

2017-2018

The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: Del Valle Continuation High School

District: Livermore Valley Joint Unified School District

County-District School (CDS) Code: 01-61200-01-32670

Principal: Darrel Avilla

Date of this revision: October 9, 2017

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 14, 2017.



THE STORY:

Del Valle High School Mission

Every student will graduate with the skills needed to thrive in a challenging and changing world.

Del Valle High School Vision

Del Valle High School is a safe place for learning where all students are nurtured, valued and included. In our growth-mindset environment, students are challenged to reach their highest potential.

Del Valle High School Schoolwide Learner Outcomes (SLO's)

Through daily reading, writing, research and collaboration, all Del Valle High School students will:

1. Be able to think critically and express their points of view clearly and in a variety of ways.
2. Graduate with a plan for achieving their post-secondary college or career goals.
3. Demonstrate positive citizenship and character as participants in their communities.

School Profile Update

	2017.2018	Percent	2016.2017	Percent
Students	118	100%	126	100%
Males	76	64%	88	70%
Females	42	36%	38	30%
Hispanic Latino	58	49%	69	55%
White	45	38%	41	33%
Asian	*	*	*	*
Two or More Races	*	*	*	*
African American	*	*	*	*
American Indian	*	*	*	*
Students with Disabilities (SED)	32	27%	31	31%
English Learners (ELL)	23	20%	16	10%
Socio Economically Disadvantaged (SED)	65	55%	61	48%
Foster Youth	*	*	*	*
Homeless	*	*	*	*

*Data not included because subgroup consists of 10 or fewer students.

Del Valle High School is the continuation high school for the Livermore Valley Joint Unified School District. The enrollment at Del Valle fluctuates between 130 and 160 students. One of the primary characteristics of a student who transfers to Del Valle is they are credit deficient and will not graduate at their traditional home school with their current graduating class.

Del Valle is able to bridge the gap between students becoming dropouts, recovering enough credits to return to the traditional high school or graduate from Del Valle. It is also an alternative setting for students who benefit from a smaller and more personal learning environment.

With its small personalized learning environment and strategic supports, Del Valle is one of the primary drop-out prevention and credit recovery programs in our district.

As a standards-based school, all classes use common formative assessments based on the standards to evaluate student progress. These assessments are used as a way to determine proficiency and student success (credit earning), which in turn directs instruction. In our English classes, writing is evaluated, reviewed and revised until the final product reaches a proficient level.

Classroom configuration has changed in all of our classrooms to encourage collaborative interaction with students and teachers. Professional development in California Standards aligned teaching strategies are being used by most classes. We have enough Chrome books and laptops to accommodate most classes on any given day. We strive to have one device per student in each class during the day. We also are developing a process in which students can check out a device for the evening or over the weekend. Every Wednesday we work on teaching strategies that incorporate collaboration, communication, creativity, citizenship, character development and critical thinking.

The instructional leadership team is in classrooms daily with the principal, setting aside two days a week for classroom visits. The vice principal sets aside one day a week for classroom visits. These visits allow the coaching model to take place where feedback and discussion are ways in which improvement occurs.

Staff development is designed for teachers to demonstrate lessons that incorporate best practices for implementing the California State Standards. District calendared professional development and Wednesday collaboration are designed for our staff to share teaching strategies and learn from specialists in California State Standards and English Language Learner techniques.

Teacher collaboration allows our staff to demonstrate and share best teaching practices. Our collaboration also emphasizes individual students and intervention strategies that support their learning.

The Instructional Rounds process allows our teachers to experience best teaching practices from their peers and other professionals within and outside of our school district. These experiences are shared with colleagues during Wednesday collaboration.

All teachers use Specifically Designed Academic Instruction in English (SDAIE) to support our English language learners. Research shows that the SDAIE strategies support the learning of all students.

Every student that enrolls at Del Valle goes through a new student orientation with an administrator, counselor and parent or guardian. During the orientation, the school program and the intervention programs we have in place to support them as they progress towards graduation are explained. They are introduced to the office staff as well as the counseling and administrative staff. This begins the process of making adult connections with the students and their families.

Our fall Back to School night, the English Learner Advisory Committee and the School Site Council are the primary means of involving our parents, families and community with our school. An additional opportunity for parent/family/community involvement the Show, which is the spring open house that recognizes student work and artistic and musical skills.

All State and local assessment results are used to validate the curriculum and implementation of that curriculum. We use the District Write as a benchmark assessment to inform our teaching and student learning. The Assessment and Learning in Knowledge Spaces (ALEKS) online math curriculum also provides important data to assist the mathematics instructor in providing intervention and support.

Our teachers have classroom environments that allow student collaboration, by using tables instead of desks in rows.

The instructional leadership team allows and encourages teachers to think outside of the traditional model and use alternative strategies to engage students with practical lessons. A large portion of the Local Control Funding Formula (LCFF) budget is used to provide staff members with release time to visit other schools as well as their colleague's classrooms with an emphasis in evaluating teaching strategies that target our English Language Learners (ELL), our socioeconomically disadvantaged (SED) students as well as our foster students.

Our core teachers in English and mathematics work with the district Teachers on Special Assignment in English and mathematics on effective teaching strategies.

Our bilingual aide also supports all students with a specific focus on our English Language Learners. The administration provides student California English Language Develop Test (CELDT) levels for the entire staff, which help to recognize those students with potential language needs.

As a variable credit school, our students can earn credits at a variable rate, which allows them to meet the standards of the class at differing rates. Students that are under-performing, have the ability to make-up assessments until they demonstrate proficiency. Make-up work is always available to our students.

Our Horizons Counselor contacts members of the community to provide career and college information in many career fields. Speakers include culinary professionals, police, paramedic and fire service, skilled trade professions and computer maintenance and repair technicians.

Del Valle High School is very proud to be recognized by the State of California and the California Continuation Education Association (CCEA) as a Model Continuation High School. Of the close to 600 continuation schools in California, Del Valle High School was one of 30 continuation schools to be recognized for the 2017-2020 award.

Del Valle is also very proud of our culinary arts program and our bicycle repair class. These programs support our tactile learners and provides them the opportunity to engage in the curriculum and experience success. Our bicycle repair class provides our students the opportunity to learn basic mechanical skills that can transfer to other related occupations. The students that work in the bicycle assembly and repair program are gaining an understanding of giving back to the community. Each bike that is repaired is given to a person in need either through a district school, community agency or church group. The culinary arts program provides our students the opportunity to learn basic food service skills and earn the entry level food handler's certificate (Serve Safe). Our culinary arts program has been actively involved in partnering with outside groups to cater events and provide our students valuable experience.

NEEDS ASSESSMENT/Data Analysis – Review of 2016-2017 Performance

- Dashboard Indicators At this time, the accountability system for alternative schools is in the process of being finalized and approved by the California Department of Education. The State has a task force working on the criteria for assessing alternative sites. For the purpose of the SPSA, Del Valle High School will look at the criteria used by the comprehensive high schools as well as internal assessments that we feel are important measures for our success.
- Academics:
 - Smarter Balance Assessment results (including interim block assessment results) – 2-year trend. The Smarter Balanced Assessment for the past two years are consistent with our expectations because our students come to us credit deficient in mathematics and English. Our goal in mathematics is to have our student's complete algebra, which puts them on the graduation track. We believe our ELA results are consistent with our student's English background. (See Appendix Page 1 for results)
- English Learner:
 - CELDT Results – 2-year trend: shows the majority of our students are staying static, although 30% have displayed a positive change on their overall performance level. (See Appendix page 2)
- Chronic Absenteeism:
 - Percent of students who have missed 10% or more days of the school year. Our severe and chronic severe data is currently below the trend of 61% from last school year. (See Appendix page 3 and 4)
- Suspensions
 - Suspension rate – 2-year trend. The 2-year trend is on the rise as a result of more suspensions and days of suspension. (See Appendix Page5)
- FitnessGram
 - 2-year trend: percent of students meeting at least 5 of 6 standards. Not applicable for Del Valle High School as our Board of Education does not require Physical Education as a graduation requirement for our school.
- Graduation rate (high schools only)
 - Cohort graduation rate – 2-year trend the graduation rate is staying static at 58% over the past two years.
 - Positive Transitions (formally Save Rate) The Positive Transitions rate is staying about 85%. (See Appendix Page 6)
- College and Career Readiness (high school only)
 - UC/CSU a-g – 2-year trend: Cohort data - Percent of students meeting UC/CSU a-g requirements. Not applicable as Del Valle does not offer every UC/CSU a-g requirement. We do not offer world languages and laboratory sciences.
 - Career Technical Education (CTE) – 2-year trend: Percent of students completing a CTE Pathway is at 5%.
 - Credit earning per trimester is another internal indicator that is staying overall at about 18.5 credits earned per trimester. (See Appendix page 7)
- Parent Engagement
 - Parent involvement takes place through School Site Council, English Language Advisory Committee, Back to School Night and The Show, which is our Spring Open house.
 - In the 2016-2017 School year, we had 51 parents (41%) enrolled in School Loop. Our goal this year is to improve that number to 75%.
- Other Data
 - Senior Exit Survey (See Appendix page 8)

Greatest Progress:

Del Valle High School's areas of greatest progress are our graduation rate and positive transition rate. These two measures show how well Del Valle High School performs in the areas of re-engaging students and dropout prevention.

Greatest Need:

Based on the writing benchmark, English and mathematics course deficiency, Smarter Balanced Assessment Consortium (SBAC), English Language Arts (ELA) and Mathematics results, Del Valle High School believes the areas of greatest need for improvement are reading comprehension, writing and algebra.

Performance Gaps:

In order to improve achievement in reading and writing as well as algebra, Del Valle is targeting students that are deficient in the area of reading and writing based on teacher recommendation, student success in English classes, CELDT results and the Del Valle writing benchmarks. Students are placed in leveled reading and writing course in order to move them to grade level. The English department has developed tiered (Levels 1, 2, and 3) English courses with level one for students that need the most reading and writing support, level two for students that are reaching proficiency in reading and writing and level three for students that are showing proficiency in reading and writing skills. The students that have struggled in algebra will continue on the path with the ALEKS online algebra curriculum with targeted small group instruction in each classroom.

Involvement/Governance

- School Site Council (SSC) and English Learner Advisory Committee (ELAC) are involved in approving the plan during the first SSC and ELAC meetings of the year. Over the course of the year, our SSC and ELAC will meet a total of 4 times in order to assess and review student achievement as well as ways we can improve in those areas.
- The plan will be monitored by assessing grades and credits earned per trimester and the internal benchmark writing assessments in ELA and the internal mathematic assessments.

2017-18 District Local Control Accountability Plan (LCAP) Goals

Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

Goal 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Areas for Site Goals: Literacy/Reading Comprehension
Mathematics
Writing

Measures:
Smarter Balance Assessment
Completion of A-G requirements
CTE Pathways completion rates
Graduation rates
District Writing Assessment
CELDT
EL Reclassification
Other local assessments

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Areas for Site Goals: Character Education
All students feeling safe at school
High level of caring relationships with adults at school
Attendance
Physical Fitness
Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary

Measures:
Fitnessgram – Grades 5, 7 and 9
Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)
Annual attendance rate/chronic absenteeism
Suspension rate
Other local measures

Goal 3: Enhance parent and community engagement and communication

Focus Areas for Site Goals: Data demonstrating staff seeks input from parents in decision making
Data demonstrating staff promotes parental participation in programs

Measures:
Teachers utilizing on-line communication/gradebook
Parent participation through their engagement on School Loop. Other local measures

Smarter Balanced Performance Summary and Claim Performance 2015-2017

2015-2016						2016-2017					
Performance Summary	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Total Students	Performance Summary	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Total Students
ELA	2	7	22	43	74	ELA	0	3	6	37	46
2015-2016						2016-2017					
ELA Claim Performance	Above Standard	Near Standard	Below Standard	No Score/Not Taken		ELA Claim Performance	Above Standard	Near Standard	Below Standard	No Score/Not Taken	
Reading	2.70%	41.90%	55.40%	0		Reading	0	30.40%	69.60%	0	
Writing	2.70%	32.40%	64.90%	0		Writing	0	17.40%	82.60%	0	
Listening	0	64.90%	35.10%	0		Listening	2.20%	41.30%	56.50%	0	
Research Inquiry	1.40%	48.60%	50.00%	0		Research Inquiry	2.20%	17.40%	80.40%	0	
2015-2016						2016-2017					
Performance Summary	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Total Students	Performance Summary	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Total Students
Math	0	3	3	68	74	Math	0	1	2	41	44
2015-2016						2016-2017					
Math Claim Performance	Above Standard	Near Standard	Below Standard	No Score/Not Taken		Math Claim Performance	Above Standard	Near Standard	Below Standard	No Score/Not Taken	
Concepts & Procedures	2.70%	5.40%	91.90%	0		Concepts & Procedures	2.30%	4.50%	93.20%	0	
Problem Solving & Modeling Data	0	39.20%	60.80%	0		Problem Solving & Modeling Data	0	13.60%	86.40%	0	
Communicating Reasoning	1.40%	43.20%	55.40%	0		Communicating Reasoning	0	22.70%	77.30%	0	

CELDT Longitudinal 16.17

Student	Academic Year	Overall	Change	Long Term	Performance Levels
1	14.15	4			5: Advanced
1	13.14	4	0	Y	4: Early Advanced
2	16.17	5			3: Intermediate
2	15.16	4	1		2: Early Intermediate
3	16.17	3			1: Beginning
3	15.16	3	0	Y	
4	16.17	4			
4	15.16	4	0	Y	Positive Change: 8
5	16.17	4			Static: 15
5	15.16	3	1		Negative Change: 2
6	16.17	3			No Comparative Test 2
6	15.16	2	1		
7	16.17	5			Total 27
7	15.16	4	1		
8	16.17	4			Long Term: 11
8	15.16	4	0	Y	
9	16.17	4			
9	14.15	4	0	Y	
10	16.17	4			
10	15.16	4	0	Y	
11	16.17	4			
11	15.16	4	0	Y	
12	16.17	4			
12	15.16	4	0	Y	
13	16.17	4			
13	15.16	4	0	Y	
14	16.17	3			
14	15.16	3	0		
15	16.17	5			
15	15.16	4	1		
16	16.17	3			
16	15.16	2	1		
17	16.17	4			
17	15.16	4	0	Y	
18	16.17	3			
18	15.16	3	0		
19	13.14	4	NT		
20	16.17	3			
20	15.16	3	0		
21	16.17	4			
21	15.16	4	0	Y	
22	16.17	3			
22	15.16	4	-1		
23	16.17	4			
23	15.16	3	1		
24	16.17	3			
24	15.16	3	0		
25	16.17	4			
25	15.16	5	-1		
26	14.15	4	NT		
27	16.17	5			
27	15.16	4	1		

Chronic and Severe Chronic Attendance Report 2016-2018										
Year	Number of Chronic or Severe Chronic (Missing 10% to 20%)	Percent Chronic or Severe Chronic	9th Grade	10th Grade	11th Grade	12th Grade	Earned Under 60 Credits	Percent Under 60 Credits	Graduated	5th Year
2016-2017	77 of 126	61%	*	16	28	32	33	43%	20	*
2017-2018	53 of 118	45%	*	*	14	34	TBD	TBD	TBD	*
Chronic Category Definitions (based on excused and unexcused absences): <u>Excellent:</u> A student who misses less than 1% of student instructional days <u>Satisfactory:</u> A student who misses between 1% and 4.99% of student instructional days <u>Manageable:</u> A student who misses between 5% and 9.99% of student instructional days <u>Chronic:</u> A student who misses between 10% and 19.99% of student instructional days <u>Severe Chronic:</u> A student who misses 20% or more of student instructional days <u>N/A:</u> Cannot calculate chronic data from student start and/or end dates provided										
*Data not included because subgroup consists of 10 or fewer students.										

Attendance Data 2014-2017												
Month	1	2	3	4	5	6	7	8	9	10	11	Average
16-17	81.4	72.8	71.6	65.6	63.6	68.2	64.1	64.4	65	66.51	61.2	67.70%
15-16	73.6	69.1	65.4	63	60.4	67	65.9	66.1	65.8	66	63.9	66%
14-15	76.2	68.5	62.1	63.9	63.8	60.5	60.9	60.8	58.7	58.9	52.8	62.50%

Suspension Data 2014-2017

Year	Total Suspensions	Total Days
2016-2017	71	167
Year	Total Suspensions	Total Days
2015-2016	44	98
Year	Total Suspensions	Total Days
2014-2015	70	152

Graduation Rate and Positive Transitions									
Year	Total Seniors	Non-Graduates	Graduates	Percent Graduated	Drop Out	Senior Positive Transitions	Senior Percent Positive Transitions	Total Students Enrolled	All Students Percent Positive Transitions
2016-2017	97	42	55	57%	20	22	79%	173	88%
2015-2016	104	44	60	58%	12	32	89%	208	94%
2014-2015	95	29	66	69%	27	*	72%	226	88%
2013-2014	112	58	54	48%	24	34	79%	220	89%
*Data not included because subgroup consists of 10 or fewer students.									

Credits Earned per Trimester 2014-2017

Year	T1	T2	T3	Average/Trimester
2016-2017	21.92	17.5	23.61	21.01
2015-2016	17.3	17.4	18	17.6
2014-2015	18.79	14.8	21.48	18.35

Career and College Survey 2015-2017

Career and College Plans 2016-2017

What is your plan for next year or immediately after high school?	Totals
2 year college- AA Degree/Certificate Path, Work Part Time	21
Military	3
Private College, Work Full Time	1
Trade School Apprenticeship, Work Full Time	1
Trade School, Work Full Time	7
Work Full/Part Time	21
Total Graduates	54

Career and College Plans 2015-2016

What is your plan for next year or immediately after high school?	Total
2 Year College	27
Apprenticeship	1
Military	4
Private College, Work Full Time	1
Trade School, Work Part Time	6
Work Full/Part Time	6
Total Graduates	45

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Area: Literacy/Reading Comprehension (Include all student groups and specifically English Learners.)

SCHOOL GOAL: #1 (Goals should be measurable and focused on identified student learning needs.) 70% of students enrolled in English will improve in their reading proficiency as measured by Newsela reading proficiency data and other internal assessments.

<p>What data did you use to form this goal? Transcript evaluation of student achievement in English. CELDT results specifically in reading. Classroom observation and teacher evaluation of student work in English classes.</p>	<p>What were the findings from the analysis of this data? Our English teachers have determined a need for student intervention in reading comprehension.</p>	<p>How will the school evaluate the progress of this goal? Newsela Lexile Level comparison data compiled once per trimester.</p>
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STRATEGY: The English Department will incorporate NEWSELA articles over the course of the year to compile reading comprehension data. This data will be used to assess reading comprehension.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Based on last year's results, the English department decided to develop a level one English class, which is designed to improve reading levels for students below their grade level reading.</p> <p>Attend a reading assessment workshop at Christensen Middle School.</p>	<p>Principal, VP</p> <p>English Department will implement the Newsela assessments.</p> <p>English department will send members to training in assessing student reading comprehension.</p>	<p>Assessing all English students on the Newsela assessments, which will occur once or twice per trimester.</p> <p>The English Department during their Thursday PLC time will develop a calendar for using Newsela to determine student reading levels. This will take place beginning on 10.12.17</p> <p>Members of the English Department will be trained in assessing student reading levels.</p>	<p>News ELA cost \$1400.00</p> <p>Substitute costs for release time approximately \$200.00/substitute.</p>

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Area: Mathematics (Include all student groups and specifically English Learners.)

SCHOOL GOAL: #2 (Goals should be measurable and focused on identified student learning needs.) All students that pass the Intro to Algebra portion of the Algebra course will demonstrate proficiency on the internal Single Variable Equations Assessment.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Transcript evaluation, SBAC results specifically in mathematics. Classroom observation, teacher evaluation of student work and internal mathematics assessment.	Students entering Del Valle are credit deficient in mathematics and need to complete the algebra requirement in order to graduate.	Transcript evaluation at the conclusion of each trimester. Tracking of student progress on the ALEKS program and on math credit worksheet every 12 days. Results of the Single Variable Equation assessment.

STRATEGY: We will identify the mathematics needs of all students and put them on plan to meet their mathematics requirement for graduation by the end of their senior year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Ongoing review of student transcripts and student progress in the ALEKS program.	Principal, VP, Counselor and Mathematics teacher.	Ongoing transcript evaluation at the beginning of the trimester for all new and current students. (T1 August 21, T2 November 17 and T3 March 8) As students complete the Introduction to Algebra	ALEKS \$2500.00 LCFF Supplemental

<p>Once a week, students are given assignments to provide practical uses for algebra. The ALEKS online program allows students to work from any computer with internet access. The mathematics teacher uses a folder that updates student progress and success on a daily basis.</p>		<p>portion of the Algebra course, a Single Variable Equation Assessment will be administered to measure proficiency on that essential standard.</p> <p>Students that do not display proficiency will be provide re-engagement intervention until they demonstrate proficiency.</p>	
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Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Area: Writing (Include all student groups and specifically English Learners.)

SCHOOL GOAL: #3 (Goals should be measurable and focused on identified student learning needs.) 70% of students enrolled in English will progress at least one level towards level 3 English over the course of the school year as determined by their English baseline and internal benchmark assessments.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Internal benchmark writing assessments in English classes.</p> <p>Transcript evaluation of student achievement in English. CELDT results in the area of writing. Classroom observation and teacher evaluation of student work in English classes.</p>	<p>Our English teachers have determined a need for student intervention in writing.</p>	<p>Writing benchmark Data.</p> <p>CELDT results in writing.</p>

STRATEGY: The English department will use classroom assessments and the district benchmark write as the assessment to measure student achievement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Ongoing review of writing assessment data</p> <p>Implementation of unit and benchmark writing assessments as determined by the English Department.</p>	<p>English department, administration</p>	<p>Benchmark writing assessments per the assessment calendar.</p>	<p>Substitute costs to grade the Writing Benchmarks to be funded through LCFF or Administrative account.</p>

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
 Focus Area: Graduation rate (Include all student groups)
SCHOOL GOAL: #4 (Goals should be measurable and focused on identified student learning needs.) Over the course of the 2017-2018 school year 90% or more students will make positive transitions (graduate, return for another year, transfer to another school within the LVJUSD or outside of the district, transfer to another approved alternative program, pass the GED)

<p>What data did you use to form this goal?</p> <p>Del Valle Graduation and Positive Transition Data.</p>	<p>What were the findings from the analysis of this data?</p> <p>Based on our internal measures, Del Valle graduates 57% of the seniors and has a positive transition rate of 88%.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Del Valle graduation rate and positive transition rate will be measured at the end of each school year.</p>
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STRATEGY: Del Valle staff will encourage and provide students with options in lieu of dropping-out as well as using strategies that engage students in learning.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Once a trimester during Wednesday collaboration or professional development, the Del Valle staff will review options for student success.</p>	<p>Del Valle Staff.</p>	<p>During Wednesday collaboration, options for students will be discussed. This information will be discussed with students on specific days as determined by the staff. Posters developed with options for success.</p>	<p>Cost to purchase posters with options for success. Cost \$200.00</p> <p>The posters will be developed internally.</p>

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
 Focus Area: UC/CSU a-g and CTE Pathway completion (Include all student groups)
SCHOOL GOAL: #5 (Goals should be measurable and focused on identified student learning needs.) 100% of the graduating seniors will have a career and or college plan as measured by their senior exit survey.

<p>What data did you use to form this goal? Per the senior exit survey at 50% of the graduating seniors expressed they will continue at the 2-year college level.</p>	<p>What were the findings from the analysis of this data? Our baseline number of students that attended the Las Positas field trip, enrolled in Las Positas college, were exposed to the Seniors In Transition (S.I.T.) curriculum, attended the career speaker assemblies and took one or more CTE class was 50% of the graduating class.</p>	<p>How will the school evaluate the progress of this goal? The data used will be the number of seniors that have taken the S.I.T. curriculum, exposed to the culinary or photo pathway, taken a field trip to Las Positas college or a trade school or enrolled in Las Positas college</p>
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STRATEGY: Expose seniors to CTE courses, career speakers, S.I.T. curriculum and Las Positas College.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Over the course of the school year, seniors will be exposed to career and college opportunities through field trips, guest speakers and CTE courses.	Senior English Teachers, Horizons Counselor, first generation counselor, CTE teachers, academic counselor.	The following tasks and dates will be arranged by the counselors, the Seniors in Transition English Teacher, the CTE instructors and the Horizons Counselor. These events will take place from September to June of the 2017-2018 school year.	Cost of substitutes to cover field trip supervision will be funded by LCFE supplemental funds and cost \$800.00.

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Character Education/Suspensions

SCHOOL GOAL: #6 (Goals should be measurable and focused on identified student learning needs.) Reduce the number of Days to Suspension ratio from 2.3 to 2.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Suspension data that compared the number of suspensions to the number of days suspended.	Suspension data shows that suspensions are staying stable. The number of days per suspension needs to be reduced.	Administration and Staff will evaluate suspension data once a month. Our goal is to reduce the suspension ratio from 2.3 to 2.0

STRATEGY: Staff will encourage positive student behavior through positive connections and counseling referrals to COST (Mental Health Coordination of Services Team). The administration and staff will look at alternatives to suspension, which will include counseling, after school detention, and restorative practices.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Throughout the school year, staff will examine their classroom management system and will refer students to counseling intervention for students that display a change in behavior.	All Del Valle Staff	<p>Staff will continue to make positive connections with students on an ongoing basis. They will refer students to our counseling and mental health providers when they recognize a change in behavior.</p> <p>The Coordination of Services Team (COST) will refer students to the appropriate mental health provider for counseling and intervention.</p> <p>The staff will implement alternatives to suspension.</p>	No Cost

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Attendance/Chronic Absenteeism

SCHOOL GOAL: #7 (Goals should be measurable, and focused on identified student learning needs.) Monthly attendance will average 75% or higher throughout the school year.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Attendance Data	<p>Data shows that over the course of the year attendance decreases each month.</p> <p>Data shows that chronic and severely chronic students earn fewer credits compared to their classmates with better attendance.</p>	<p>Staff will evaluate monthly attendance data.</p> <p>Compare the credits earned to the average credits earned by all students.</p>

STRATEGY: Staff will encourage increased student attendance through positive connections and rewards. Perfect attendance as well as improved attendance will be recognized.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Staff will examine monthly attendance data.</p> <p>Each trimester students with improved and or perfect attendance will be invited to attend a reward breakfast.</p>	Principal, VP and Staff	<p>Once a month, the staff and administration will examine attendance data to target students with attendance issues.</p> <p>Monthly announcements and rewards for perfect attendance as well as improved attendance.</p>	<p>Reward breakfast for 90% attendance Cost: Approximately \$100 per trimester to fund the breakfasts. Funding will come from administrative gift and LCFF supplemental budget.</p>

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Articulation
SCHOOL GOAL: #9 (Goals should be measurable and focused on identified student learning needs.) All students will attend the new student orientation with a parent or guardian or meet individually with an administrator before attending Del Valle.

<p>What data did you use to form this goal?</p> <p>New student, parent or guardian orientation is critical to student understanding of the policies, procedures and goals of Del Valle High School.</p>	<p>What were the findings from the analysis of this data?</p> <p>Orientation meetings engage parents and guardians.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>A sign-in sheet will be kept to validate student and parent/ guardian attendance at the orientation meeting.</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Orientation meetings will take place the week prior to the beginning of the trimester.	Administration, office assistants and counselor	The administration or representative of the school will present Del Valle policies, procedures and goals.	\$200.00 per year from the LCFF supplemental budget for translating services.

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 3: Enhance parent and community engagement and communication
SCHOOL GOAL: #10 (Goals should be measurable and focused on identified student learning needs.) Parent engagement as measured by their participation in signing up for a School Loop account as well as accessing that account after the phone call home with grade updates will be at 75% or higher.

<p>What data did you use to form this goal?</p> <p>Parent engagement is critical to student success.</p>	<p>What were the findings from the analysis of this data?</p> <p>During the 2016-2017 school year only 51 parents or about 50% of the families were on School Loop.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>School Loop access history will be evaluated to record the number of parents that access School Loop after phone calls home for grade progress are made.</p>
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STRATEGY: All new families at the new student/parent orientation will be enrolled in School Loop. Information will be sent home for current families that are not enrolled in School Loop.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Three times a year at the new student/parent orientation. During the course of the trimester, reports will be run on the number of parents accessing school loop.</p>	<p>Administration and staff.</p>	<p>New student/parent orientation night. Provide inservice for parents on using School Loop. This will occur the week prior to the start of each Trimester.</p>	<p>Classified release time or pay to help translate and assist parents in accessing a School Loop account. Cost will be \$200.00 a year and funded from the LCFF supplemental budget.</p>

Del Valle High School

**2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth**

Projected LCFF Supplemental Funds: \$ 18,865.00

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Target Population	Timeline	Person(s) Responsible	Estimated Cost
Improvements or enhancement in instruction: Snacks for after school intervention Student attendance at performance of the <i>Nutcracker</i>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	Aug to Sept	Principal	\$1000.00 \$560.00
Supplemental materials, computers, software, books, supplies may be purchased: Short throw projectors (with cabling and wall mounts).	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	Aug to Dec	Principal	\$11,200.00
Staff Development and Professional Collaboration, training costs, substitute costs: WASC and Model School visits and trainings – substitute costs Shakespeare workshop – substitute costs 26 subs estimated at \$160 each	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	Aug to May	Principal	\$4,500 \$1,205
Parental Involvement: Interpreter costs, ELAC and SSC snacks and supplies. Child care for ELAC meetings.	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	Aug to June	Principal	\$400
Total LCFF Supplemental				\$18,865.00

Form B: Centralized Services for Planned Improvements in Student Performance

Programs Funded Through the Consolidated Application Process Centralized Services/Expenditures for 2017-2018 State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$450,750*

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *Centralized Services*
- *\$333,317*

Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:

- *Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. Supplemental materials to support immigrant and EL students.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$273,390*

Migrant Education

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
 - *Centralized Services*
 - *\$280,984*
-

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Federal Programs	Allocation
<input checked="" type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$0
Total amount of federal categorical funds allocated to this school	\$1,420

State Programs	Allocation
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$14,490
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$18,865
Total amount of state categorical funds allocated to this school	\$33,355

Local Funding	
<input checked="" type="checkbox"/> Technology Funds – Local Parcel Tax	\$2,700

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Darrel Avilla	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susanne Wagner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arturo Colmenero	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dan Musselman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Victoria Storti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maxine Hammons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bryana Edwards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Yulisa Avina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Daniel Shura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mariah Ortiz (additional student/non-member)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Griffith	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	2	3

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

Form E: Recommendations and Assurances

The School Site Council (SSC) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:¹

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and/or state law.
2. The SSC reviewed its responsibilities under state law and/or district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list)

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was reviewed by the SSC at a public meeting on: October 5, 2017.

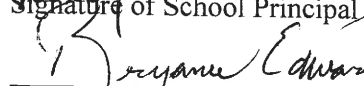
Attested:

Darrel Avilla
Typed name of School Principal


Signature of School Principal

10/9/17
Date

Bryana Edwards
Typed name of SSC Chairperson


Signature of SSC Chairperson

10/9/17
Date

¹ SSC must review *and* recommend the SPSA for Board approval and address all assurances.

Livermore Valley Joint Unified School District
Gifted And Talented Education Plan- ALL SITES

PROGRAM DESCRIPTION:

The Del Valle High School teaching staff, academic counselor, support personnel and administration will continue to monitor and encourage all students to achieve at their highest level. In order to ensure that all students receive appropriate instruction and enrichment activities, our teachers will use teaching strategies that differentiate instruction. Our staff will continue to motivate and encourage all students to achieve at their highest level. We will continue to provide support in the area of academics as well as career and college.

The administration will support students by informing staff of the students that are classified Gifted and Talented so that they can be appropriately challenged.

Livermore Valley Joint Unified School District
Library School Site Plan – ALL SITES

PROGRAM DESCRIPTION:

The purpose of the school library materials program is to provide funding for library resources including books, periodicals and electronic resources as well as equipment to access resources within the school library and from online sources.

The Del Valle library is a comfortable place for students to gather, access technology and check out textbooks or recreational reading materials.

The library serves as a multimedia center with 10 Chromebooks available for class and individual use for research and instruction. Students are able to access these computers individually before school, at break and during class with teacher permission. A laptop with cart, projector, and audio equipment is available for group presentations.

The library collection is, for the most part, made up of items donated by the community. Updating is an ongoing process. The library technician is continuing to work with students and teachers as well as teen librarians from the public library, to modernize the collection.

Our library will also oversee the Chrome Book checkout program in which students will be able to take home Chrome books for home use.

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds: \$2,700

PROGRAM DESCRIPTION:

The goal of the Technology Funding Plan at Del Valle High School is to provide our students with access to Chrome Books and continue to maintain the technology in order to continue functional Chrome Books on a one to one basis. Secondly, to provide our students, teachers and staff with the necessary hardware and software to access, implement, assess, and document curriculum and their day to day school responsibilities. Our goal is to install short throw projectors or monitor screens in each classroom/facility that uses audio/visual devices to improve student engagement.

Livermore Valley Joint Unified School District
2017-2018 Migrant Education Program Site Plan – ALL SITES

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and district support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support professional development, parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marilyn Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
 - K-8 After-School Academic Support Programs – At Marilyn Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
 - High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
 - High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
 - Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.
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- Parent Advisory Committee (PAC) – PAC meets six times per year at Marilyn Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).
 - The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.
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