | 31500.00   |
| 3 | 3.6  | Technology Equipment                        | Yes<br>X | 551,663.00  | 130,000.00 |
| 3 | 3.7  | Physical Education Teacher                  | Yes<br>X | 152,088.00  | 130,000.00 |

## 2023-24 Contributing Actions Annual Update Table



|             |                |                |              |        |        |        |
|-------------|----------------|----------------|--------------|--------|--------|--------|
|             |                |                |              |        |        |        |
| \$2,030,122 | \$2,198,002.00 | \$1,437,600.00 | \$760,402.00 | 0.000% | 0.000% | 0.000% |

|   |     |   |      |              |            |  |  |
|---|-----|---|------|--------------|------------|--|--|
|   |     |   |      |              |            |  |  |
| 1 | 1.1 | Progress Monitoring/Intervention/GLCs                 | XYes | \$22,188.00  | 12,000.00  |  |  |
| 1 | 1.2 | Professional Development and Resource Teacher         | XYes | \$239,164.00 | 160,000.00 |  |  |
| 1 | 1.3 | Instructional Program Support via Instructional Aides | XYes | \$92,214.00  | 86,000.00  |  |  |
| 1 | 1.4 | Instructional Support Via Libraries                   | XYes | \$5,625.00   | 3,600.00   |  |  |
| 1 | 1.5 | Grade Span Adjustment in Upper Grades                 | XYes | \$239,629.00 | 214,000.00 |  |  |
| 1 | 1.6 | Math Coach  | XYes | \$0.00       | 0          |  |  |
| 1 | 1.7 | Reading Intervention Teacher                          | XYes | \$156,437.00 | 154,000.00 |  |  |
| 1 | 1.8 | Vice Principal of Learning                            | XYes | \$0.00       | 0          |  |  |
| 2 | 2.1 | School Nurse  | XYes | \$91,095.00  | 89,000.00  |  |  |

|   |     |                 |      |             |           |  |  |
|---|-----|-----------------|------|-------------|-----------|--|--|
| 2 | 2.2 | Health Services | XYes | \$20,000.00 | 0         |  |  |
| 2 | 2.3 | School Safety   | XYes |             | 0         |  |  |
| 2 | 2.4 | Noon Duty Aides | XYes | \$66,066.00 | 70,000.00 |  |  |
| 2 | 2.5 | Fieldtrips      | XYes | \$50,000.00 | 18,000.00 |  |  |

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|   |      |   |      |              |            |  |  |
|---|------|---|------|--------------|------------|--|--|
|   |      |   |      |              |            |  |  |
| 2 | 2.6  | Positive School Culture                     | XYes | \$40,000.00  | 25,000.00  |  |  |
| 2 | 2.7  | Parent Education/Involvement Activities     | XYes | \$50,000.00  | 28,000.00  |  |  |
| 2 | 2.8  | MTSS/PBIS                                   | XYes | \$50,000.00  | 30,000.00  |  |  |
| 2 | 2.9  | Attendance Incentives                       | XYes | \$60,000.00  | 9,000.00   |  |  |
| 2 | 2.10 | Additional Costs                            | XYes | \$25,000.00  | 8,000.00   |  |  |
| 3 | 3.1  | Band/GATE/STEAM/Extra Curricular            | XYes | \$96,352.00  | 75,000.00  |  |  |
| 3 | 3.2  | Librarian and Resource Clerk                | XYes | \$165,623.00 | 155,000.00 |  |  |
| 3 | 3.3  | Technology - Academic Programs/Software     | XYes | \$31,984.00  | 9,500.00   |  |  |
| 3 | 3.4  | Implementation of School-wide STEAM Program | XYes | \$65,078.00  | 31,500.00  |  |  |
| 3 | 3.6  | Technology Equipment                        | XYes | \$480,548.00 | 130,000.00 |  |  |

|   |     |                            |      |              |            |  |  |
|---|-----|----------------------------|------|--------------|------------|--|--|
| 3 | 3.7 | Physical Education Teacher | XYes | \$150,999.00 | 130,000.00 |  |  |
|---|-----|----------------------------|------|--------------|------------|--|--|

## 2023-24 LCFF Carryover Table

|           |             |      |         |                |        |         |              |         |
|-----------|-------------|------|---------|----------------|--------|---------|--------------|---------|
|           |             |      |         |                |        |         |              |         |
| 5,357,782 | \$2,030,122 | 6.21 | 44.101% | \$1,437,600.00 | 0.000% | 26.832% | \$925,240.26 | 17.269% |

## Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the 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](mailto: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,

particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. 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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any

- school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### **Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

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Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **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**

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

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

#### **Support for Identified Schools**

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

- 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.

A description of how the LEA will monitor and evaluate the plan to support student and school improvement. • 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

### Requirements

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**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.



## Complete the table as follows:

### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the

### LCAP. Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

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- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures

- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis 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 must 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 must 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. As previously stated, strategic planning that

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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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the

development of the LCAP.

Respond to the following prompts, as applicable:

### **Focus Goal(s)**

#### 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.

#### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

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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.

### **Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

#### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable. • Focus

Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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- 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.

- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## **Broad 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.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

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Identify each of the state priorities that this goal is intended to address.

### An 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**

### 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.

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

## State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

## An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

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- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Target for Year 3 Outcome  | Current Difference from Baseline   |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then. |



## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

### **Actions:**

Complete the table as follows. Add additional rows as necessary.

#### Action #

- Enter the action number.

#### Title

- Provide a short title for the action. This title will also appear in the action tables.

#### Description

- Provide a brief description of the action.

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- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**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.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

# 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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

## Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA’s goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

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## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

### **For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## **Requirements and Instructions**

Complete the tables as follows:

### **Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### **Projected Additional 15 percent LCFF Concentration Grant**

- 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**

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- 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 LEA's 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:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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.

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- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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.

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- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

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Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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