School Year: **2019-20**

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Del Valle High School
Address	2253 Fifth Street Livermore, CA 94551
County-District-School (CDS) Code	01-61200-01-32670
Principal	Erik Taylor
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 8, 2019
Local Board Approval Date	November 12, 2019

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

Table of Contents

School Vision and Mission

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

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 have 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 review attendance data, discipline, and social-emotional data to develop and implement systems for Multi-Tiered Systems of Support (MTSS) with a focus on Positive Behavior Intervention Support (PBIS).

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 Coordination Of Services Team(COST) meets weekly and allows our teachers to document their concerns about students academic, social-emotional, behavioral well being.

All teachers use Specifically Designed Academic Instruction in English (SDAIE) to support our English language learners. Research shows that 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 positive adult connections with the students and their families.

Our fall Back to School night, the English Learner Advisory Committee (ELAC) and the School Site Council (SSC) are the primary means of involving our parents, families, and community with our school. Additional opportunities for parent/family/community involvement include the Show, which is the spring open house that recognizes student work and artistic and musical skills and Schoolloop, which informs parents/guardians/students of their current academic progress.

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 our district Teachers on Special Assignment in English and mathematics on effective teaching strategies and participate in the district-led committees.

Our bilingual aide also supports all students with a specific focus on our English Language Learners. The administration provides student English Language Proficiency Assessments for California Test (ELPAC) 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.

Del Valle is also very proud of our culinary arts program and our bicycle transportation course. These programs support our tactile learners and provide them the opportunity to engage in the curriculum and experience success. Our bicycle transportation class provides our students with the opportunity to learn basic mechanical skills that can transfer to other related occupations. This year, our program has made a milestone. We have repaired our 1000th bike that will be returned to the community. The students that work in the bicycle transportation course 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 with 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 with valuable experience. Our culinary program offers a career pathway as well as the opportunity to earn college credit.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) and the 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 mathematics assessments.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	1.74%	0.9%		2	1
African American	2.5%	2.61%	1.8%	3	3	2
Asian	2.5%	0.87%	%	3	1	
Filipino	2.5%	0.87%	0.9%	3	1	1
Hispanic/Latino	54.6%	48.70%	54.05%	66	56	60
Pacific Islander	%	%	0.9%			1
White	31.4%	38.26%	38.74%	38	44	43
Multiple/No Response	0.8%	%	%	1		
			Total Enrollment	121	115	111

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	4	4	3
Grade 10	6	7	3
Grade 11	30	45	37
Grade 12	81	59	68
Total Enrollment	121	115	111

Conclusions based on this data:

1. The Hispanic/Latino student group continues to be the largest student group at Del Valle.

2. Overall enrollment and student group enrollment are consistent over the past 3 years.

3. The impact on Del Valle's enrollment is due to increased graduation requirements at Granada, Livermore, and Vineyard High Schools from 230 credits to 240 credits (10 additional elective credit requirements) will be of interest.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	15	24	25	12.4%	20.9%	22.5%
Fluent English Proficient (FEP)	28	18	23	23.1%	15.7%	20.7%
Reclassified Fluent English Proficient (RFEP)	2	1	1	10.5%	6.7%	4.2%

Conclusions based on this data:

1. Our English Learner and Fluent English Proficient population continues to grow.

2. Our Reclassified Fluent English Proficient population continues to decrease.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	47	60	69	42	54	61	42	49	63	89.4	90	88.4
All Grades	47	60	69	42	54	61	42	49	63	89.4	90	88.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2420.	2435.	2475.	0.00	2.04	0.00	4.76	6.12	14.75	7.14	14.29	24.59	88.10	77.55	60.66
All Grades	N/A	N/A	N/A	0.00	2.04	0.00	4.76	6.12	14.75	7.14	14.29	24.59	88.10	77.55	60.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.38	4.26	5.00	21.43	31.91	23.33	76.19	63.83	71.67
All Grades	2.38	4.26	5.00	21.43	31.91	23.33	76.19	63.83	71.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	2.13	3.33	9.52	8.51	35.00	90.48	89.36	61.67
All Grades	0.00	2.13	3.33	9.52	8.51	35.00	90.48	89.36	61.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	4.76	4.26	6.67	30.95	40.43	56.67	64.29	55.32	36.67
All Grades	4.76	4.26	6.67	30.95	40.43	56.67	64.29	55.32	36.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.38	4.26	1.67	11.90	21.28	43.33	85.71	74.47	55.00
All Grades	2.38	4.26	1.67	11.90	21.28	43.33	85.71	74.47	55.00

Conclusions based on this data:

1. We need to examine if the deficiency in English credit at the time of transfer is related to the student proficiency level on the CAASPP test.

2. Our scores do not reflect District averages due to the students varied academic levels when they arrive to Del Valle.

3. Our highest area of success is in the area of listening.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	47	60	69	40	54	61	40	48	64	85.1	90	88.4
All Grades	47	60	69	40	54	61	40	48	64	85.1	90	88.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2388.	2413.	2402.	0.00	0.00	0.00	0.00	2.08	0.00	0.00	2.08	4.92	100.0	95.83	95.08
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	2.08	0.00	0.00	2.08	4.92	100.0	95.83	95.08

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	2.13	0.00	0.00	2.13	1.64	100.0	95.74	98.36
All Grades	0.00	2.13	0.00	0.00	2.13	1.64	100.0	95.74	98.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	10.00	15.22	16.39	90.00	84.78	83.61
All Grades	0.00	0.00	0.00	10.00	15.22	16.39	90.00	84.78	83.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	2.08	1.64	17.50	18.75	22.95	82.50	79.17	75.41
All Grades	0.00	2.08	1.64	17.50	18.75	22.95	82.50	79.17	75.41

Conclusions based on this data:

1. We need to examine the level of mathematics at the time of transfer compared to the proficiency level on the CAASPP test.

2. Our scores do not reflect District averages due to the students varied academic levels upon arrival at Del Valle.

3. Our area of success is in the claim of Communicating reasoning.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1377		1403		1351		NA	
Grade 10	0		0		0		0	
Grade 11	1508		1503		1513		8	
Grade 12	1509		1499		1519		10	
All Grades	1504		1497		1511		19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Conclusions based on this data:

1. 38% of our students tested at a level 3 in the overall ELAC Performance Level

2. 36% of our students tested at a level 4 in the Oral Language Performance Level

3. 63% of our students tested Well Developed in the Speaking Domain

School and Student Performance Data

Physical Fitness Test Results (PFT)

% of students achieving the Healthy Fitness Zone

Physical Fitness Test Results (PFT)

% of students achieving the Healthy Fitness Zone

Total student tested =			

Conclusions based on this data:

1. We do not administer the PFT because it is not a graduation requirement for our students.

California Healthy Kids Survey

	Non-Traditional									
	School Connectedness			School Preceived as very safe or safe	Caring Adult Relationships	School Connectedness				
	High	Moderate	Low		Students responding High and Moderate	High	Moderate	Low		
Del Valle Continuation High School	44%	50%	6%	73%	83%					

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
115	**61.7%**	**20.9%**	**0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	24	20.9%
Foster Youth		0
Homeless	3	2.6%
Socioeconomically Disadvantaged	71	61.7%
Students with Disabilities	32	27.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	2.6%
American Indian	2	1.7%
Asian	1	0.9%
Filipino	1	0.9%
Hispanic	56	48.7%
Two or More Races	8	7.0%
White	44	38.3%

Conclusions based on this data:

1. 61% of our student population is Socioeconomically Disadvantaged

2. 48% of our student population is Hispanic

3. 28% of our student population are Students with Disabilities

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

No Performance Color

Mathematics

No Performance Color

English Learner Progress

No Performance Color

College/Career

Red

Academic Engagement

Graduation Rate

Yellow

Conditions & Climate

Suspension Rate

Red

Conclusions based on this data:

1. 2018-2019 was our first year of Dashboard data.

2. Area's of concern are College/Career and Suspension Rate

3. Our Dashboard does not reflect District average, due to the different graduation requirements for continuation schools
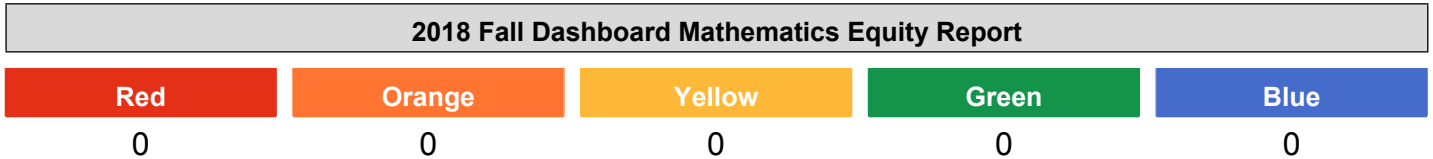
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
160.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -3.3 points	9 students	
33 students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	160.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Declined -6.6 points	2 students
	25 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
1 students			

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
144.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	194 points below standard
Increased 37.4 points	1 students		Declined -52.9 points
20 students			11 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	168.6 points below standard
7 students	2 students	Declined -22.9 points
		18 students

Conclusions based on this data:

1. Our Hispanic student group increased by 37.4 points

2. Our White students declined by 52.9 points.

3. Overall, our students slightly declined in English Language Arts by 3.3 points

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color 230.2 points below standard Maintained -1.7 points 33 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	No Performance Color 227.5 points below standard Maintained 0.9 points 25 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
1 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
213.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	269.5 points below standard
Increased	1 students		Declined -40.1 points
15.9 points			
20 students			11 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	235.6 points below standard
7 students	2 students	Declined -18.3 points
		18 students

Conclusions based on this data:

1. Our Hispanic students increased by 15.9 points

2. Our Socioeconomically Disadvantaged students maintained their scores

3. Our White students declined by 40.1 points

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
24	37.5%	45.8%	12.5%	4.2%

Conclusions based on this data:

1. Focus interventions on students that are Somewhat Developed and Beginning Stage.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	0	0	0
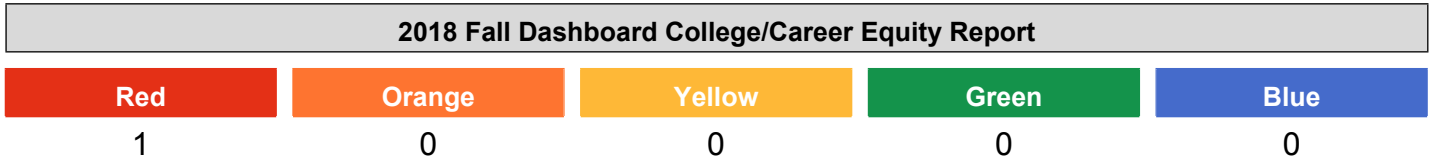
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
3.5% prepared	0% prepared	0 Students
Declined -2.2%	13 students	
57 students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	2.9% prepared	0% prepared
4 students	Maintained 0.5%	14 students
	35 students	

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
1 students	1 students		

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
3.4% prepared	Less than 11 Students - Data Not Displayed for Privacy	0 Students	4.3% prepared
Maintained 0.9%	3 students		Declined -7.4%
29 students			23 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	5.7 **Prepared**	3.5 **Prepared**
Approaching Prepared	17.1 **Approaching Prepared**	15.8 **Approaching Prepared**
Not Prepared	77.1 **Not Prepared**	80.7 **Not Prepared**

Conclusions based on this data:

1. We need to examine why there is a downward trend.

2. Identify how the State calculates its rates for increase and decrease of students being College and Career ready.

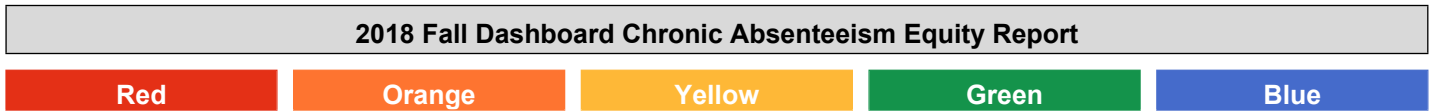**3.** Create systems to help students transition to college or career.

School and Student Performance Data

Academic Engagement
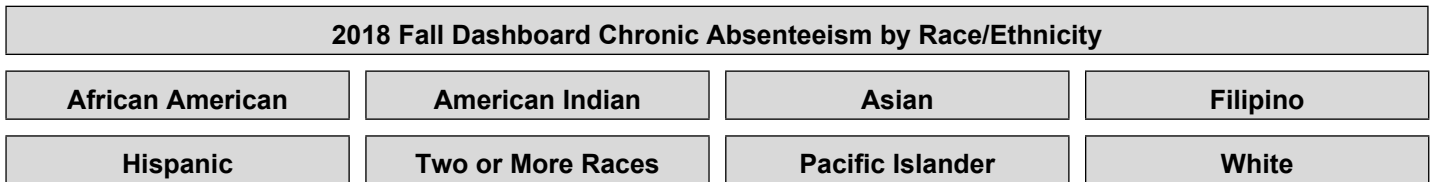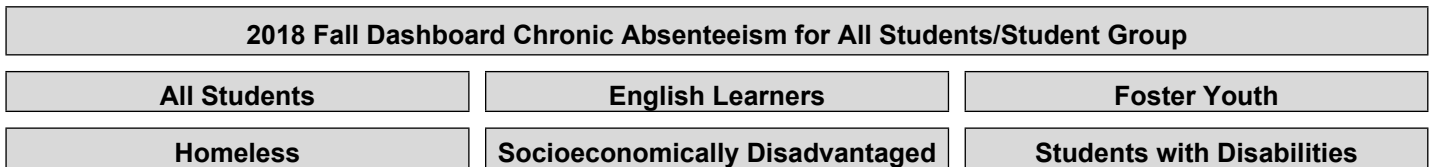## Chronic Absenteeism

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Identify how the State calculates its rates for increase and decrease of Chronic Absenteeism.

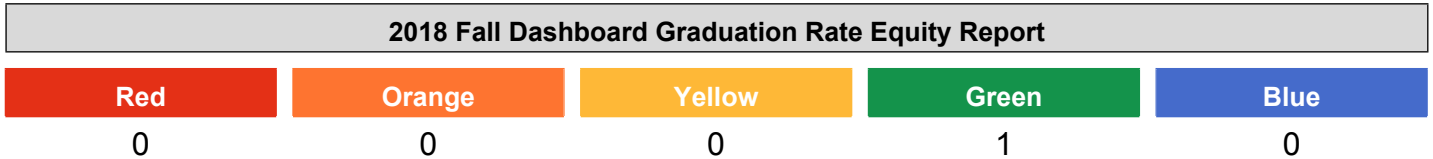2. Refine systems to help students transition and attend class regularly.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
75.4% graduated	84.6% graduated	0 Students
Maintained +1.2%	13 students	
57 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	80% graduated	100% graduated
4 students	Increased +13.3%	14 students
	35 students	

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
1 students	1 students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
75.9% graduated	Less than 11 Students - Data Not Displayed for Privacy	0 Students	82.6% graduated
Increased +13.4%	3 students		Declined -11.5%
29 students			23 students

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

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
74.3% graduated	75.4% graduated

Conclusions based on this data:

1. Trend shows that students graduating is increasing.

2. Review students progress regularly with staff, and communicate student progress to families.

3. Refine systems to help students graduate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	0	0	0
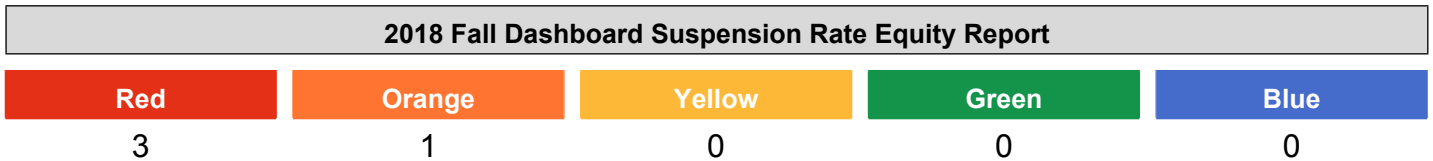
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
28.7% suspended at least once	26.5% suspended at least once	0 Students
Increased 7.3%	Increased 13.4%	
174 students	34 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	33.3% suspended at least once	45.5% suspended at least once
6 students	Increased 6.8%	Increased 21%
	108 students	44 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 4 students	Less than 11 Students - Data 2 students	Less than 11 Students - Data 1 students	Less than 11 Students - Data 1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
20.2% suspended at least once	Less than 11 Students - Data 9 students	Less than 11 Students - Data 1 students	34.7% suspended at least once
Declined -0.9%			Increased 17.5%
84 students			72 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
	21.4% suspended at least once	28.7% suspended at least once

Conclusions based on this data:

1. Examine current trend of suspension and review current practices.

2. Begin exploring and developing school wide expectations using PBIS.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

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

Basis for this Goal

Graduation Rate
ELPAC
EL Reclassification
Other local assessments:
Del Valle Writing Assessment,
Del Valle Mathematics Assessment.
Articulation
UC/CSU A-G

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate ELPAC EL Reclassification Other local assessments Del Valle Writing Assessment, Del Valle Mathematics Assessment.	Graduation rate 2018-2019 is 75.4% EL Reclassification 5% 56 of students enrolled in Algebra passed the Del Valle Mathematics Assessment. 20% of our students are Level 3 based on our Del Valle Writing Assessment. 15% of Del Valle students read below grade level.	Graduation Rate increase for 2019-2020 78% Increase our EL Reclassification to 15% Based on the Del Valle writing assessment, 70% of students enrolled in English will progress at least one level towards level 3. Increase students who pass the Del Valle Mathematics Assessment from 90% to 100%. Increase student's progress one level based on our Del Valle Reading Assessment from 15% to 20%.

Planned Strategies/Activities

Strategy/Activity 1

Literacy/Reading Comprehension - The Del Valle staff will continue to assess student literacy/reading comprehension and place students in the appropriate English reading level class (level 1, 2, or 3). Del Valle will look at using another assessment for assessing Literacy/Reading Comprehension.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	368.00
Source	LCFF - Supplemental
Description	Cost of Vocab.com, and the cost of additional support to be determined Literacy/Reading Comprehension assessment.
Description	Substitute costs for release time approximately $200.00/substitute. The cost of Vocab.com is $168.00

Strategy/Activity 2

Mathematics - By using the ALEKS and supplemental worksheets, all mathematics students that have completed the Intro to Algebra class will be tested on the single variable assessment.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Description	The ALEKS program will be District-funded. Substitute costs for release time approximately $200.00/substitute.

Strategy/Activity 3

Writing - The Del Valle staff will continue to assess student writing and place students in the appropriate English writing level class (level 1, 2, or 3).

Students to be Served by this Strategy/Activity

All Students

Timeline

Each Trimester

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	
	200.00
Description	Substitute costs for release time approximately $200.00/substitute.

Strategy/Activity 4

Staff and administration will work with all students to evaluate their transcripts, provide appropriate curriculum, build appropriate schedules in order to ensure all students graduate with a diploma.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2010 - 6/2020

Person(s) Responsible

Staff and administration

Proposed Expenditures for this Strategy/Activity

Amount	
	0

Strategy/Activity 5

The Del Valle staff will articulate internally and externally to ensure all courses are aligned to provide a seamless process for students to move to the next level. The Del Valle staff articulates with the Granada, Livermore, and Vineyard High Schools to ensure student transfers are appropriate and seamlessly completed. Del Valle articulates with Granada, Livermore, and Vineyard High Schools to ensure students are able to take concurrent classes that meet the needs of the student.

Students to be Served by this Strategy/Activity

All Students

Timeline

The beginning of each trimester and ongoing throughout the school year.

Person(s) Responsible

Administration and counselor

Proposed Expenditures for this Strategy/Activity

Amount	
	0

Strategy/Activity 6

Students that require a UC/CSU a-g course or a CTE Pathway can take concurrent classes at the most appropriate school in our District or through the community college system.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

Administration and counselor

Proposed Expenditures for this Strategy/Activity

Amount   0

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

Healthy Kids Survey – Grades 5, 7, 9 &11 (every other year)
Annual attendance rate/chronic absenteeism
Suspension rate
SWIS Data
Panorama Survey
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Healthy Kids Survey/Del Valle Survey Annual attendance Suspension Rate	CHKS resulted in 76% feeling safe for 2017-2019 Annual Attendance is 65.27% for the 2018- 2019 63 Suspension and 123 days of suspension for 2018-2019	Increase CHKS (or internal survey) to 78% of the students feel safe. Monthly Attendance is 75% or greater for 2019-2020. Review suspensions and investigate systems (School-wide expectations, restorative justice, counseling in lieu of suspension) that can reduce the number of suspensions by 50% and reduce the total days of suspensions by 50%.

Planned Strategies/Activities

Strategy/Activity 1

The staff will examine and develop positive behavior interventions and supports (Schoolwide expectations, Restorative Justice and counseling in lieu of suspension).

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,250.00
Source	LCFF - Supplemental
Description	Substitute cost for release time approximately $200.00/substitute and staff development/professional development $4,050.00

Strategy/Activity 2

The staff will examine and develop social emotional learning curriculum (Choose Love).

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

Teachers/Principal

Proposed Expenditures for this Strategy/Activity

Amount	4,250.00
Source	LCFF - Supplemental
Description	Substitute cost for release time approximately $200.00/substitute and staff development/professional development $4,050.00

Strategy/Activity 3

Based on the Healthy Kids Survey or the Del Valle Internal Survey all students will feel safe at school.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

Principals/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF - Supplemental
Description	Implementing internal and district survey to assess student needs.

Strategy/Activity 4

All students will display a high level of caring based on relationships with adults at school.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2019- 6/2020

Person(s) Responsible

Principal/Teachers/Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Increasing COST Team meeting days and reporting out to staff.

Strategy/Activity 5

The staff will examine positive reinforcement techniques to improve attendance as well as an after school intervention program to battle the chronic absentee problems at Del Valle.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2019 - 6/2020

Person(s) Responsible

Admin/Teachers/Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	LCFF - Supplemental
Description	Snacks for after school intervention.

Strategy/Activity 6

Physical Fitness - Not Applicable to Del Valle

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary - The Del Valle staff will articulate internally and externally to ensure all courses are aligned to provide a seamless process for students to move to the next level. The Del Valle staff articulates with the Granada, Livermore, and Vineyard High Schools to ensure student transfers are appropriate and seamlessly completed. Del Valle articulates with Granada, Livermore, and Vineyard High Schools to ensure students are able to take concurrent classes that meet the needs of the student.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

Principal, Instructional Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No cost involved

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and communication

Goal Statement

Enhance parent and community engagement and communication

Basis for this Goal

Teachers utilizing on-line communication/grade book
Parent participation on-site committees
Parents registering for School Loop
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teachers utilizing online communication/grade book 100% of the time. Parent participation in on-site committees. Parent and student participation in Back to School Night and the Show.	Teachers use online communication/grade book 100% of the time. Parents participate 30% of the time in on-site committees. Parents and students participate 30% of the time in Back to School Night and the Show.	Teachers will use online communication & grade book by updating it 100% of the time. 70% Parent participation by registering for School Loop. Parent, student, and community will participate in Back to School Night, The Show and the Thanksgiving dinner.

Planned Strategies/Activities

Strategy/Activity 1

Attendance at Back to School Night, School Site Council, English Learner Advisory Committee and the Show are opportunities for staff to seek input from parents.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount | 0

Strategy/Activity 2

Parents/Guardians are encouraged to register in School Loop in order to check their student's academic progress as well as their attendance. Every 12 school days, a school wide call is sent to the parents/guardians encouraging them to check their student's grades/credits.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount | 0

Strategy/Activity 3

Partnering with community and school groups with our bicycle repair program.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

Students/Staff/Administration

Proposed Expenditures for this Strategy/Activity

Amount | 0

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate	Increase the graduation rate by 5% 2018-2019	Met. Graduation rate increase for 2018-2019
EL Reclassification	Increase EL Reclassification by 5% 2018-2019	Met. EL Reclassification increase by 5%
Del Valle Writing Assessment	70% of student enrolled in English will progress one level towards level 3	Not Met. 65% of student remained at tested level in English
Del Valle Mathematics Assessment	Increase students who pass Del Valle Mathematics Assessment to 100%	Not Met. 95% of students passed Del Valle Mathematics Assessment.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension - The Del Valle staff will continue to assess student literacy/reading comprehension and place students in the appropriate English reading level class (level 1, 2, or 3). Del Valle will look at using another assessment for assessing Literacy/Reading Comprehension.	Staff used Vocab.com to assess and increase student learning.	Cost of Vocab.com, and the cost of additional release time for teachers to be determined Literacy/Reading Comprehension assessment. LCFF - Supplemental 168.00	Vocab.com and Substitute costs 168.00
		Substitute costs for release time approximately $200.00/substitute. The cost of Vocab.com is $168.00 200.00	Substitute costs 200.00
Mathematics - By using the ALEKS and supplemental worksheets, all mathematics students that have completed the Intro to Algebra class will be tested on the single variable assessment.	Staff used ALEKS as a supplemental Algebra intervention.	The Assistant Superintendent of Educational Services in charge of curriculum will fund the ALEKS program. Substitute costs for release time approximately $200.00/substitute. District Funded 0	Covered by Educational Services 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Writing - The Del Valle staff will continue to assess student writing and place students in the appropriate English writing level class (level 1, 2, or 3).	English Staff used funds to assess student writing and place students in appropriate English writing class.	Substitute costs for release time approximately $200.00/substitute. 0	Substitute Costs 200.00
Staff and administration will work with all students to evaluate their transcripts, provide appropriate curriculum, build appropriate schedules in order to ensure all students graduate with a diploma.	Staff evaluate student transcripts and place them in appropriate classes.	0	
The Del Valle staff will articulate internally and externally to ensure all courses are aligned to provide a seamless process for students to move to the next level. The Del Valle staff articulates with the Granada, Livermore, and Vineyard High Schools to ensure student transfers are appropriate and seamlessly completed. Del Valle articulates with Granada, Livermore, and Vineyard High Schools to ensure students are able to take concurrent classes that meet the needs of the student.	Staff communicate and encourage students to dual enroll at traditional high schools to meet graduation requirement.	0	
Students that require a UC/CSU a-g course or a CTE Pathway can take concurrent classes at the most appropriate school in the district or through the community college system.	Staff regularly encourage students to dual enroll and take UC/CSU a-g courses or a CTE pathway at trational high school.	0	

Analysis

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

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready. Upon arriving at Del Valle students take an English assessment so they can be appropriately place in English classes. If students haven't completed the Algebra requirement they are also assessed the instructor can address the students needs.

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

Students will be assessed in English through local writings assessments to determine growth and possible change in class due to leveling up.

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

None at this time.

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

None at this time.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Healthy Kids Survey/Del Valle Survey Annual attendance Suspension Rate	Increase CHKS (or internal survey) to 78% of the students feel safe Monthly Attendance is 75% or greater for the 2018-2019 Review suspensions and investigate systems (restorative justice, counseling in lieu of suspension) that can reduce the number of suspensions by 50% and reduce the total days of suspensions by 50%.	Met. Internal survey stated that 80% of students feel safe on campus.
Annual attendance	Average monthly attendance will grow by 10% from prior year.	Not Met. Our average monthly attendance dropped on average by 10%
Suspension Rate	Decrease suspension rate by 50%	Not Met. Our suspension rate rose by 11%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The staff will examine and develop positive behavior interventions and supports (Restorative Justice and counseling in lieu of suspension).	Staff reviewed suspension data and made suggestions for alternatives to suspension.	Substitute cost for release time approximately $200.00/substitute and staff development/professional development $4,050.00 LCFF - Supplemental 4,250.00	0 0
The staff will examine and develop an implementation schedule of social emotional learning curriculum (Choose Love).	Staff reviewed and delivered two units of Choose Love Curriculum.	Substitute cost for release time approximately $200.00/substitute $200.00 LCFF - Supplemental 200.00	0 0
Based on the Healthy Kids Survey or the Del Valle Internal Survey all	Staff delivered an internal survey to asses students	No Cost involved LCFF - Supplemental 0	0 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students will feel safe at school.	safety on campus through google survey.		
All students will display a high level of caring based on relationships with adults at school.	Choose Love curriculum staff chose focused on relationship growth with peers and adults with positive feedback.	Implementing of COST team and reporting out at staff meetings to inform staff of student updates. 0	0 0
The staff will examine positive reinforcement techniques to improve attendance as well as an after school intervention program to battle the chronic absentee problems at Del Valle.	Staff participated in Coordination of Services Team meetings.	Snacks for after school intervention. LCFF - Supplemental 1000.00	0 0
Physical Fitness - Not Applicable to Del Valle	NA		
Articulation – between grade levels and departments - The Del Valle staff will articulate internally and externally to ensure all courses are aligned to provide a seamless process for students to move to the next level. The Del Valle staff articulates with the Granada, Livermore, and Vineyard High Schools to ensure student transfers are appropriate and seamlessly completed. Del Valle articulates with Granada, Livermore, and Vineyard High Schools to ensure students are able to take concurrent classes that meet the needs of the student.	Staff communicate regularly with traditional high school on student transfers to place in appropriate classes.	No cost involved 0	0 0

Analysis

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

Staff will investigate and build school wide expectations, develop a Choose Love roll out plan, continue to use multipule surveys to assess the schools climate and culture and articulate with other schools.

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

We will continue to review data as a staff and refine processes as needed by the data.

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

None at this time

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

None at this time

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teachers utilizing online communication/grade book 100% of the time. Parent participation in on-site committees. Parent and student participation in Back to School Night and the Show.	Teachers will use online communication & grade book by updating it 100%of the time.	Teacher use online communication and gradebook 100%
Parent participation in on-stie committees	70% of parents register for schoolloop	Not Met. Less than 70% of parents completed registration for schoolloop
Teacher, parent and student participation in Back to School Night and the Show	Parent, student and community will participate in Back to School Night and the Show.	Met. 50% of our parents and student participated in the Back to School Night and the Show. 100% of teacher participated in Back to School Night and the Show.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Attendance at Back to School Night, School Site Council, English Learner Advisory Committee and the Show are opportunities for staff to seek input from parents.	Attendees were required to sign into events and surveys were give to parents and student to complete after attending the event.	0	0
Parents/Guardians are encouraged to register in School Loop in order to check their student's academic progress as well as their attendance. Every 12 school days, a school wide call is sent to the parents/guardians encouraging them to check their student's grades/credits.	Parents are encourage and instructed how to create a parent account on schoolloop when registering for Del Valle.	0	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Partnering with community and school groups with our bicycle repair program.	Staff were actively searching for partnerships with community businesses and organizations to support our program.		

Analysis

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

We will promote our community engagement activities by using Blackboard and personal contacts to encourage attendance. We will notify parents of credit accumulation by regular messages through blackboard and through our website. We will continue to reach out and establish community partnerships for all of our programs to benefit our students

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

We will measure success of community engagement through parent/guardian attendance at events through sign in sheets. We will measure effectiveness of communication through the Blackboard communication system.

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

None at this time

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

None at this time

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	59,514.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	10,068.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title II Part A: Improving Teacher Quality	$1,500.00	1,500.00
LCFF - Supplemental	$19,600.00	9,732.00
LCFF - Base	$16,065.00	16,065.00

Expenditures by Funding Source

Funding Source	Amount
	200.00
District Funded	0.00
LCFF - Supplemental	9,868.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		200.00
	District Funded	0.00
	LCFF - Supplemental	9,868.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Erik Taylor	Principal
Thomas Reynolds	Classroom Teacher
Arturo Colmenero	Classroom Teacher
Pete Matheson	Classroom Teacher
Ann O'Niell	Parent or Community Member
Sara Eletr	Parent or Community Member
Amairani Garcia Escamilla	Secondary Student
Colby Crevelt	Secondary Student
Yvonne Pelle	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10.8.19.

Attested:

	Principal, Erik Taylor on 10.8.19
	SSC Chairperson, Amairani Garcia Escamilla on 10.8.19

Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2019-2020
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 our District SPSA Goals.***
- *$167,625*

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 our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$154,516*

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 our District SPSA Goals.***
- *$196,089*

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 our District SPSA Goals.***
- *$228,906*

Title IV-A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- *Funds are allocated for after school elementary math programs for at risk students, professional development and staff training related to mental health topics, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- *123,890*

Livermore Valley Joint Unified School District
2019-2020 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 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 Marylin 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 Marylin 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 Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students 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 Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin 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 General Education Development (GED classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).

- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide 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.

Appendix D: 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
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	$
X	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$1,500
	Total amount of federal categorical funds allocated to this school	$1,500

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$16,065
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$19,600
	Total amount of federal categorical funds allocated to this school	$35,665

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$2,430

Appendix E: Planned Improvements in Student Performance
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds $19,600

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	Timeline	Person(s) Responsible	Estimated Cost	Target Population
Improvements or enhancement in instruction:				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Snacks for after school intervention, English Learner Advisory Committee (ELAC), student leadership meetings.	August to June	Principal	$1,000	
Student tickets to the Nutcracker to enhance cultural experience as well a fine arts appreciation.	August to June	Principal	$500	
Transportation/food for field trips to colleges and career centers.	August to June	Principal	$1,500	
Additional time for one instructional aide to support EL, Foster, Homeless, Socioeconomically disadvantaged.	August to June	Principal	$3,450	
		Total:	6,450	
Supplemental materials, computers, software, books, supplies may be purchased: Chromebooks (10)	August to June	Principal	$4,000	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Grade level reading materials to make reading more accessible based on student reading levels.	August to June	Principal	$5,000	
		Total:	9,000	
Staff Development and Professional Collaboration, training costs, substitute costs: Substitute costs and conference costs (conference fees, housing, travel, and food) for professional development for the staff, which includes, school visits, conferences, and testing. The focus of the visits is to examine other schools and programs to improve teaching and student achievement.	August to June	Principal	$3,050	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
		Total:	3,050	
Parent Involvement: Interpreter costs, ELAC and School Site Council (SSC) snacks and supplies.	August to June	Principal	$500	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Guest Speakers	August to June	Principal	$500	
Child care for parent meetings	August to June	Principal	$100	
		Total:	1,100	

| | Grand Total: | 19,600 |

Appendix H

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 and provide students with curriculum they are able to access. 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
Technology Funding Plan – ALL SITES
Technology Funds:

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 engage our students through the use of technology.