

Del Vista Math & Science Academy

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Del Vista Math & Science Academy
Street	710 Quincy Street
City, State, Zip	Delano, CA 93215-3044
Phone Number	(661) 721-5040
Principal	Mrs. Ana Ruiz
Email Address	aruiz@duesd.org
Website	www.duesd.org/schools/delvistaes/
County-District-School (CDS) Code	15634046009369

Entity	Contact Information
District Name	Del Vista Math and Science Academy
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
Website	www.duesd.org

School Description and Mission Statement (School Year 2019-20)

Mission:

The Professional Learning Community of Del Vista Math & Science Academy will provide high quality education for all pupils.

Vision:

At Del Vista Math & Science Academy, we will produce lifelong learners, critical thinkers, problem solvers, and citizens of positive character through a focused and caring learning environment with the ultimate goal of producing adults who will succeed in the global community.

We are committed to...

- ...ensuring that all students learn at their highest academic level.
- ...providing engaging lessons that meet the rigor of Common Core.
- ...preparing students for college and career.
- ...maintaining positive, safe, and fair learning environments.
- ...high expectations for ourselves and our students.
- ...growing critical thinkers, problem solvers, and lifelong learners
- ...supporting the academic and social behavioral focuses of DVMSA.

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

The students at Del Vista Math & Science Academy have many opportunities for extended learning. After school tutoring is offered for students in kindergarten through fifth grades. Migrant students attend the Migrant Extended Day classes which are held twice per week. The students in these classes receive extra help with homework and additional language instruction. Students participating in the GATE program also have after school sessions with the purpose of providing enrichment and culminating in a GATE festival where they showcase a project. The ASES POWER program is also available for student in grades 2-5.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	101
Grade 1	78
Grade 2	90
Grade 3	86
Grade 4	83
Grade 5	88
Total Enrollment	526

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	4.2
Hispanic or Latino	92.8
White	0.6
Two or More Races	0.6
Socioeconomically Disadvantaged	86.1
English Learners	59.7
Students with Disabilities	7.4
Homeless	0.8

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	27	25	308
Without Full Credential	2	1	3	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: July 2019

Del Vista Math & Science Academy pupils currently use curriculum adopted by our school district in the areas of Reading/English Language Arts, Math, Science, and Social Science. The adopted curriculum has come from the most recent State Board of Education's Adoptions list at the time of the adoption. Each pupil is assigned, and granted access to, all core curriculum material and its supplementary components. Del Vista Math & Science Academy also maintains sufficient amount of textbooks and core material to ensure that all students are guaranteed access in all instances, and core textbooks are inspected annually and replaced as needed as to meet the requirements of the Williams Settlement Implementation Agreement.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5, Benchmark Education, Benchmark Advance, 2016	Yes	0
Mathematics	Grades K-5, McGraw-Hill, My Math, 2015	Yes	0
Science	Grades K-6, Pearson Scott Foresman, California Science, 2008	Yes	0
History-Social Science	Grades K-6. Pearson, My World Social Studies, 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Del Vista Math & Science Academy was one of the first schools built in Delano. The school is located in a residential neighborhood that includes both single-family homes and apartment buildings. Our site houses a preschool, 35 classrooms, cafeteria, office, resource room, computer lab, fitness lab, and library. We teach, practice, and promote a safe learning environment and positive social behavior with the help of a Multi-Tiered System of Support (MTSS). District and school staff takes great pride in ensuring our classrooms and grounds are clean, safe, functional, and free of dangerous objects. All classrooms, bathrooms, and offices are cleaned daily and repairs are made in a timely manner. A work order process called School Dude is used to ensure efficient service.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 29, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	39	39	43	50	50
Mathematics (grades 3-8 and 11)	19	30	26	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	253	98.83	1.17	39.13
Male	121	118	97.52	2.48	33.90
Female	135	135	100.00	0.00	43.70
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	243	241	99.18	0.82	39.42
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	220	218	99.09	0.91	37.61
English Learners	168	165	98.21	1.79	35.15
Students with Disabilities	15	15	100.00	0.00	6.67
Students Receiving Migrant Education Services	25	24	96.00	4.00	33.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	257	256	99.61	0.39	30.08
Male	122	121	99.18	0.82	25.62
Female	135	135	100.00	0.00	34.07
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	244	243	99.59	0.41	30.86
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	221	220	99.55	0.45	29.09
English Learners	169	168	99.41	0.59	26.79
Students with Disabilities	15	15	100.00	0.00	0.00
Students Receiving Migrant Education Services	25	25	100.00	0.00	36.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.0	30.0	11.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Del Vista Math & Science Academy Parent Involvement Policy

This policy has been jointly developed and agreed upon by Del Vista Math & Science Academy (DVMSA) staff and parents of students served in the school pursuant to Title I.

Del Vista Math & Science Academy recognizes that parents are partners in their children's education and that student achievement is enhanced through meaningful parent involvement. In order to fulfill the Title I, Part A parental involvement requirements, to the extent practicable, Del Vista Math & Science Academy will provide full opportunities for the participation of all parents, including the parents of English learners, parents with disabilities, and parents of migratory children. The school will provide information and reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand. Del Vista Math & Science Academy educates students from culturally and linguistically diverse backgrounds. The majority of students are also from socio-economically disadvantaged backgrounds. Thus, the stakeholders in our school recognize the importance of parent and family involvement to the education of our children.

Del Vista Math & Science Academy will take the following actions to involve parents and families in the education of their children:

- Convene an annual Title 1 Meeting to inform parents of the requirements of Title 1 and of their right to be involved.
- Offer a flexible number of meetings and may provide under this part, child care, or home visits as such services related to parental involvement.
- Involve parents in an organized, ongoing and timely way in the planning, review and improvement of the Title 1 program and parent involvement policy.
- Provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet
- Provide parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
- Maintain an active School Site Council involved in the planning, designing, implementing, reviewing, and improving of the school's Title I program. Training for parents will be provided by the district. This School Site Council will be responsible for the development of the Local Control Accountability Plan and the School/Parent Compact.
- Maintain an active English Learner Advisory Committee to represent the needs and interests of English Learners and their parents.
- Conduct a parent needs survey in applicable languages to determine parents' needs for information and training.
- Provide assistance to parents in the understanding of topics such as: Common Core State Standards, English language proficiency criteria, student performance on the state tests, how to monitor their child's progress, new assessments, and how to extend and enrich learning at home.
- Provide materials and training to help parents work with their children to improve their children's achievement.
- Provide other reasonable support for parental involvement activities as parents may request.
- Notify parents annually of testing results and language classroom placement (English learners). Parents will also be involved in the reclassification process of their children from English learners to fluent English speakers.

- Provide written communications in both English and Spanish with translators available during conferences between parents and teachers or administrators, during SAT meetings, and during School Site Council/English Learner Advisory Committee meetings. The school will provide full opportunities for the participation of Title 1 parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language, such parents understand. (20 U.S.C. § 6318 (f).)
- Provide parents with information and assistance with children's behavioral issues:
 - a. The School Psychologist, social worker or Marriage Family Therapists will hold meetings with parents to help with parenting and discipline skills.
 - b. A Student Assistance Team (SAT) will meet with parents to provide assistance and address student needs.
 - c. DVMSA will also refer parents to Child Guidance which provides counseling to families and children.

According to the California State Board of Education, the parent involvement issue "is much larger than improving student achievement. It is central to our democracy that parents and citizens participate in the governing of public institutions. Parent involvement is fundamental to a healthy system of public education." Together, in a collaborative and cooperative spirit, DVMSA staff and parents will work together to build a strong foundation for the successful education of the children at Del Vista Math & Science Academy.

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Del Vista Math and Science Academy
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State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	1.7	0.3	2.4	2.5	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan was reviewed with staff on July 25, 2019.

Student and Staff safety are a priority at Del Vista Math & Science Academy. The school safety plan is reviewed, amended, and approved on a yearly basis. Site specific information is updated prior to the beginning of every school year and reviewed with staff. In August, a safety week is held to review and practice drills for fire, earthquake, lockdowns, evacuations, etc. Monthly drills are also held to remind student and staff of proper safety procedures. This plan includes identification of the appropriate strategies and programs to provide or maintain a high level of school safety and addresses the school's appropriate strategies and programs to provide or maintain a high level of school safety and addresses the school's procedures for complying with the existing laws related to school safety. The plan is based on the assessment of the current status of school crimes committed on the campus and school related functions. It includes school climate, physical environment, child abuse reporting, disaster procedures, disciplinary procedures, ensuring a safe and orderly environment, and procedures for a safe ingress and egress of pupils, parents, and staff. A code blue team is established yearly to be trained on the use of an AED.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		26		4		25		4	
1	24		4		22		4		20	4		
2	22		4		23		4		23		4	
3	24		4		22		4		22	1	3	
4	30		3		30		3		21	2	2	
5	28		3		28		3		29		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	3.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,052.11	998.19	9,053.92	68,778.80
District	N/A	N/A	7,107.69	78,095.87
Percent Difference - School Site and District	N/A	N/A	24.1	-12.7
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-23.2	-10.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Del Vista Math & Science Academy offers a great number of support services to the students. Support personnel who specialize in various fields address the needs of students. Support personnel include a school psychologist, nurse, speech pathologist, resource teacher, and mild/moderate special education teacher. Teachers refer students to any needed intervention or Special Education Services. GATE students can attend GATE after school classes and participate in the GATE Festival. Migrant students also have many support services including Migrant Extended Day Classes and Summer Academy. English Language Learners and Immigrant students are monitored throughout the school year by the site resource teacher to ensure their needs are met and that they are given the proper assessments in a timely manner. LCAP funds are used to provide instructional aides in Transitional Kindergarten and Kindergarten classrooms. Other site funding is used for after school tutorials for students in all grade levels who are not meeting grade-level standards.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,309	\$45,741
Mid-Range Teacher Salary	\$73,895	\$81,840

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$99,044	\$102,065
Average Principal Salary (Elementary)	\$115,388	\$129,221
Average Principal Salary (Middle)	\$120,004	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$206,758	\$224,581
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	12

All teachers in the Delano Union School District have access to an extensive amount of staff development every school year. These staff development opportunities include training in Language Arts, ELD, Math, Science and Writing (Thinking Maps). Del Vista Math & Science Academy is also responsible for providing staff with staff development in areas determined by need. The area of need is determined based on SBAC data, district benchmark data, and interim assessments. Staff Development is provided in half/full day STPT meetings. Staff also attended conferences outside of regular school hours. For ELA, Math and ELD implementation, teachers are supported through in-class coaching with the assistance of the district Math and ELD coaches. Training implementation is also supported through teacher and administrator communication. Methods by which professional development is delivered are: conference attendance, after-school trainings, district professional development days, and occasional Saturdays.

The primary focus of the staff development at Del Vista Math & Science Academy are in the areas of Mathematics, ELA, ELD, and Data Analysis for the 2018-2019 school year.

The primary focus of the staff development at Del Vista Math & Science Academy are in the areas of Mathematics, Science and ELA for the 2019-2020 school year. Administration will continue to provide follow-up professional development in Data Analysis this year as well.