DEL VALLE

HIGH SCHOOL

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	Tammy Rankin
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	November 14, 2023
Schoolsite Council (SSC) Approval Date	October 16, 2023
Local Board Approval Date	November 14, 2023

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.

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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 School-wide 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 Continuation High School is part of the Livermore Valley Joint Unified School District. The high school started in 1966. It opened for students needing credit recovery for graduation. This remains the goal for current students. 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. The enrollment at Del Valle fluctuates between 90 and 140 students. Del Valle is committed to preparing students to transition to their successful postsecondary lives. Using an alternative approach to learning, the school community supports students to develop academic and job-related skills, increase resiliency and problem-solving behaviors, improve their self-image, and set and met personal goals. Our strong team of talented and dedicated staff at Del Valle partner with student and their families to meet the needs of each student.

Students participate in a six-period day. As a variable credit school, students can earn credits at a variable rate, which allows them to meet the standards of the class at differing rates. Students who are underperforming have the ability to make up assignments until they demonstrate proficiency. Make-up work is always available to our students. 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. Also, students participate in an advisory (PACK Period) which is a time to touch base with students on their social emotional learning.

Teachers participate in weekly Professional Learning Communities. This is a time for staff development or collaboration. The site Instructional Leadership Team (ILT) meets weekly to improve instruction by focusing on student learning and the needs of students. The Coordination of Services Team (COST) meets weekly and includes a Child Welfare Attendance (CWA) Specialist, Child Welfare Attendance Aides, School Counselor, School Nurse, teachers, and administration. Teachers complete referral forms and submit them to the COST team based on students' academic, attendance, and behavior performance. The site Positive Behavioral Interventions and Supports Team (PBIS) also meets weekly to discuss supports for students. Del Valle was awarded a Silver Recognition for implementation of PBIS strategies. The School Site Council (SSC) meets four times a year to discuss and monitor the School Plans for Student Achievement and the Comprehensive Safe School Plan. The site also has an active English Language Advisory Committee (ELAC) that supports English learner students.

Del Valle is proud of our elective offerings. The art program is a favorite of our students. Students are also able to take a Career Technical Education (CTE) Culinary Arts class and CTE Bike Repair class. The school also partners with Tri-Valley Regional Occupational Program (TVROP) for students to take classes. A partnership with the local fire department offers Community Emergency Response Team Training (CERT).

Del Valle has been awarded a Model Continuation School and is proud of all of the supports that they have been able to give to their students.

Educational Partner 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

Del Valle Staff, Instructional Leadership Team (ILT), School Site Council (SSC), and the English Learner Advisory Committee (ELAC) are involved in reviewing and approving the School Plan for Student Achievement (SPSA). The SSC meets four times during the school year to monitor the plan and student achievement.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	2.34%	0.74%		3	1
African American	1.7%	0.78%	2.96%	2	1	4
Asian	2.5%	1.56%	0.74%	3	2	1
Filipino	3.4%	3.13%	0%	4	4	0
Hispanic/Latino	53.4%	61.72%	66.67%	63	79	90
Pacific Islander	%	%	0%			0
White	34.8%	27.34%	25.93%	41	35	35
Multiple/No Response	3.4%	2.34%	2.96%	4	3	4
			Total Enrollment	118	128	135

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	1	3	
Grade 10	1	2	3
Grade 11	26	26	48
Grade 12	90	97	84
Total Enrollment	118	128	135

Conclusions based on this data:

1. Del Valle's enrollment has slightly increased over the past two years.

2. Del Valle's Hispanic/Latino student group remains the highest enrollment and continues to increase at 66.67% for 2022-2023.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	21	26	40	17.80%	20.3%	29.6%
Fluent English Proficient (FEP)	29	31	30	24.60%	24.2%	22.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Del Valle's English Learner population continues to increase. It has increased by 9.3% in 2022-2023.

2. Del Valle's Fluent English Proficient population has slightly decreased by 2% un 2022-2023.

3. Del Valle did not reclassify any students in 2022-2023.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	55	79	89	36	73	82	36	73	66	65.5	92.4	92.1
All Grades	55	79	89	36	73	82	36	73	66	65.5	92.4	92.1

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2513.	2497.	2498.	0.00	2.74	3.03	30.56	13.70	13.64	27.78	34.25	40.91	41.67	49.32	42.42
All Grades	N/A	N/A	N/A	0.00	2.74	3.03	30.56	13.70	13.64	27.78	34.25	40.91	41.67	49.32	42.42

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.56	6.85	8.33	75.00	58.90	66.67	19.44	34.25	25.00
All Grades	5.56	6.85	8.33	75.00	58.90	66.67	19.44	34.25	25.00

	Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	1.37	3.28	50.00	39.73	45.90	50.00	58.90	50.82
All Grades	0.00	1.37	3.28	50.00	39.73	45.90	50.00	58.90	50.82

	Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2.78	8.22	9.84	77.78	75.34	67.21	19.44	16.44	22.95
All Grades	2.78	8.22	9.84	77.78	75.34	67.21	19.44	16.44	22.95

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 8									
Grade 11	5.56	5.48	3.28	75.00	63.01	68.85	19.44	31.51	27.87
All Grades	5.56	5.48	3.28	75.00	63.01	68.85	19.44	31.51	27.87

Conclusions based on this data:

1. The percentage of students who scored standard met or exceeded in English Language Arts was 17% in 2022-2023.This was an increase of 1%.

2. Del Valle plans to use the CAASPP interm asseessments to make students more familiar with what is being tested.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	55	79	89	34	74	80	34	73	68	61.8	93.7	89.9
All Grades	55	79	89	34	74	80	34	73	68	61.8	93.7	89.9

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2465.	2422.	2423.	0.00	0.00	0.00	5.88	0.00	2.94	5.88	6.85	4.41	88.24	93.15	92.65
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	5.88	0.00	2.94	5.88	6.85	4.41	88.24	93.15	92.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.00	1.49	20.59	13.70	10.45	79.41	86.30	88.06
All Grades	0.00	0.00	1.49	20.59	13.70	10.45	79.41	86.30	88.06

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.88	0.00	0.00	58.82	52.05	54.41	35.29	47.95	45.59
All Grades	5.88	0.00	0.00	58.82	52.05	54.41	35.29	47.95	45.59

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.00	0.00	70.59	57.53	35.29	29.41	42.47	64.71
All Grades	0.00	0.00	0.00	70.59	57.53	35.29	29.41	42.47	64.71

Conclusions based on this data:

1. The percentage of students who scored standard met or exceeded on the CAASPP Mathematics assessment was 3% in 2022-2023. This was an increase of 3%.

2. Del Valle plans to use the CAASPP interm asseessments to make students more familiar with what is being tested.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*
11	1579.5	1554.2	1571.4	1595.7	1563.2	1590.7	1562.7	1544.7	1551.4	12	19	21
12	*	*	1523.1	*	*	1529.4	*	*	1516.3	6	4	16
All Grades										18	24	39

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*		*	*
11	16.67	15.79	23.81	50.00	26.32	19.05	33.33	47.37	57.14	0.00	10.53	0.00	12	19	21
12	*	*	6.25	*	*	18.75	*	*	56.25	*	*	18.75	*	*	16
All Grades	11.11	25.00	15.38	61.11	29.17	17.95	27.78	37.50	56.41	0.00	8.33	10.26	18	24	39

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*		*	*
11	50.00	31.58	42.86	50.00	47.37	47.62	0.00	15.79	9.52	0.00	5.26	0.00	12	19	21
12	*	*	18.75	*	*	43.75	*	*	25.00	*	*	12.50	*	*	16
All Grades	44.44	45.83	30.77	55.56	37.50	46.15	0.00	12.50	15.38	0.00	4.17	7.69	18	24	39

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*		*	*
11	8.33	0.00	4.76	16.67	10.53	19.05	33.33	68.42	38.10	41.67	21.05	38.10	12	19	21
12	*	*	0.00	*	*	6.25	*	*	37.50	*	*	56.25	*	*	16
All Grades	5.56	4.17	2.56	16.67	16.67	12.82	38.89	62.50	38.46	38.89	16.67	46.15	18	24	39

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*
11	8.33	10.53	4.76	83.33	63.16	76.19	8.33	26.32	19.05	12	19	21
12	*	*	0.00	*	*	68.75	*	*	31.25	*	*	16
All Grades	5.56	16.67	2.56	88.89	62.50	74.36	5.56	20.83	23.08	18	24	39

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*
11	91.67	89.47	100.00	8.33	10.53	0.00	0.00	0.00	0.00	12	19	21
12	*	*	87.50	*	*	0.00	*	*	12.50	*	*	16
All Grades	94.12	91.67	92.31	5.88	8.33	0.00	0.00	0.00	7.69	17	24	39

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*
11	8.33	0.00	9.52	33.33	31.58	28.57	58.33	68.42	61.90	12	19	21
12	*	*	0.00	*	*	25.00	*	*	75.00	*	*	16
All Grades	5.56	8.33	5.13	44.44	37.50	28.21	50.00	54.17	66.67	18	24	39

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*
11	16.67	10.53	9.52	75.00	78.95	80.95	8.33	10.53	9.52	12	19	21
12	*	*	6.25	*	*	56.25	*	*	37.50	*	*	16
All Grades	16.67	8.33	7.69	77.78	79.17	69.23	5.56	12.50	23.08	18	24	39

Conclusions based on this data:

1. 14% of English Learners progressed at least one ELPAC level in 2022-2023. This is a decrease of 39%.

2. No students from Del Valle reclassified in 2023.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2023

	Number of Students Tested
Total student tested = 1	
Aerobic Capacity	1
Abdominal Strength and Endurance	0
Trunk Extensor Strength and Flexibility	0
Upper Body Strength and Endurance	1
Flexibility	0

Physical Fitness Test Results (PFT) 2022

	Number of Students Tested
Total student tested =	
Total student tested = 3	
Aerobic Capacity	0
Abdominal Strength and Endurance	3
Trunk Extensor Strength and Flexibility	3
Upper Body Strength and Endurance	3
Flexibility	3

Conclusions based on this data:

1. Most Del Valle students are in grades 11 and 12. Del Valle will continue to encourage students in grade 9 to participate in the Physical Fitness test.

2. Del Valle encourages all students to live a healthy lifestyle and exercise.

Middle Schools Grade 7 and High Schools Grades 9 and 11:	7th or 9th Grade	11th Grade
1. School Connectedness – sites will report percent of students Average reporting "Agree" or "Strongly Agree"	%	55 %
2. Perceived Safety at School – sites will report percent of students Students reporting "Very safe" or "Safe"	%	74 %
3. Caring Adult Relationships – site will report percent of students Average reporting "Pretty much true" or "Very much true"	%	74 %

1. Half of Del Valle students felt connected to our school based and the survey results.

2. Most of Del Valle students felt either Very Safe or Safe at school based on the survey results.

3. Most Del Valle students report having a caring relationship with an adult on campus.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
128	**60.2**	**20.3**	**0.8**
Total Number of Students enrolled in Del Valle High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	26	20.3
Foster Youth	1	0.8
Homeless	6	4.7
Socioeconomically Disadvantaged	77	60.2
Students with Disabilities	36	28.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.8
American Indian	3	2.3
Asian	2	1.6
Filipino	4	3.1
Hispanic	79	61.7
Two or More Races	3	2.3
Pacific Islander		
White	35	27.3

Conclusions based on this data:

1. 60.2% of our student population is Socioeconomically Disadvantaged.

2. 61.7% of our student population is Hispanic.

3. 28.1% of our student population are Students with Disabilities.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

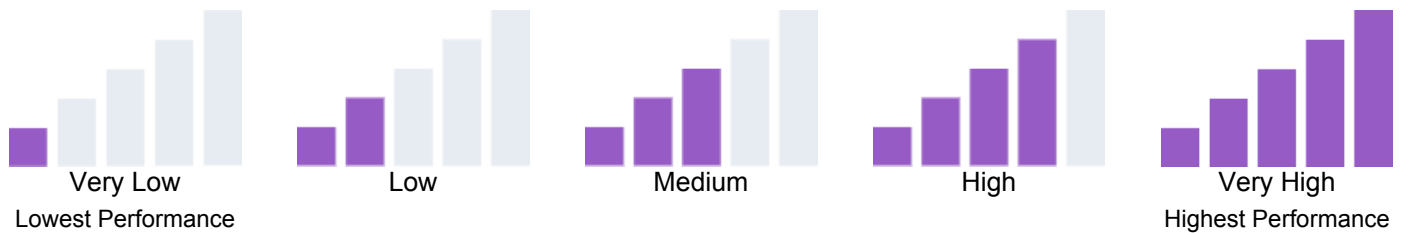| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	**Graduation Rate** High	**Suspension Rate** Medium
Mathematics No Performance Level		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Del Valle's graduation rate is high on the performance dashboard in 2022.

2. Del Valle's suspension rate is medium on the performance dashboard in 2022.

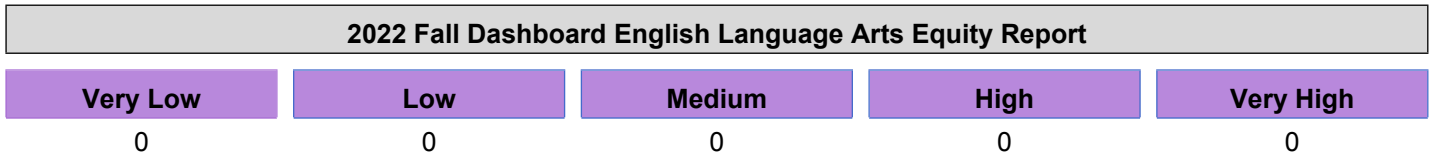# School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
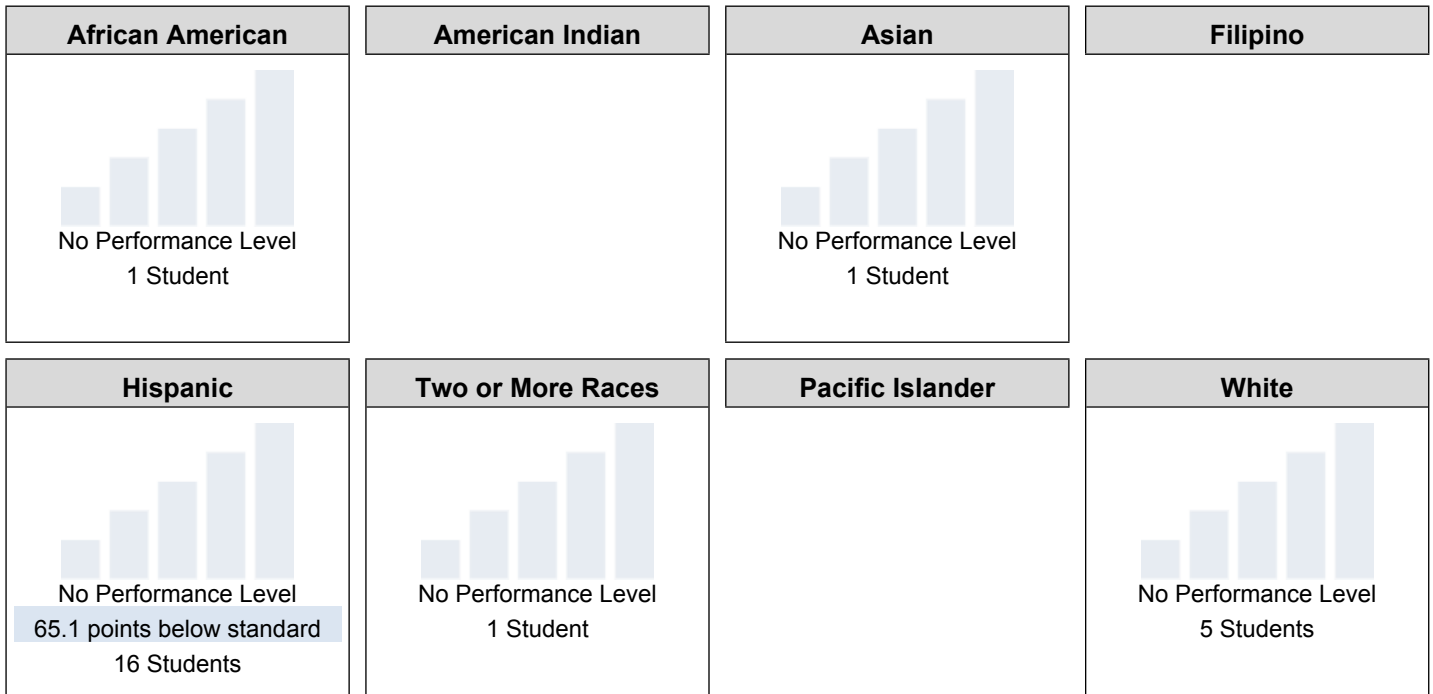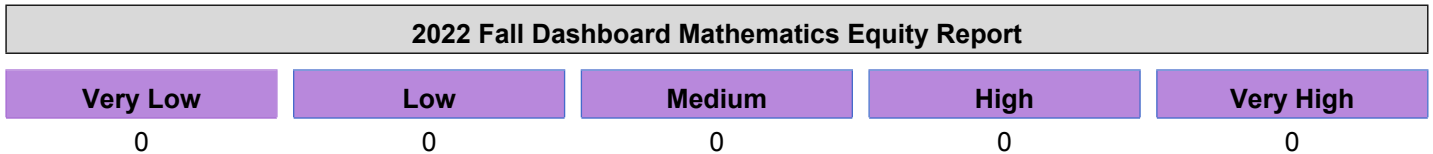

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level	No Performance Level	
53.8 points below standard	4 Students	
22 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	No Performance Level	No Performance Level
4 Students	60.2 points below standard	7 Students
	15 Students	

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 1 Student		No Performance Level 1 Student	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 65.1 points below standard 16 Students	No Performance Level 1 Student		No Performance Level 5 Students
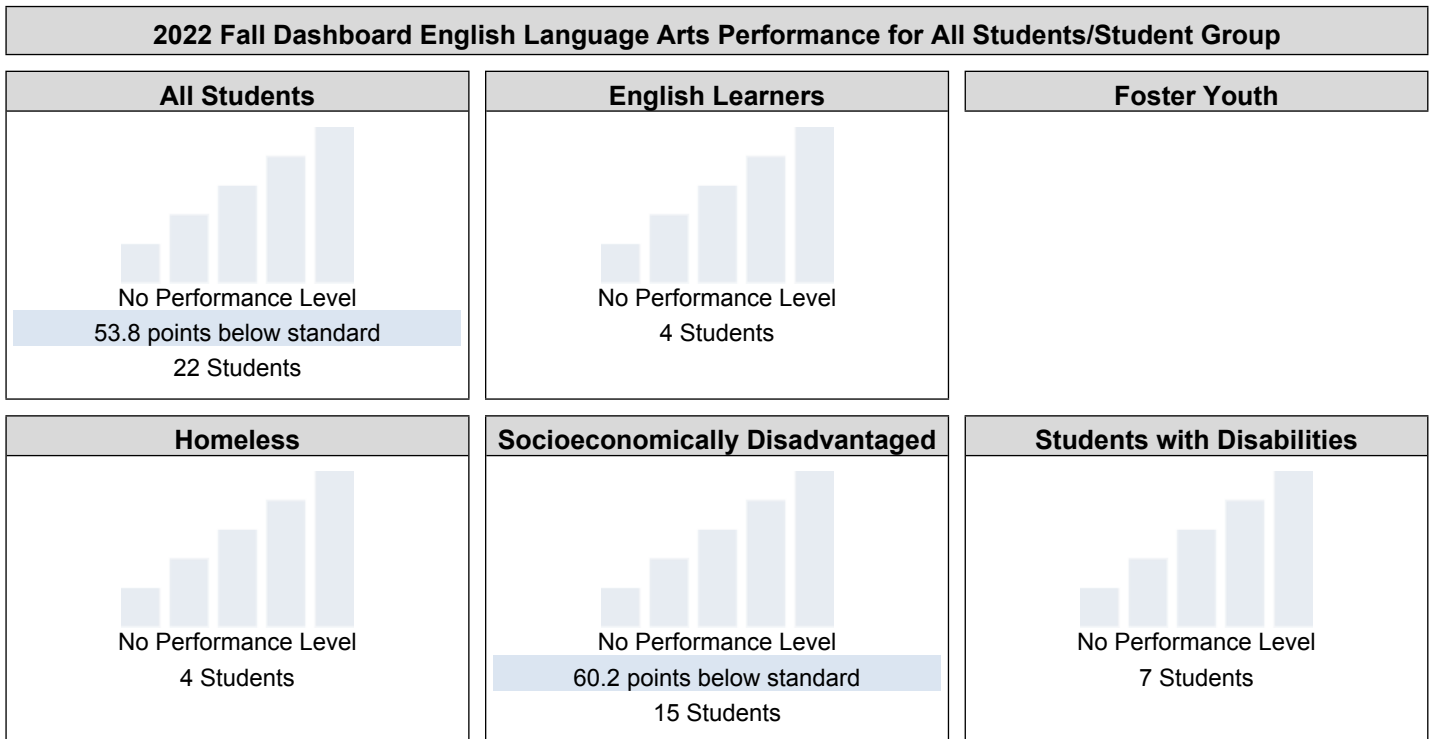
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students	1 Student	88.9 points below standard 14 Students

Conclusions based on this data:

1. Del Valle's academic performance in English Language Arts is not on the dashboard in 2022.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level 190.5 points below standard 23 Students	No Performance Level 4 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 3 Students	No Performance Level 197.8 points below standard 16 Students	No Performance Level 7 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
0 Students	1 Student	1 Student	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level	No Performance Level		No Performance Level
184.3 points below standard	1 Student		6 Students
16 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students	1 Student	204.0 points below standard
		14 Students

Conclusions based on this data:

1. Del Valle's academic performance in Mathematics is not on the dashboard in 2022.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
66.7 making progress towards English language proficiency
Number of EL Students: 15 Students
Performance Level: No Performance Level
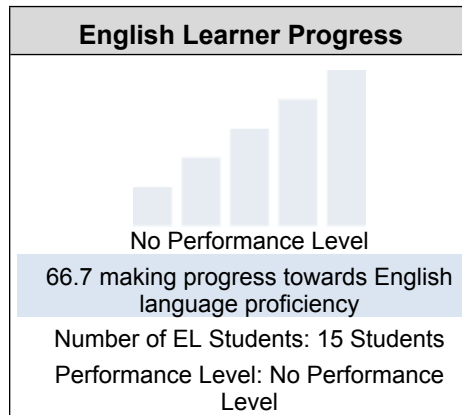
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
20.0%	13.3%	6.7%	60.0%

Conclusions based on this data:

1. 66.7% of English Learners are making progress toward English language proficiency in 2022.

2. 60% of English Learners progressed at least one ELPI level in 2022.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:
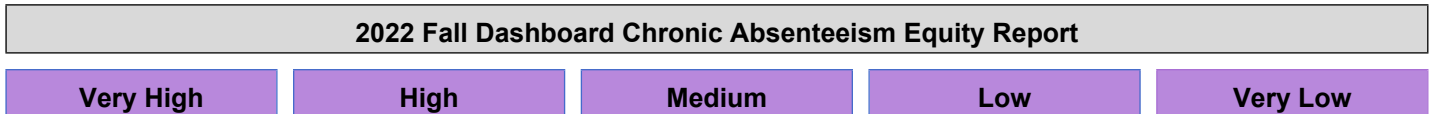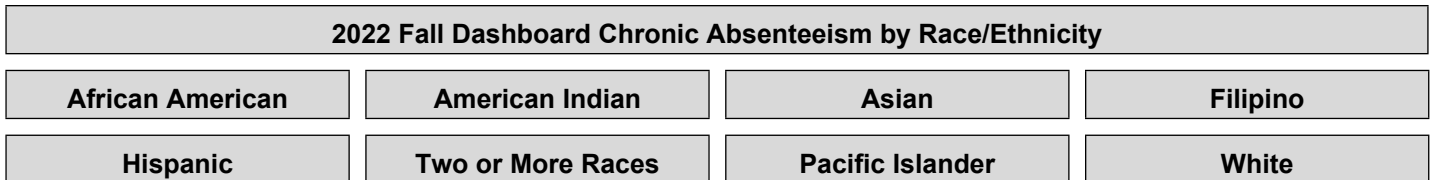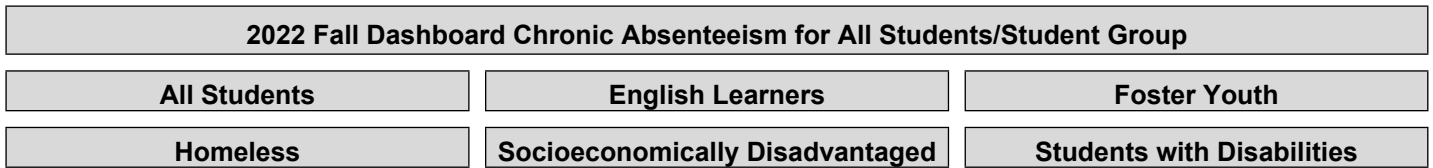
1. No data is available.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

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.
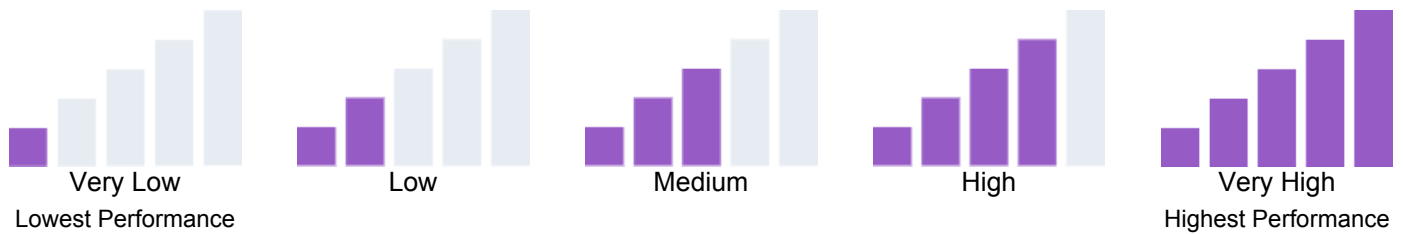
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

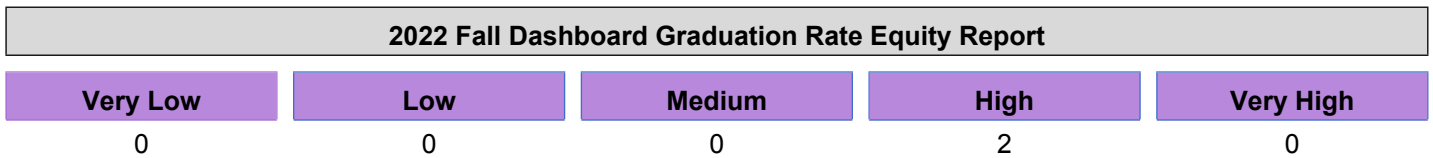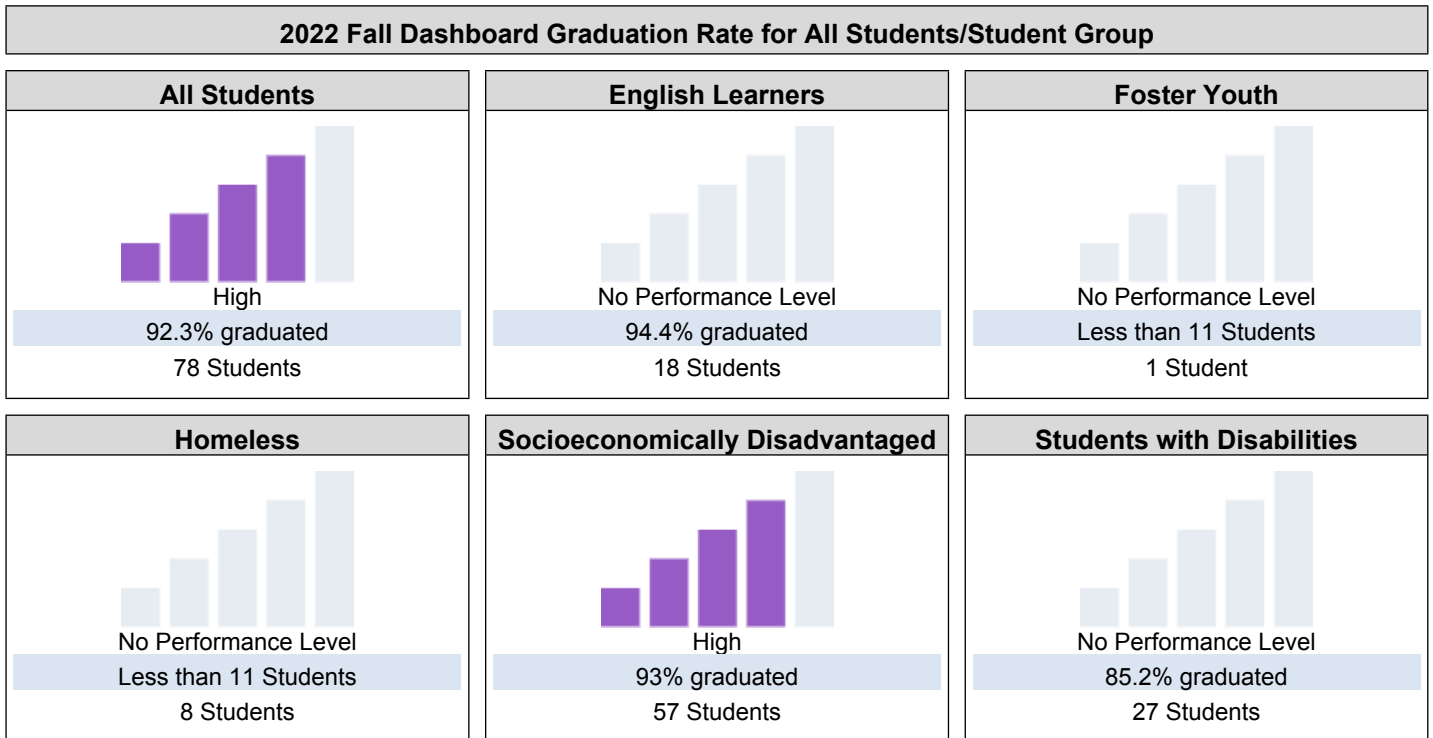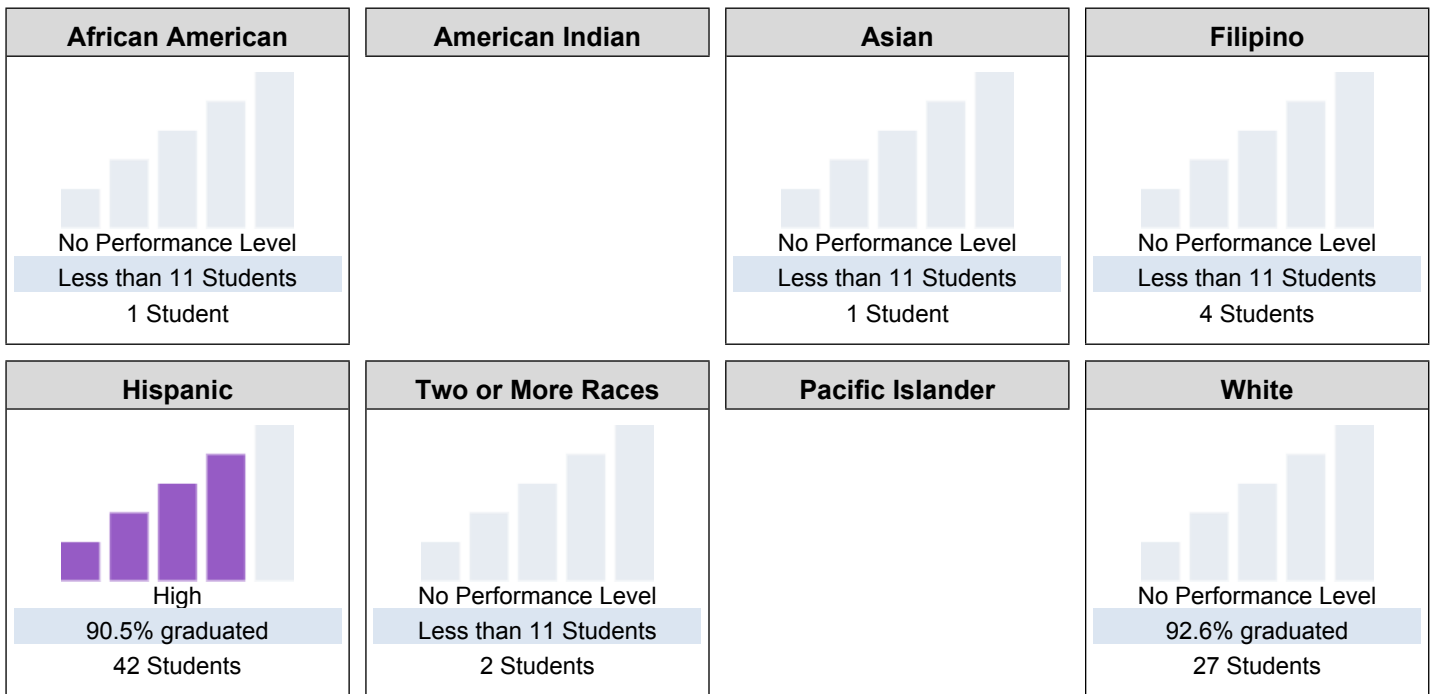**Conclusions based on this data:**

1. Data is not available.
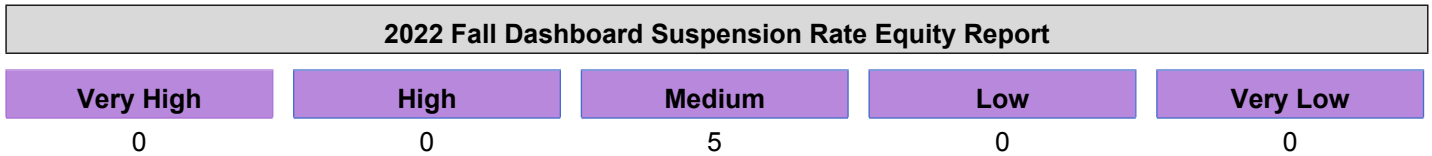
School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
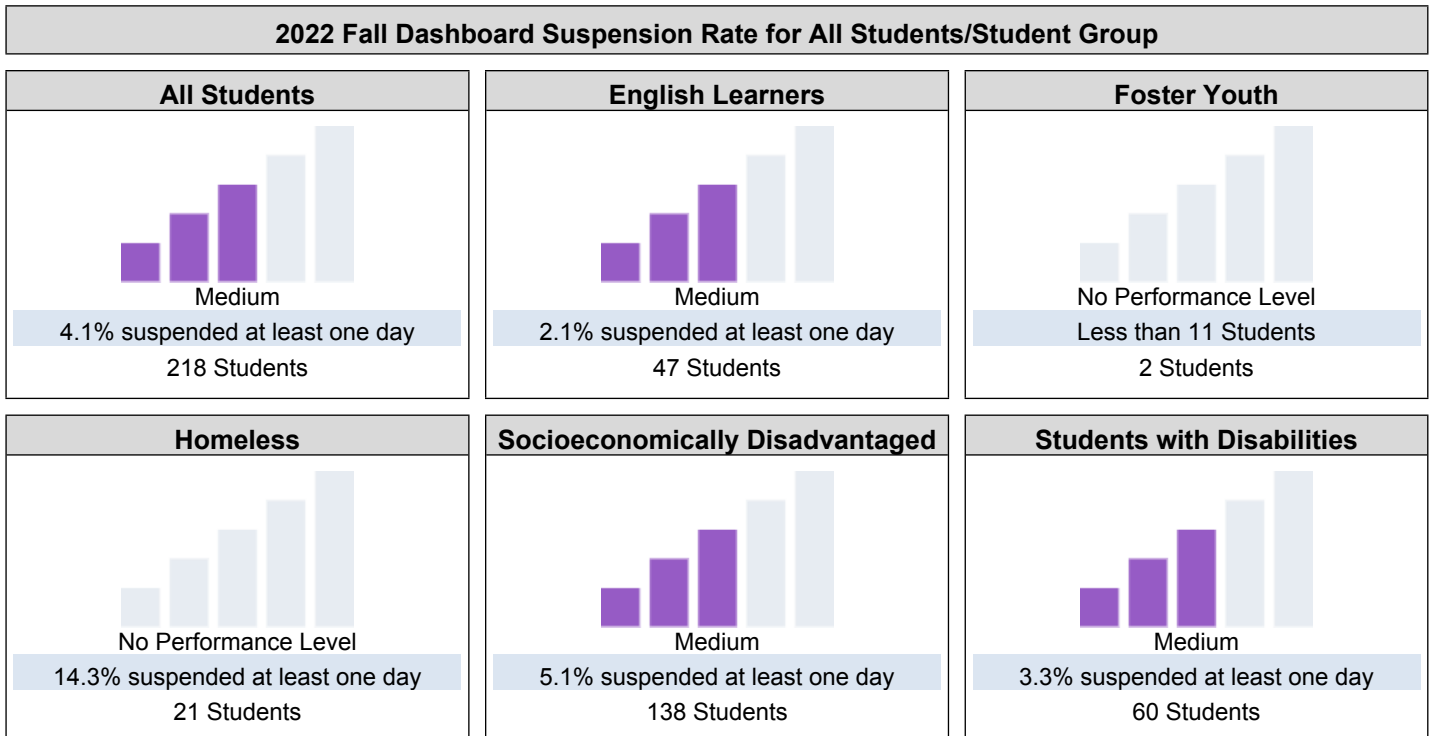
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High
0	0	0	2	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
92.3% graduated	94.4% graduated	Less than 11 Students
78 Students	18 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	No Performance Level
Less than 11 Students	93% graduated	85.2% graduated
8 Students	57 Students	27 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
1 Student		1 Student	4 Students

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level		No Performance Level
90.5% graduated	Less than 11 Students		92.6% graduated
42 Students	2 Students		27 Students

Conclusions based on this data:

1. Del Valle's graduation rate is high (92.3%) on the dashboad.

2. Socioeconomically Disadvantaged student's graduation rate is high (93%) on the dashboard.

3. Hispanic student's graduation rate is high (90.5%) on the dashboard.)

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low

Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	5	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
4.1% suspended at least one day	2.1% suspended at least one day	Less than 11 Students
218 Students	47 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
14.3% suspended at least one day	5.1% suspended at least one day	3.3% suspended at least one day
21 Students	138 Students	60 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

5 Students

American Indian

No Performance Level

Less than 11 Students

1 Student

Asian

No Performance Level

Less than 11 Students

3 Students

Filipino

No Performance Level

Less than 11 Students

5 Students

Hispanic

Medium

3.6% suspended at least one day

138 Students

Two or More Races

No Performance Level

Less than 11 Students

7 Students

Pacific Islander

White

Medium

1.7% suspended at least one day

59 Students

Conclusions based on this data:

1. Del Valle's overall suspension rate is medium (4.1%) on the dashboard.

2. White students and hispanic student's suspension rate is medium on the dashboard.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 ELPAC EL Reclassification Del Valle Writing Assessment Del Valle Mathematics Assessment YouthBuild Youth Innovation Program* CTE Culinary* CTE Transportation*	Graduation Rate increase for 2022-2023 88%. Increase our EL Reclassification by 8% in 2022-2023. Increase our average Del Valle Writing and Reading assessment score by 5%. Increase students who pass the Del Valle Mathematics Assessment to 3%. ELPAC completion rate* Approaching Prepared: Continue to have 100% of students who enroll in the YouthBuild program complete the program. Youth Innovation Program (YIP) (WIOA)completion rate* CTE Culinary completion of 2 classes with a C or higher* CTE Transportation completing course with C- or higher* Prepared SBAC Test results* and/or Concurrent Enrollment LP*	Graduation rate in 2022-2023 was 87%. This was an increase of 2%. No students reclassified in 2022-2023. The Del Valle Writing and Reading assessment went up by 12% 72% of students passed Del Valle's Mathematics Assessment in 2022-2023. This was a decrease of 21%. 100% of students who participated in the Youthbuild program completed the program. 11 out of 12 students completed the Youth Innovation Program (YIP) (WIOA). 74% of students in CTE Culinary class completed the course with a C- or higher. 86% of students in CTE Transportation have completed the course with a C-or higher.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension - Del Valle staff will continue to assess student literacy/reading	Literacy/Reading Comprehension - Del Valle staff continued to assess student literacy/reading	Cost for grade-level reading materials to make reading more accessible and cost of additional support to be	Cost for grade-level reading materials to make reading more accessible and cost of additional support to be

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
comprehension and place students in the appropriate English reading level class (Level 1, 2, or 3). Del Valle will continue to use our end of trimester Writing and Reading assessment to assess student progress.	comprehension and place students in the appropriate English reading level class (Level 1, 2, or 3). Del Valle continued to use our end of trimester Writing and Reading assessment to assess student progress.	determined Literacy/Reading Comprehension assessment. District Funded 3,000.00	determined Literacy/Reading Comprehension assessment. District Funded 3,000
		Substitute costs for release time approximately $200.00/substitute. The cost of reading materials is $2,800.00. Study Sync is purchased by our District.	Substitute costs for release time approximately $200.00/substitute. The cost of reading materials is $2,800.00. Study Sync is purchased by our District.
Mathematics - By using ALEKs.com and supplemental worksheets, all mathematics students who have completed the Intro to Algebra class will be tested on the single variable assessment, graphing linear equations, and factoring quadratic equations.	Mathematics - By using ALEKs.com and supplemental worksheets, all mathematics students who have completed the Intro to Algebra class will be tested on the single variable assessment, graphing linear equations, and factoring quadratic equations.	ALEKs.com will be District-funded. District Funded 605.00	ALEKs.com will be District-funded. District Funded 605.00
Writing - Del Valle staff will continue to assess student Writing upon transfer to Del Valle and place students in the appropriate English writing level class (Level 1, 2, or 3).	Writing - Del Valle staff continued to assess student Writing upon transfer to Del Valle and place students in the appropriate English writing level class (Level 1, 2, or 3).	Substitute costs for release time to assess students writing approximately $200.00/substitute. 200.00	Substitute costs for release time to assess students writing approximately $200.00/substitute. 200.00
Staff and administration will work with all students to evaluate their transcripts, provide appropriate curriculum, and build appropriate schedules in order to ensure all students graduate with a diploma.	Staff and administration worked with all students to evaluate their transcripts, provide appropriate curriculum, and build appropriate schedules in order to ensure all students graduate with a diploma.	0	0
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. Del Valle staff articulates with Granada, Livermore,	Del Valle staff articulated internally and externally to ensure all courses were aligned to provide a seamless process for students to move to the next level. Del Valle staff articulated with Granada, Livermore, and Vineyard	0	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	High Schools to ensure student transfers are appropriate and seamlessly completed. Del Valle articulated with Granada, Livermore, and Vineyard High Schools to ensure students were able to take concurrent classes that meet the needs of the student.		
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 that required a UC/CSU A-G course or a CTE Pathway took concurrent classes at the most appropriate school in our District or through the community college system.	0	0
Ongoing professional development.	Ongoing professional development.	Attend Positive Behavior Interventions and Supports (PBIS) and California Continuation Education Association (CCEA) conferences Title II Part A: Improving Teacher Quality 2,500	Attend Positive Behavior Interventions and Supports (PBIS) and California Continuation Education Association (CCEA) conferences. Title II Part A: Improving Teacher Quality 2,500
Identify students who are interested in pursuing a career in general construction through interviews and surveys. Once identified, conduct intake interview with Youthbuild program and monitor progress.	Identified students who are interested in pursuing a career in general construction through interviews and surveys. Once identified, conduct intake interview with Youthbuild program and monitor progress.		
Additional time for Instructional Specialist to support all students in all subject areas.	Additional time for Instructional Specialist to support all students in all subject areas.	Continue to support students academically LCFF - Supplemental 2,923.50	Continue to support students academically LCFF - Supplemental 2,923.50
Purchase of class set of chromebooks.	Purchased of class set of chromebooks.	Add chromebooks to our current inventory to replace end of life, lost, damaged or stolen devices. LCFF - Supplemental 10,878.50	Add chromebooks to our current inventory to replace end of life, lost, damaged or stolen devices. LCFF - Supplemental 10,878.50

Analysis

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

Strategies planned were followed with fidelity.

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

Graduation rate increased.

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

There no material differences between proposed expenditures and estimated actual expenditures.

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.

Del Valle will continue to support students through graduation.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 the percentage of students feeling safe on campus by 5%. Increase monthly attendance by 5% or greater for 2022-2023. Continue to review suspensions and investigate systems (School-wide PBIS expectations, restorative justice, and diversion programs in lieu of suspension) that can reduce the number of suspensions by 5% and reduce the total days of suspensions by 5%.	CHKS has not been given since 2019. The average daily attendance in 2022-2023 was 83.8%. This is a decrease of 10.92%. The percentage of students suspended increased by 5.3%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff will examine and develop positive behavior interventions and supports (school-wide expectations, Restorative Justice, and counseling in lieu of suspension).	Staff examined and developed positive behavior interventions and supports (school-wide expectations, Restorative Justice, and counseling in lieu of suspension).	Continue regular meetings with Coordination Of Services Team (COST) to discuss student concerns around attendance, behavior, and social-emotional needs. LCFF - Supplemental 3,698	Continue regular meetings with Coordination Of Services Team (COST) to discuss student concerns around attendance, behavior, and social-emotional needs. LCFF - Supplemental 3,698
Staff will examine and develop social emotional learning curriculum (Choose Love) to implement during advisory (PACK) period.	Staff examined and developed social emotional learning curriculum (Choose Love) to implement during advisory (PACK) period.	Substitute cost for release time approximately $200.00/substitute and staff development/professional development $3,200.00 LCFF - Supplemental 3,200	Substitute cost for release time approximately $200.00/substitute and staff development/professional development $3,200.00 LCFF - Supplemental 3,200
Based on the Healthy Kids Survey or the Del Valle Social Emotional	Based on the Healthy Kids Survey or the Del Valle Social Emotional	Implementing internal and district survey to	Implementing internal and district survey to

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Survey, data will be used to address students needs.	Survey, data was used to address students needs.	assess student needs. 0	assess student needs. 0
All students will display a high level of caring based on relationships with adults at school.	All students displayed a high level of caring based on relationships with adults at school.	Continue regular meetings with Coordination Of Services Team (COST) to discuss student concerns around attendance, behavior, and social-emotional needs. 0	Continue regular meetings with Coordination Of Services Team (COST) to discuss student concerns around attendance, behavior, and social-emotional needs. 0
Staff will examine positive reinforcement techniques to improve attendance, which continues to be an area of concern.	Staff examined positive reinforcement techniques to improve attendance, which continues to be an area of concern.		

Analysis

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

Strategies planned were followed with fidelity.

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

The average daily attendance went down in 2022-2023.

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

There were no differences between the proposed expenditures and estimated actual expenditures.

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.

Del Valle will focus on attendance in 2023-2024. Changes will be in the Planned Improvements 2023-2024.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 Virtual Back to School Night and the Virtual Show.	Teachers will use online communication & grade book by updating it 100% of the time. 100% Parent participation by registering for Schoology. Parent, student, and community will participate in Back to School Night, and "The Show."	Teachers used online communication 100% of the time in 2022-2023. 87% of parents registered for Schoology in 2022-2023. 29 families attended Back to School Night and 10 families attended "The Show" in 2022-2023.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Attendance at School Site Council, English Learner Advisory Committee, and The Show are opportunities for staff to seek input from parents.	Attendance at School Site Council, English Learner Advisory Committee, and The Show were opportunities for staff to seek input from parents.	Food for ELAC and SSC meetings. LCFF - Supplemental 500.00	Food for ELAC and SSC meetings. LCFF - Supplemental 500.
Parents/Guardians are encouraged to register in Schoology in order to check their student's academic progress as well as their attendance. Every twelve school days, a school-wide call is sent to parents/guardians encouraging them to check their student(s) grades/credits.	Parents/Guardians were encouraged to register in Schoology in order to check their student's academic progress as well as their attendance. Every twelve school days, a school-wide call was sent to parents/guardians encouraging them to check their student(s) grades/credits.		
Partnering with community and school groups with our Bicycle Transportation and Culinary programs.	Partnering with community and school groups with our Bicycle Transportation and Culinary programs.		

Analysis

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

Strategies planned were followed with fidelity.

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

The strategies were achieved.

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

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

In 2023-2024, Del Valle will increase parent participation through communication. Goals will be reflected in planned improvements.

Goals, Strategies, & Proposed Expenditures

Goal 1

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate ELPAC-EL Reclassification	The Graduation Rate for 2022-2023 was 87%. No students reclassified in 2022-2023.	The Graduation Rate for 2023-2024 will be 90%. 50% of English Learners will reclassify in 2023-2024.

Planned Strategies/Activities

Strategy/Activity 1

ELA-Literacy/Reading/Writing Comprehension and Mathematics
Professional Learning Communities
Essential Standards
Common Assessments

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/VP/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	
	5,850

Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Support

Amount	7,324
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Materials

Amount	2,500
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff Development/Collaboration

Strategy/Activity 2

Articulation
Collaboration
Counselor-graduation guidance
COST
Credit Checks
Weekly Newsletter

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/VP/Teachers/Counselor

Proposed Expenditures for this Strategy/Activity

Amount	7,026
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	CCEA Conference

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

Annual attendance rate/chronic absenteeism
Suspension rate
Panorama Survey
PBIS Assessment

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey Annual attendance rate Suspension Rate PBIS Assessment	The average daily attendance for 2022-2023 was 83.8%. The Panorama Survey indicates that 63% of students have strong teacher-student relationships in Spring 2023. The Panorama Survey indicates that 33% of students have a sense of belonging at school in Spring 2023. 9.4% of Del Valle students were suspended in 2022-2023. In 2022-2023, Del Valle was awarded the Silver Medal of recognition by the California PBIS Coalition.	Increase the average daily attendance for 2023-2024 to 90%. The Panorama Survey will indicate that 75% of students have strong teacher-student relationships in Spring 2024. The Panorama Survey will indicate that 55% of students have a strong sense of belonging at school in Spring 2023. The percentage of students suspended in 2023-2024 will decrease to 5% or lower. Del Valle will be awarded the Gold Medal of recognition by the California PBIS Coalition in 2023-2024.

Planned Strategies/Activities

Strategy/Activity 1

Attendance monitored and supported
Positive Behavioral Interventions and Supports (PBIS) will continue to be implemented
COST team will continue to meet to support students
Counselor will work to support students (academic and SEL)
3 positive communications weekly by staff
PACK Period-SEL Learning

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/VP/Teachers/Staff/Counselor

Proposed Expenditures for this Strategy/Activity

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

Families will participate in their child's education by being informed and supporting the school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Weekly Newsletter Intake/Orientation meetings	In 2022-2023, a random newsletter was sent to families. 100% of families attended orientation in 2022-2023.	In 2023-2024, a weekly newsletter will be sent out. 100% of families will attend orientation in 2023-2024.

Planned Strategies/Activities

Strategy/Activity **1**

Communication
Orientation required
Weekly Wolfpack Update Newsletter

Students to be Served by this Strategy/Activity

All students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/VP/Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Communication to English Learner families through ELAC.

Students to be Served by this Strategy/Activity

EL Students

Timeline

8/2023-6/2024

Person(s) Responsible

Principal/VP/Teachers/EL Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	ELAC Meeting Supplies

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	$2,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	23,700.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	$18,239	18,239.00
LCFF - Supplemental	$21,200	0.00
Title II Part A: Improving Teacher Quality	$2,500	0.00
Other	$2,574	2,574.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,526.00
2000-2999: Classified Personnel Salaries	5,850.00
4000-4999: Books And Supplies	8,324.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,026.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,850.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,324.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,500.00

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Tammy Rankin	Principal
Yvonne Pelle	Other School Staff
Arturo Colmenero	Classroom Teacher
Ann Marie Rohe	Parent or Community Member
Katia Loza	Parent or Community Member
Daniel Maravilla	Secondary Student

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**

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 October 16, 2023.

Attested:

Principal, Tammy Rankin on 10/16/2023
SSC Chairperson, Ann Marie Rohe on 10/16/2023

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. 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

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2023-2024
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.*
- ***Supporting our District SPSA Goals.***
- *$98,677*

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*
- ***supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$138,502*

Title III, Language Instruction for Limited English Proficient (LEP):
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.*
- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals**.*
- *$157,783*

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, 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.*
- *$34,456*

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	$2,500
	Total amount of federal categorical funds allocated to this school	$2,500

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$18,239
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$21,200
	Total amount of federal categorical funds allocated to this school	$39,439

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$2,574

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

Projected LCFF Supplemental Funds $21,200

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: Instructional Aide Support	2023-2024	Vice Principal	5850	• Socio-econ. Disadvantaged • English Learner • Foster Youth
		Total:	5,850	
Supplemental materials, computers, software, books, supplies may be purchased: Ed Puzzle, Booklet, Plasq, Math Manipulatives, Gizmos, Membean -programs for students	2023-2024	Principal	3324	• Socio-econ. Disadvantaged • English Learner • Foster Youth
Art tools and supplies	2023-2024	Principal	2000	
Foods/Culinary tools	2023-2024	Principal	1000	
Leadership supplies	2023-2024	Principal	1000	
		Total:	7,324	
Staff Development and Professional Collaboration, training costs, substitute costs: PLC Collaboration	2023-2024	Principal	1400	• Socio-econ. Disadvantaged • English Learner • Foster Youth
CCEA Conference	2023-2024	Principal	5626	
		Total:	7,026	
Parent Involvement: ELAC Meeting Supplies, Translator	2023-2024	Principal	1000	• Socio-econ. Disadvantaged • English Learner • Foster Youth
		Total:	1,000	
		Grand Total:	21,200	

Appendix H

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds:

PROGRAM DESCRIPTION:

During the 23-24 school year, technology will be used to enhance student learning and teacher instruction. Funding for technology will be used to maintain and update the current computers, chromebooks, and printers, which are used by students and teachers.