

School Year: **2020-21**

## 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.

<b>School Name</b>	Del Valle High School
<b>Address</b>	2253 Fifth Street Livermore, CA 94551
<b>County-District-School (CDS) Code</b>	01-61200-01-32670
<b>Principal</b>	Erik Taylor
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	October 27, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	October 27, 2020
<b>Local Board Approval Date</b>	November 10, 2020

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 High School is the continuation high school for the Livermore Valley Joint Unified School District. The enrollment at Del Valle fluctuates between 90 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 is 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 Interventions and Supports (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. Time is also set aside during our meetings to review student progress in the areas of academics, attendance, and behavior.

The Coordination Of Services Team(COST) meets weekly and includes a Child Welfare Attendance (CWA) Specialist, Academic Counselor, Hume Center Counselor, instructional aide, school nurse, and administration. Teachers complete referral forms and submit them to the COST team based on students' academic, attendance, and behavior performance.

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, we discuss our school program and the intervention programs we have in place to support them as they progress towards graduation. They are introduced to the office staff as well as the counselor. This begins the process of making positive adult connections with the students and their families. This year due to the COVID-19 pandemic and distance learning we have adjusted our new student orientation process to begin virtually then conclude with a face to face or virtual meeting with administration.

Due to the COVID-19 pandemic and county policies, our fall Back to School night was held virtually this year. Staff made introductory video's and all were assembled on our webpage <https://www.livermoreschools.org/delvalle>. Our 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. These events will all be held virtually this year. Additional opportunities for parent/family/community involvement such as the "Show" will be planned according to school district and county guidelines. The Show is the spring open house that recognizes student work, artistic and musical skills.

All State and local assessment results are used to validate the curriculum and implementation of that curriculum. Due to distance learning which began last year in March 2020 we do not have CAASPP data for both English and Math. We use our own writing benchmark which is aligned to our District writing benchmark assessment. We use this assessment to inform our teaching and student learning. We use an in house algebra assessments for new students if they need algebra credits. We also use Big Idea's math and ALEKs online math curriculum to provide important data to assist the mathematics instructor in providing intervention and support.

This year our teachers have worked extremely hard to create online classroom environments that use engaging lessons to support students learning during this time of distance learning. We provide regular times for teachers and staff to share best practices and ask questions about technology needs and curriculum.

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 Curriculum Department 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 (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 assignments 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. Due to the COVID-19 pandemic our programs have had to rethink their curriculum and are developing meaningful learning opportunities for our students. Our bicycle transportation class provides students with the opportunity to learn basic mechanical skills that can transfer to other related occupations. 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. During distance learning our teacher is delivering bicycles and tool kits to student's homes so they can rehabilitate the bicycles. The teacher checks in with students online to help instruct them on the proper repair techniques. Our 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 teacher has created distance learning recipes and assembled all the ingredients for each student. The recipes are either delivered by the teacher or picked up by the student. The teacher will host virtual cooking classes and the students will create the assigned recipe based on the ingredients the teacher has distributed. 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 reviewing and 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 virtually 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.74%	0.9%	0%	2	1	0
African American	2.61%	1.8%	0%	3	2	0
Asian	0.87%	%	1.48%	1		2
Filipino	0.87%	0.9%	1.48%	1	1	2
Hispanic/Latino	48.70%	54.05%	50.37%	56	60	68
Pacific Islander	%	0.9%	0%		1	0
White	38.26%	38.74%	40.74%	44	43	55
Multiple/No Response	%	%	5.19%			1
<b>Total Enrollment</b>				115	111	135

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	4	3	
Grade 10	7	3	2
Grade 11	45	37	52
Grade 12	59	68	81
<b>Total Enrollment</b>	115	111	135

### Conclusions based on this data:

1. The Hispanic/Latino student group continues over the past three years to be the largest student group at Del Valle.
2. Overall enrollment has grown over the past three 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).

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	24	25	17	20.9%	22.5%	12.6%
Fluent English Proficient (FEP)	18	23	35	15.7%	20.7%	25.9%
Reclassified Fluent English Proficient (RFEP)	1	1	2	6.7%	4.2%	8.0%

### Conclusions based on this data:

1. Our English Learner population has declined from 18-19 to 19-20.
2. Our Fluent English Proficient population has increased over the past three years from 17-18 to 19-20
3. Our Reclassified Fluent English Proficient category saw a slight increase.



# 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	63	42	49	61	89.4	90	91.3
All Grades	47	60	69	42	54	63	42	49	61	89.4	90	91.3

\* 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. The CAASPP was not administered in 2019-2020 due to the COVID-19 pandemic these conclusions are based on 2018-2019 data.
2. We have seen a three year increase in the Overall Participation and Overall Achievement categories.
3. Our areas for growth are listening and Research/Inquiry while we will continue to focus on reading and writing.

# 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	64	40	48	61	85.1	90	92.8
All Grades	47	60	69	40	54	64	40	48	61	85.1	90	92.8

\* 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. The CAASPP was not administered in 2019-2020 due to the COVID-19 pandemic there conclusions are based on 2018-2019 data.
2. We have seen a three year increase in Overall participation and a consistent score with overall achievement.

3. We have seen a three year trend of consistency in the area of Concepts & Procedures, Problem Solving & Modeling/Data Analysis and 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	8
Grade 12	1509	*	1499	*	1519	*	10	10
All Grades	1504		1497		1511		19	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
All Grades		21.05		36.84		26.32		15.79		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
All Grades		36.84		31.58		15.79		15.79		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
All Grades		10.53		21.05		42.11		26.32		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
All Grades		0.00		73.68		26.32		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
All Grades		63.16		21.05		15.79		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
All Grades		10.53		57.89		31.58		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
All Grades		10.53		68.42		21.05		19

**Conclusions based on this data:**

1. 36% of our students tested at a level 3 in the category of overall language.
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) 2018-19

% of students achieving the Healthy Fitness Zone

## Physical Fitness Test Results (PFT)

% of students achieving the Healthy Fitness Zone

Total student tested =			
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### 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

## Elementary Schools Grade 5:

Table

1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	%	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	%	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	%	6.1

1.

2.

## Middle Schools Grade 7 and High Schools Grades 9 and 11:

7<sup>th</sup> or 9<sup>th</sup> Grade

11<sup>th</sup> 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 our students felt connected to our school based and the survey results.

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

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



# School and Student Performance Data

## Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
111	72.1	22.5	0.9

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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	22.5
Foster Youth	1	0.9
Homeless	5	4.5
Socioeconomically Disadvantaged	80	72.1
Students with Disabilities	27	24.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.8
American Indian	1	0.9
Asian	2	1.5%
Filipino	1	0.9
Hispanic	60	54.1
Two or More Races	3	2.7
Pacific Islander	1	0.9
White	43	38.7






### Conclusions based on this data:

- 57% of our student population is Socioeconomically Disadvantaged
- 50% of our student population is Hispanic
- 28% of our student population are Students with Disabilities

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Red		
<b>College/Career</b>  Red		

#### Conclusions based on this data:

1. Our Dashboard does not reflect District average, due to the different requirements for continuation schools.
2. College and Career readiness is an area of growth.
3. We have improved over the past two years in Graduation Rate and Suspension Rate.

# 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:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>161 points below standard</p> <p>Maintained -0.1 points</p> <p>30</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>167 points below standard</p> <p>Declined -6.5 points</p> <p>21</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>204.9 points below standard</p> <p>11</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 164.8 points below standard Declined Significantly -20.5 points 16	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 154 points below standard Increased Significantly ++40 points 12

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.

**2019 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 8	0 Students	168 points below standard Maintained ++0.6 points 15

**Conclusions based on this data:**

- Overall, our students maintained their performance in English Language Arts .1 percent
- Our White subgroup increased their performance by 40 points.
- Our English Language Learners maintained their performance by .6 points.

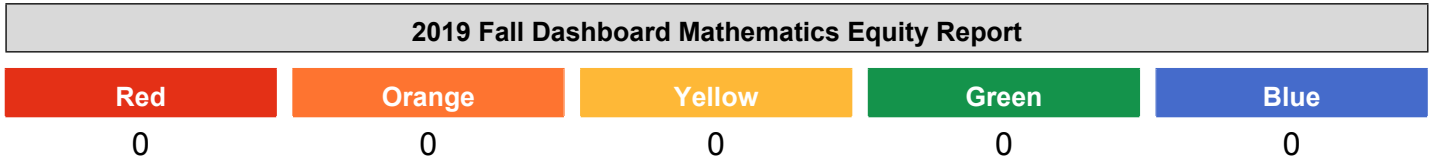
# School and Student Performance Data

## Academic Performance Mathematics






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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>260 points below standard</p> <p>Declined Significantly -29.8 points</p> <p>31</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>262 points below standard</p> <p>Declined Significantly -34.5 points</p> <p>21</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>298.4 points below standard</p> <p>11</p>

## 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 272.1 points below standard Declined Significantly -59 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 272.1 points below standard Declined Significantly -59 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 243.4 points below standard Increased Significantly ++26.1 points 12

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.

## 2019 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 8	Less than 11 Students - Data Not Displayed for Privacy 1	259 points below standard Declined Significantly -23.4 points 16

### Conclusions based on this data:

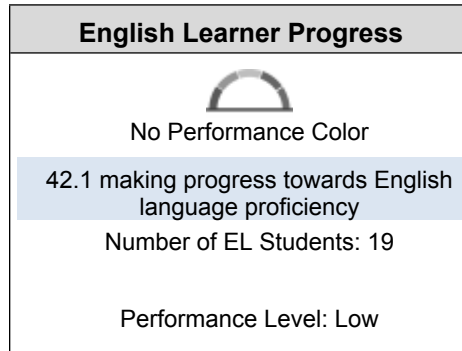
1. Overall, our students declined in their Mathematics performance by 29.8 percent
2. Our White subgroup increased by 26 points
3. Our Socioeconomically Disadvantaged, Hispanic and English Learner performance decreased.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
26.3	31.5	15.7	26.3

#### Conclusions based on this data:

1. Overall our students maintained or increased by one ELPI level.
2. 5 students decreased by one ELPI level.

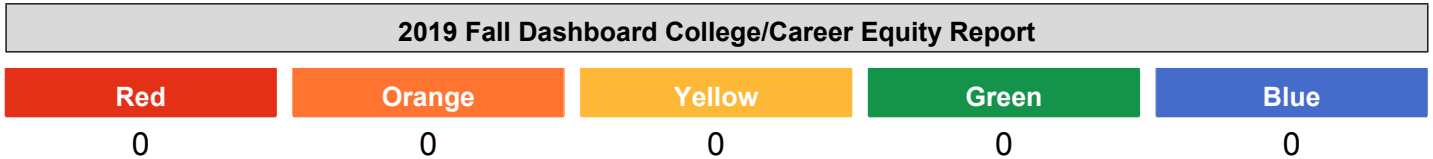
# School and Student Performance Data

## Academic Performance College/Career







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



This section provides number of student groups in each color.











This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>1.5</p> <p>Declined -2</p> <p>66</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>



**2019 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
3.5 Prepared	3.5 Prepared	1.5 Prepared
15.8 Approaching Prepared	15.8 Approaching Prepared	12.1 Approaching Prepared
80.7 Not Prepared	80.7 Not Prepared	86.4 Not Prepared

**Conclusions based on this data:**

- There are slight decreases in all three categories in College / Career Readiness.
- It is still unclear how the State calculates its rates for increase and decrease of students being College and Career ready for Continuation Schools.
- There's a need to build systems to help students transition to college or career after earning their high school diploma.

# 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.

### 2019 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.

### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 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. The state of California doesn't report out chronic absenteeism in the California Dashboard.
2. Upon comparing the average monthly attendance rate from 8/18-3/19 with 8/19-3/20 our average monthly attendance improved by 8%.

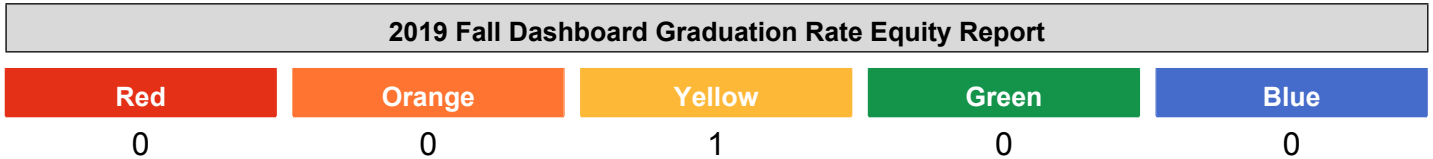
# School and Student Performance Data

## Academic Engagement Graduation Rate

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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>84.9</p> <p>Increased +9.4</p> <p>66</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>78.6</p> <p>Maintained -1.4</p> <p>42</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 77.8 Maintained +1.9 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 90.3 Increased +7.7 31

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.

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
75.4	84.9

**Conclusions based on this data:**

- Overall our graduation rate increased by 9.4 points.
- Our subgroups of Socioeconomically Disadvantaged and Hispanic maintained their graduation rate.
- Our subgroup of white students increased their graduation rate by 7.7 points.

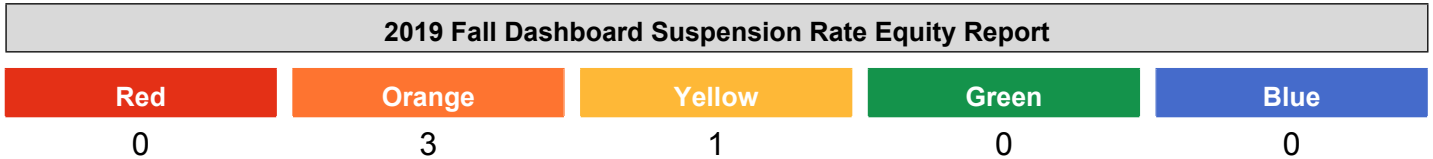
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 11.9 Declined Significantly -16.8 193	<p><b>English Learners</b></p>  No Performance Color 7.4 Declined -19.1 27	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 2
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 9	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 10.5 Declined -22.8 124	<p><b>Students with Disabilities</b></p>  Orange 15.9 Declined -29.5 44

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">6.6</div> Declined -13.6 91	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 1	 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">16</div> Declined -18.7 81

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	28.7	11.9

**Conclusions based on this data:**

1. Our overall suspension rate decreased by 16.8 points.
2. Our suspensions decreased in the Hispanic, White, and Socioeconomically Disadvantaged subgroups.
3. As a site we are implementing Positive Behavior Interventions and Supports to reinforce positive behavior and decrease our suspension rate.

# 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  
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 Del Valle Writing Assessment Del Valle Mathematics Assessment	Graduation rate 2019-2020 is 84.5% EL Reclassification 0% 22% of our students are Level 3 based on our Del Valle Writing Assessment. 95% of students enrolled in Algebra passed the Del Valle Mathematics Assessment.	Graduation Rate increase for 2020-2021 86% Increase our EL Reclassification to 10% Increase 70% of all students one level based on the our Del Valle Writing Assessment. Increase students who pass the Del Valle Mathematics Assessment to 97%

### 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 while using StudySync for Literacy/Reading Comprehension.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

8/2020 - 6/2021

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF - Supplemental
Description	Cost for grade-level reading materials to make reading more accessible and cost of additional support to be determined Literacy/Reading Comprehension assessment.
Description	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.

## Strategy/Activity 2

Mathematics - By using the ALEKs.com 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

8/2020 - 6/2021

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	605
Source	District Funded
Description	ALEKs.com will be District-funded.

## 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
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**Description**

Substitute costs for release time to assess students writing 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**

8/2020 - 6/2021

**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**

8/2020 - 6/2021

**Person(s) Responsible**

Administration and counselor

### Proposed Expenditures for this Strategy/Activity

Amount

0

### Strategy/Activity 7

Teachers investigate online instructional strategies using the Leading Edge Certification.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/2020 - 6/2021

### Person(s) Responsible

Administrator and Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

3,000

Source

LCFF - Supplemental

Description

The volunteer teachers will participate in the Leading Edge Online certification course to learn and develop research based practices on creating appropriate and engaging online learning environments.

### Strategy/Activity 8

Ongoing professional development

### Students to be Served by this Strategy/Activity

All students

### Timeline

8/2020 - 6/2021

### Person(s) Responsible

Administration and Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

1,200

Source

Title II Part A: Improving Teacher Quality

Description

Attend Positive Behavior Interventions and Supports (PBIS) and California Continuation Education Association (CCEA) conferences

### Strategy/Activity 9

Additional Time for instructional aide to support all students in all subject area's

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

8/2020 - 6/2021

**Person(s) Responsible**

Administration and Instructional Aide

**Proposed Expenditures for this Strategy/Activity****Amount**

3,450.00

**Source**

LCFF - Supplemental

**Description**

Continue to support students academically

**Strategy/Activity 10**

Purchase of class set of chromebooks

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

8/2020 - 6/2021

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity****Amount**

4,000.00

**Source**

LCFF - Supplemental

# 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 73.4% for the 2019- 2020 (Aug-Mar) 17 Suspension and 41 days of suspension for 2019-2020 (Aug-Mar)	Increase CHKS (or internal survey) to 78% of the students feel safe. Monthly Attendance is 75% or greater for 2020-2021. Review suspensions and investigate systems (School-wide expectations, restorative justice, counseling in lieu of suspension) that can reduce the number of suspensions by 5% and reduce the total days of suspensions by 5%.

### Planned Strategies/Activities

#### Strategy/Activity 1

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

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

8/2020 - 6/2021

#### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	3,050.00
Source	LCFF - Supplemental
Description	Substitute cost for release time approximately \$200.00/substitute and staff development/professional development \$2,850.00

### 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

8/2020 - 6/2021

### Person(s) Responsible

Teachers/Principal

### Proposed Expenditures for this Strategy/Activity

Amount	3,050.00
Source	LCFF - Supplemental
Description	Substitute cost for release time approximately \$200.00/substitute and staff development/professional development \$2,850.00

### 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

8/2020 - 6/2021

### 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

8/2020 - 6/2021

### Person(s) Responsible

Principal/Teachers/Staff

### Proposed Expenditures for this Strategy/Activity

**Amount**

0

**Description**

Increasing Coordination Of Services Team (COST) 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

8/2020 - 6/2021

### Person(s) Responsible

Admin/Teachers/Staff

### Proposed Expenditures for this Strategy/Activity

**Amount**

0

**Source**

LCFF - Supplemental

**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 online communication/grade book  
Parent participation on-site committees  
Parents registering for Schoology  
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 Virtual Back to School Night and the Virtual 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 50% of the time 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 Virtual Back to School Night, and the Virtual Show.

### Planned Strategies/Activities

#### Strategy/Activity 1

Attendance at 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

8/2020 - 6/2021

#### Person(s) Responsible

Principal/Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount

0

**Description**

No cost involved

**Strategy/Activity 2**

Parents/Guardians are encouraged to register in Schoology 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**

8/2020 - 6/2021

**Person(s) Responsible**

Principal/Teachers

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

**Description**

No cost involved

**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**

8/2020 - 6/2021

**Person(s) Responsible**

Students/Staff/Administration

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

**Description**

No cost involved



# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### 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% in 2020-2021	Met. Graduation rate increased by 9% for 2019-2020
EL Reclassification	Increase the EL Reclassification by 5% in 2020-2021	Not Met. EL Reclassification below 5%.
Del Valle Writing Assessment	70% of students enrolled in English will progress one level towards level 3.	Not able to measure accurately due to distance learning which began March 13th 2020.
Del Valle Mathematics Assessment	90% of students enrolled in Algebra will complete the Del Valle Algebra Assessment.	Not able to measure accurately due to distance learning which began March 13th 2020.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading - 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 while using StudySync for Literacy/Reading Comprehension.	Staff used Study Sync and other reading materials to assess and increase student learning.	Cost for grade level reading materials to make reading more accessible and cost of additional support to be determined Literacy/Reading Comprehension assessment. Study Sync is purchased by the district.	Substitute costs for release time approximately \$200.00/substitute. The cost of reading materials is \$2,800.00.
Mathematics - By using the Edgenuity.com and supplemental worksheets, all mathematics students that have completed the Intro to Algebra class will be tested on the single variable assessment.	Staff used Edgenuity.com as a supplement to Algebra intervention.	Edgenuity.com will be District-funded.	Substitute costs for release time approximately \$200.00/substitute.
Writing - The Del Valle staff will continue to	English staff used funds to assess student writing	Substitute costs for release time	Substitute costs \$200.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>assess student writing and place students in the appropriate English writing level class (level 1, 2, or 3).</p>	<p>and placed students in appropriate English writing classes.</p>	<p>approximately \$200.00/substitute.</p>	
<p>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.</p>	<p>Staff evaluated student transcripts and placed them in appropriate classes.</p>	<p>0 None Specified</p>	<p>0</p>
<p>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.</p>	<p>Staff communicated and encouraged students to dual enroll at traditional high schools to meet graduation requirements.</p>	<p>0</p>	<p>0</p>
<p>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.</p>	<p>Staff regularly encouraged students to dual enroll at traditional high schools to take UC/CSU a-g courses or a CTE pathway.</p>	<p>0</p>	<p>0</p>

## Analysis

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

In 2019-2020 Del Valle increased the overall graduation rate by 9%. We didn't meet our goal of EL Reclassification. Due to the COVID-19 pandemic, we didn't have sufficient data to accurately measure students progress in our English leveling system and Algebra assessments.

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

Due to the COVID-19 outbreak and our school going into distance learning beginning in March 2020 the systems we had in place for English and Algebra were effective strategies based on our increased graduation rates.

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

No material differences in 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.

Virtual learning is the primary delivery system of content for the 2020-2021 school year. There are no other planned changes to our school goals, annual outcomes, metrics or strategies/activities.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### 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 – Grades 11 (every other year)	Increase CHKS to 76% of the students feel safe for 2017-2019.	Nearly Met. The CHKS reports that 74% of our students feel safe on campus.
Annual Attendance	Average monthly attendance will grow by 10% from prior year.	Nearly Met. Upon comparison of our monthly attendance from 8/18 - 3/19 and 8/19-3/20 our attendance grew from 65.2% to 73.4%
Suspension Rate	Review suspensions and investigate systems (School-wide expectations, restorative justice, counseling in lieu of suspension) that can reduce the number of total suspensions by 5% and reduce the total days of suspensions by 5%.	Nearly Met. Our suspension data from 8/18-3/19 was 20 total suspensions and 38 total days. Our suspension data from 8/19-3/20 was 17 suspensions and 41 total days of suspension.

### 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 (Schoolwide expectations, Restorative Justice and counseling in lieu of suspension).	Administration, ILT and staff meet throughout the year to review 19-20 suspension data to collaborate with our district to create distance learning discipline policies, schoolwide distance learning expectations and restorative justice practices.	Substitute cost for release time approximately \$200.00/substitute and staff development/professional development \$2,850.00	Staff was able to meet internally not requiring substitutes. Staff wasn't able to attend planned conferences due to the COVID-19 pandemic.
The staff will examine and develop social emotional learning curriculum (Choose Love).	Administration and staff formed an Social Emotional Learning or SEL committee to review SEL curriculum such as "Choose Love" and other sources. Upon review the committee referred content and lessons to the staff.	Substitute cost for release time approximately \$200.00/substitute and staff development/professional development \$2,850.00	Staff was able to meet internally not requiring substitutes. Staff wasn't able to attend planned conferences due to the COVID-19 pandemic.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Based on the Healthy Kids Survey or the Del Valle Internal Survey all students will feel safe at school.	Staff delivered the CHKS to students prior to the district going on distance learning. 68% of our students completed the CHKS.	No cost involved	0
All students will display a high level of caring based on relationships with adults at school.	Weekly COST meetings where staff shared concerns about students. COST team reviewed students and intervene with supports based on need.	No cost involved	

## Analysis

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

Staff investigated and developed distance learning school wide expectations from March 2020 to June 2020. Administration and staff created an SEL Committee to review SEL curriculum. Curriculum was created and shared with staff. Staff delivered the curriculum during 2nd period class. Staff debrief lessons effectiveness during Wednesday collaborations.

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

The overall effectiveness of delivering SEL curriculum was effective but impacted instructional time.

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

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.

For the 2020-2021 school year we are dedicating additional time to our schedule for SEL and PBIS Curriculum in the form of an advisory period called PACK period.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 3

Enhance parent and community engagement and communication

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff utilizing an on-line communication/grade book.	Staff will use an online communication/grade book 100% of the time.	Met. Staff used Schoology as their online communication/grade book for the 19-20 school year.
Parents participate in on-site committees.	Parents participate in 66% of our school site and district committee meetings.	Met. 66% of our parents in the 19-20 school year participated in school site and district committee meetings.
Parent and student participation in Back to School Night and our Open House.	Parents participate in 50% of our Back to School Nights and Open House.	Met. 50% of our parents participated in our Back to School Night. We were not able to offer an Open House due to the Covid 19 pandemic.

### 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.	Attendees were required to sign into events and surveys were given to parents to complete after attending the event.	0	0
Parents/Guardians are encouraged to register in Schoology 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 were encouraged and instructed on how to create a parent account in Schoology when registering at Del Valle.	0	0
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 Bicycle Transportation Course.	0	0

## Analysis

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

We promoted our community engagement activities by using Blackboard and personal contacts. All messages were translated for non-native speaking families and shared on our website and through Blackboard. We notified parents and students via email and text message of credit accumulation through blackboard and posting on our website. We reached out to several community resources and established partnerships which benefit our students.

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

One measure of success was parent attendance at back to school night and communication with staff prior to going to distance learning. One in distance learning we measured effectiveness of parent engagement by virtual meetings, personal phone calls, text messages and home visits.

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

No material differences in proposed and 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.

For the 2020-2021 school year we continue to reach out to parents and community members via virtual meetings, personal phone calls, text messages and home visits.

# 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	\$3,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	21,555.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$21,285	21,285.00
LCFF - Supplemental	\$18,500	-1,050.00
Title II Part A: Improving Teacher Quality	\$1,500	300.00
Other	\$2,430	2,430.00



## Expenditures by Funding Source

Funding Source	Amount
	200.00
District Funded	605.00
LCFF - Supplemental	19,550.00
Title II Part A: Improving Teacher Quality	1,200.00

# Expenditures by Budget Reference

**Budget Reference**

**Amount**

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		200.00
	District Funded	605.00
	LCFF - Supplemental	19,550.00
	Title II Part A: Improving Teacher Quality	1,200.00

# 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
- 2 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
Jorgenice Codington	Parent or Community Member
Jamilah Diah-Aoucher	Parent or Community Member
Luis Ceron	Secondary Student
Mariah Fernandez	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 10/28/20.

Attested:



Principal, Erik Taylor on 10/28/20



SSC Chairperson, Jorgenice Codington on 10/28/20

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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](mailto:TITLEI@cde.ca.gov).

## Stakeholder 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 measurable 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 Stakeholder 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 and Migrant Education Plan

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2020-2021 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.***
- \$66,463

#### **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.*
- \$64,690

#### **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.***
- \$204,194

#### **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.***
- \$259,691

#### **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.*
- \$35,789

**Livermore Valley Joint Unified School District**  
**2020-2021 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 intersession. 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 Speech and 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.

*\*\*During the period of COVID-19 pandemic accommodation, programs listed above are functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.*

## 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.

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

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$21,285
X	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$18,500
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$39,785</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$2,430

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

### Projected LCFF Supplemental Funds \$\$18,500

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
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
Supplies for after school intervention, English Learner Advisory Committee (ELAC), student leadership meetings.	August to June	Principal	\$500	
Transportation/food for field trips to colleges and career centers.	August to June	Principal	\$500	
Additional time for one instructional aide to support EL, Foster, Homeless, Socioeconomically disadvantaged.	August to June	Principal	\$3,450	
<u>Total:</u>			4,450	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
Chromebooks (10)	August to June	Principal	\$4,000	
Grade level reading materials to make reading more accessible based on student reading levels.	August to June	Principal	\$3,000	
<u>Total:</u>			7,000	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
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	
Leading Edge Certification curriculum for 10 teachers and 2 admin. Certification program for teachers and administrators to develop engaging and rigorous hybrid learning environments for students.	August to June	Principal	\$3,000	
<u>Total:</u>			6,050	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
Interpreter costs, ELAC and School Site Council (SSC) snacks and supplies.	August to June	Principal	\$500	
Guest Speakers	August to June	Principal	\$500	
<u>Total:</u>			1,000	

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<u>Grand Total:</u>	18,500
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## Appendix F

### School Site: Del Valle High School LVJUSD Site Allocation Plan for Title I

#### \$ Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

<b>Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students</b>	<b>Timeline/ Accountability</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>
High quality, supplemental direct language, reading and writing instruction:			
Supplemental materials, computers, software, books, supplies may be purchased:			
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			

## **Appendix G: Title I School-Level Parental Involvement Policy Del Valle High School, Livermore, CA**

Del Valle High School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

### **School-Parent Compact**

### **Building Capacity for Involvement**

### **Accessibility**

## 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.

# Appendix I

## Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2020-21

Elementary School Name: \_\_\_\_\_ Date \_\_\_\_\_ English Learner Liaison: \_\_\_\_\_

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
  - Focus on **ELD standards**, not a unit or theme
  - Small groups should be kept to a maximum of 6 students
  - 15 minutes of **Designated ELD** instruction per day (5 days a week)
  - May be scheduled during reading and writing block (15 minutes/level)
  - Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK				

## Appendix J

### 2020-21 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

**PROGRAM DESCRIPTION:**

The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.  
**Focus Area:** After School Education and Safety (ASES) – Academic Enrichment and Support  
**SCHOOL GOAL:** Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

<p><b>What data did you use to form this goal?</b> Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p><b>What were the findings from the analysis of this data?</b> Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Local assessments, staff, parent, and student surveys, as well as attendance logs.</p>
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Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.