

DEL VALLE



HIGH SCHOOL

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Del Valle Continuation High School
Address	2253 Fifth Street Livermore, CA 94550
County-District-School (CDS) Code	01-61200-01-32670
Principal	Tammy Rankin
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	November 12, 2024
Schoolsite Council (SSC) Approval Date	October 11, 2024
Local Board Approval Date	November 12, 2024

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 Continuation High School's Mission

We are committed to creating a safe and respectful learning environment that fosters academic growth, credit recovery, social-emotional development, and personal responsibility. We believe in empowering our students with the skills, knowledge, attitudes, and adaptability necessary to achieve their goals and succeed in college, career, and life.

Del Valle Continuation High School's Vision

Del Valle is a safe and inclusive place for learning where all students are nurtured and valued. In our growth mindset environment, students can overcome personal and academic challenges so that they can reach their fullest potential.

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

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

1. Make meaningful gains toward credit recovery.
2. Be able to think critically, follow logical processes, be active listeners, and express points of view in a variety of ways.
3. Graduate with a plan for achieving postsecondary college or career goals.
4. Cultivate (or demonstrate) positive behaviors and inclusive values at school and in the community.

School Profile

Del Valle Continuation High School is part of the Livermore Valley Joint Unified School District. The high school started in 1966. It opened for students needing credit recovery for graduation. This remains the goal for current students. Del Valle is able to bridge the gap between students becoming dropouts, recovering enough credits to return to the traditional high school, or graduate from Del Valle. The enrollment at Del Valle fluctuates between 75 and 130 students. Del Valle is committed to preparing students to transition to their successful postsecondary lives. Using an alternative approach to learning, the school community supports students to develop academic and job-related skills, increase resiliency and problem-solving behaviors, improve their self-image, and set and meet personal goals. Our strong team of talented and dedicated staff at Del Valle partner with students and their families to meet the needs of each student.

Students participate in a five-period day. The school has moved to semesters to match the comprehensive high schools. As a variable credit school, students can earn credits at a variable rate, which allows them to meet the standards of the class at differing rates. As a standards-based school, all classes use common formative assessments based on the standards to evaluate student progress. Also, students participate in an advisory (PACK Period) which is a time to touch base with students on their social emotional learning.

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

Del Valle is proud of our elective offerings. The art program is a favorite of our students. Students are also able to take Career Technical Education (CTE) Culinary Arts classes and a CTE Bike Repair class. This year, the school is also offering Spanish, Health 2, Human Development, and Human Performance. The school also partners with Tri-Valley Regional Occupational Program (TVROP) for students to take classes.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	2.34%	0.74%	%	3	1	
African American	0.78%	2.96%	2.83%	1	4	3
Asian	1.56%	0.74%	0.94%	2	1	1
Filipino	3.13%	0%	0.94%	4	0	1
Hispanic/Latino	61.72%	66.67%	66.98%	79	90	71
Pacific Islander	%	0%	%		0	
White	27.34%	25.93%	25.47%	35	35	27
Multiple/No Response	2.34%	2.96%	2.83%	3	4	3
	Total Enrollment			128	135	106

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	3		1
Grade 10	2	3	1
Grade 11	26	48	22
Grade 12	97	84	82
Total Enrollment	128	135	106

Conclusions based on this data:

1. Del Valle's enrollment has slightly decreased over the past two years.
2. Del Valle's Hispanic/Latino student group remains the highest enrollment at 60% in 2024-2025. This is a decrease of 7% from 2023-2024.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	26	40	28	17.80%	20.3%	26.4%
Fluent English Proficient (FEP)	31	30	30	24.60%	24.2%	28.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Del Valle's English Learner population is 23% in 2024-2025.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	79	89	49	73	82	46	73	66	46	92.4	92.1	93.9
All Grades	79	89	49	73	82	46	73	66	46	92.4	92.1	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2497.	2498.	2487.	2.74	3.03	6.52	13.70	13.64	10.87	34.25	40.91	26.09	49.32	42.42	56.52
All Grades	N/A	N/A	N/A	2.74	3.03	6.52	13.70	13.64	10.87	34.25	40.91	26.09	49.32	42.42	56.52

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.85	8.33	6.52	58.90	66.67	47.83	34.25	25.00	45.65
All Grades	6.85	8.33	6.52	58.90	66.67	47.83	34.25	25.00	45.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	1.37	3.28	4.44	39.73	45.90	35.56	58.90	50.82	60.00
All Grades	1.37	3.28	4.44	39.73	45.90	35.56	58.90	50.82	60.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.22	9.84	6.52	75.34	67.21	63.04	16.44	22.95	30.43
All Grades	8.22	9.84	6.52	75.34	67.21	63.04	16.44	22.95	30.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.22	9.84	6.52	75.34	67.21	63.04	16.44	22.95	30.43
All Grades	8.22	9.84	6.52	75.34	67.21	63.04	16.44	22.95	30.43

Grade 11	5.48	3.28	10.87	63.01	68.85	60.87	31.51	27.87	28.26
All Grades	5.48	3.28	10.87	63.01	68.85	60.87	31.51	27.87	28.26

Conclusions based on this data:

1. The percentage of students who scored standard met or exceeded in English language arts was 18% in 2023-2024. This was an increase of 1%.
2. Del Valle plans to use the CAASPP interim assessments to make students more familiar with what is being tested.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	79	89	49	74	80	46	73	68	46	93.7	89.9	93.9
All Grades	79	89	49	74	80	46	73	68	46	93.7	89.9	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2422.	2423.	2427.	0.00	0.00	0.00	0.00	2.94	2.17	6.85	4.41	6.52	93.15	92.65	91.30
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	2.94	2.17	6.85	4.41	6.52	93.15	92.65	91.30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	1.49	0.00	13.70	10.45	13.04	86.30	88.06	86.96
All Grades	0.00	1.49	0.00	13.70	10.45	13.04	86.30	88.06	86.96

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	2.17	52.05	54.41	50.00	47.95	45.59	47.83
All Grades	0.00	0.00	2.17	52.05	54.41	50.00	47.95	45.59	47.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	2.17	57.53	35.29	45.65	42.47	64.71	52.17
All Grades	0.00	0.00	2.17	57.53	35.29	45.65	42.47	64.71	52.17

Conclusions based on this data:

- The percentage of students who scored standard met or exceeded on the CAASPP mathematics assessment was 2% in 2023-2024. This was a decrease of 1%.
- Del Valle plans to use the CAASPP interim assessments to make students more familiar with what is being tested.

3. Del Valle has started teaching consumer math to support the math needs of their students.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*
11	1554.2	1571.4	*	1563.2	1590.7	*	1544.7	1551.4	*	19	21	10
12	*	1523.1	1588.9	*	1529.4	1622.2	*	1516.3	1555.0	4	16	11
All Grades										24	39	22

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	15.79	23.81	*	26.32	19.05	*	47.37	57.14	*	10.53	0.00	*	19	21	*
12	*	6.25	36.36	*	18.75	27.27	*	56.25	27.27	*	18.75	9.09	*	16	11
All Grades	25.00	15.38	31.82	29.17	17.95	27.27	37.50	56.41	27.27	8.33	10.26	13.64	24	39	22

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	31.58	42.86	*	47.37	47.62	*	15.79	9.52	*	5.26	0.00	*	19	21	*
12	*	18.75	63.64	*	43.75	36.36	*	25.00	0.00	*	12.50	0.00	*	16	11
All Grades	45.83	30.77	54.55	37.50	46.15	36.36	12.50	15.38	4.55	4.17	7.69	4.55	24	39	22

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	4.76	*	10.53	19.05	*	68.42	38.10	*	21.05	38.10	*	19	21	*
12	*	0.00	9.09	*	6.25	9.09	*	37.50	54.55	*	56.25	27.27	*	16	11
All Grades	4.17	2.56	4.55	16.67	12.82	13.64	62.50	38.46	45.45	16.67	46.15	36.36	24	39	22

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*
11	10.53	4.76	*	63.16	76.19	*	26.32	19.05	*	19	21	*
12	*	0.00	27.27	*	68.75	63.64	*	31.25	9.09	*	16	11
All Grades	16.67	2.56	18.18	62.50	74.36	68.18	20.83	23.08	13.64	24	39	22

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*
11	89.47	100.00	*	10.53	0.00	*	0.00	0.00	*	19	21	*
12	*	87.50	90.91	*	0.00	9.09	*	12.50	0.00	*	16	11
All Grades	91.67	92.31	86.36	8.33	0.00	13.64	0.00	7.69	0.00	24	39	22

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	9.52	*	31.58	28.57	*	68.42	61.90	*	19	21	*
12	*	0.00	9.09	*	25.00	54.55	*	75.00	36.36	*	16	11
All Grades	8.33	5.13	4.55	37.50	28.21	45.45	54.17	66.67	50.00	24	39	22

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*
11	10.53	9.52	*	78.95	80.95	*	10.53	9.52	*	19	21	*
12	*	6.25	0.00	*	56.25	90.91	*	37.50	9.09	*	16	11
All Grades	8.33	7.69	4.55	79.17	69.23	86.36	12.50	23.08	9.09	24	39	22

Conclusions based on this data:

- 37% of English Learners progressed at least one ELPAC level in 2023-2024. This is an increase of 23%.
- One student from Del Valle will be reclassified in 2024.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2023

Number of Students Tested

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

Physical Fitness Test Results (PFT) 2022

Number of Students Tested

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

Conclusions based on this data:

1. In 2023-2024, Del Valle had few students in grades 9 and 10. In 2024-2025, all Del Valle students are in grades 11 and 12.
2. Del Valle encourages all students to live a healthy lifestyle and exercise.

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

<ul style="list-style-type: none"> School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time” 	%	4.7
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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:

7th or 9th Grade

11th Grade

1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	%	55 %
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	%	74 %
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	%	74 %

1. In 2024, 57% of eleventh grade students report that they feel school connectedness.

2. In 2024, 80% of eleventh grade students report that they feel safe at school.

3. In 2024, 47% of eleventh grade students report that they have a caring relationship with an adult on campus.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
135	65.2	29.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Del Valle Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	29.6
Foster Youth		
Homeless	12	8.9
Socioeconomically Disadvantaged	88	65.2
Students with Disabilities	31	23

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	3
American Indian	1	0.7
Asian	1	0.7
Hispanic	90	66.7
Two or More Races	4	3
White	35	25.9

Conclusions based on this data:

- In 2023-2024, 65% of Del Valle's student population was socioeconomically disadvantaged.
- In 2023-2024, 28% of Del Valle's student population was students with disabilities. In 2024-2025, 29% of Del Valle's student population is students with disabilities.

3. In 2024-2025, 60% of Del Valle's population is Hispanic. 6% of Del Valle's population is African American/black. 61% of Del Valle's population is male.

School and Student Performance Data

Overall Performance

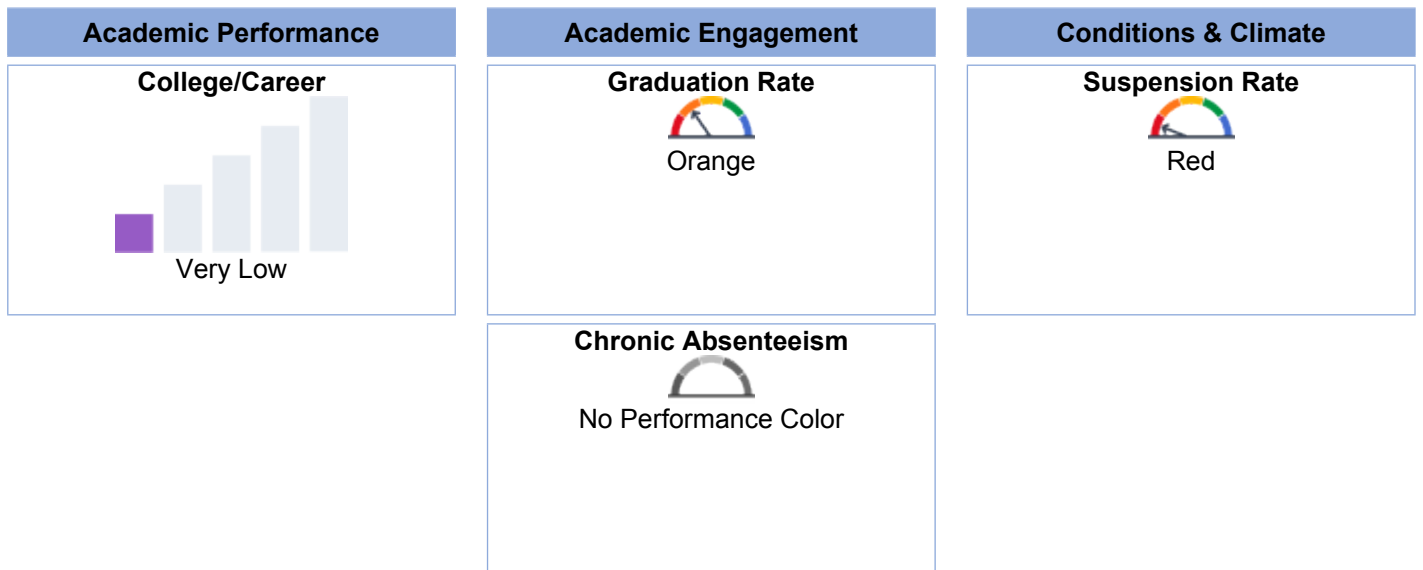
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Del Valle's graduation rate is low on the performance dashboard in 2023.
2. Del Valle's suspension rate is very low on the performance dashboard in 2023.

School and Student Performance Data

Academic Performance English Language Arts

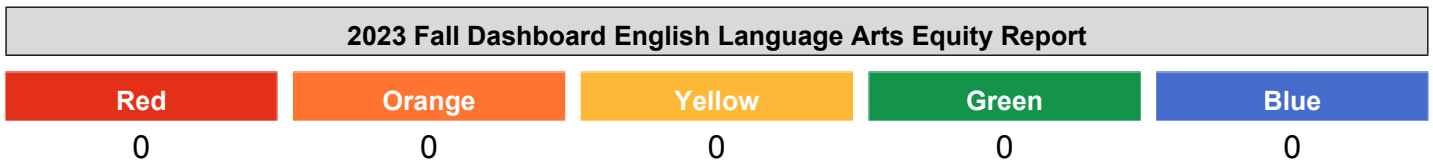
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
142.4 points below standard Decreased Significantly -88.6 points 44 Students	160.3 points below standard 15 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	133.7 points below standard Decreased Significantly -73.5 points 26 Students	199.5 points below standard 15 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 0 Students	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
126.4 points below standard Decreased Significantly - 61.3 points 25 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	177.1 points below standard 18 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
170.5 points below standard 14 Students	Less than 11 Students 1 Student	150.3 points below standard Decreased Significantly -53.5 points 27 Students

Conclusions based on this data:

1. Del Valle's academic performance in English Language Arts decreased significantly on the 2023 dashboard.
2. In 2024-2025, Del Valle will continue to monitor student achievement by credits and support students as needed.
3. In 2024-2025, a para is supporting special education students in their general education classes at Del Valle.

School and Student Performance Data

Academic Performance Mathematics

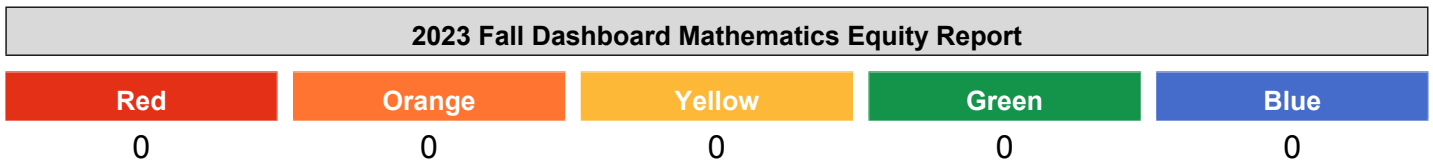
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
264 points below standard Decreased Significantly -73.5 points 46 Students	262 points below standard 15 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	262.2 points below standard Decreased Significantly -64.4 points 28 Students	301 points below standard 16 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 0 Students	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
246.2 points below standard Decreased Significantly -62 points 25 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	286.5 points below standard 18 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
266 points below standard 14 Students	Less than 11 Students 1 Student	265.7 points below standard Decreased Significantly -54.4 points 27 Students

Conclusions based on this data:

1. Del Valle's academic performance in mathematics decreased significantly on the 2023 dashboard.
2. Del Valle is below standard in mathematics on the 2023 dashboard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
34.2% making progress towards English language proficiency
Number of EL Students: 38 Students
Performance Level: 1

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.

2023 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
12	9	4	9

Conclusions based on this data:

1. In 2024, 37% (27 students) of Del Valle students progressed at least one ELPAC level.
2. In 2024-25, 23% (20 students) of Del Valle students are English Learners.

School and Student Performance Data

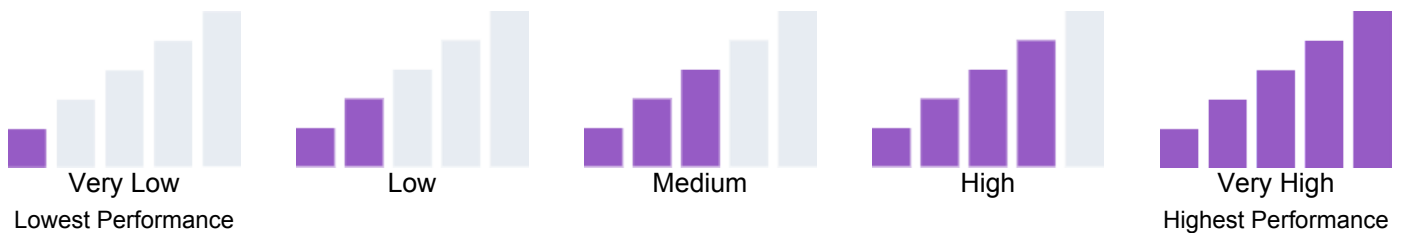
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

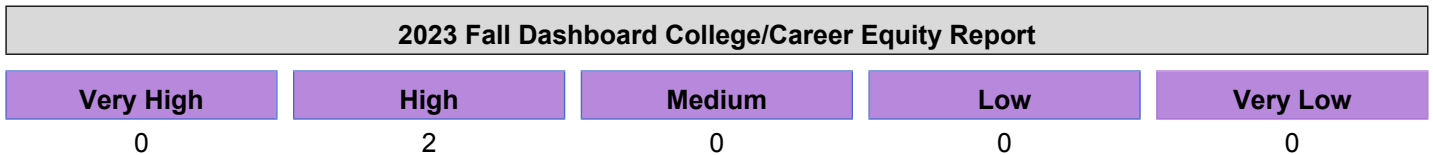
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

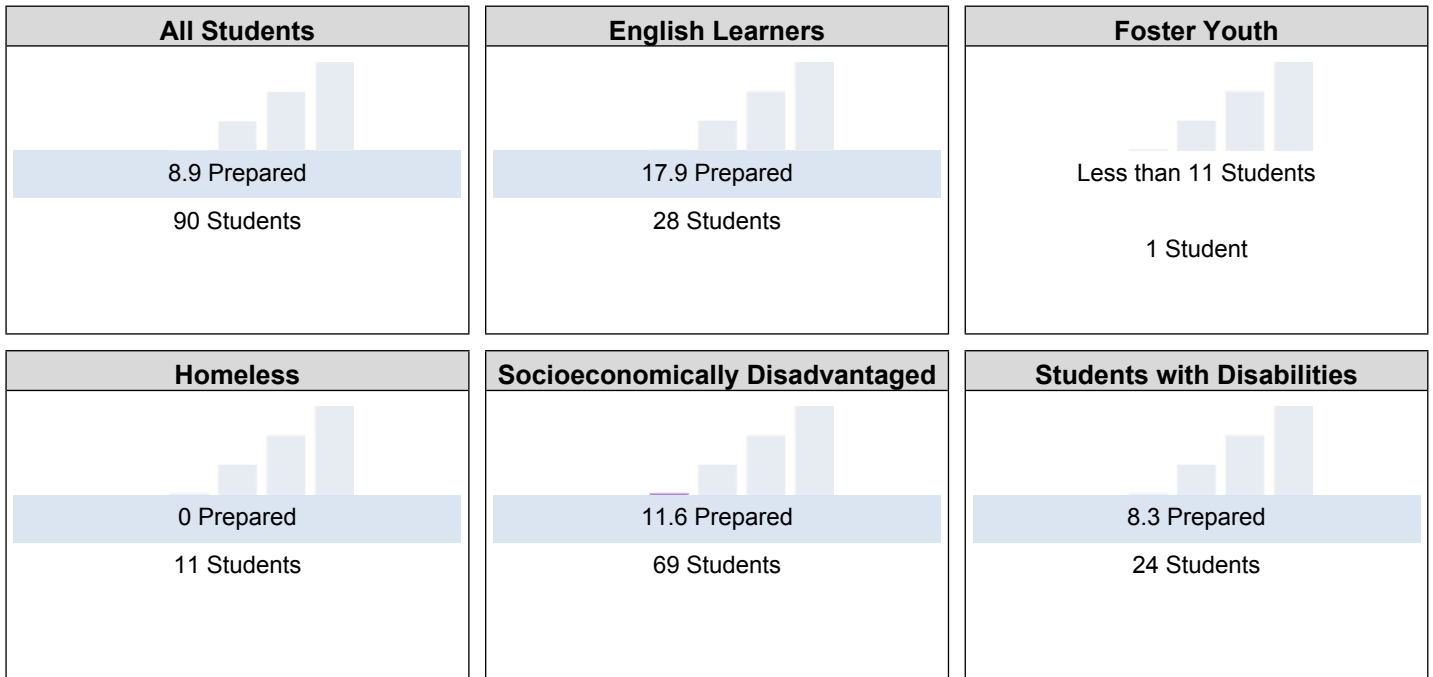


This section provides number of student groups in each level.

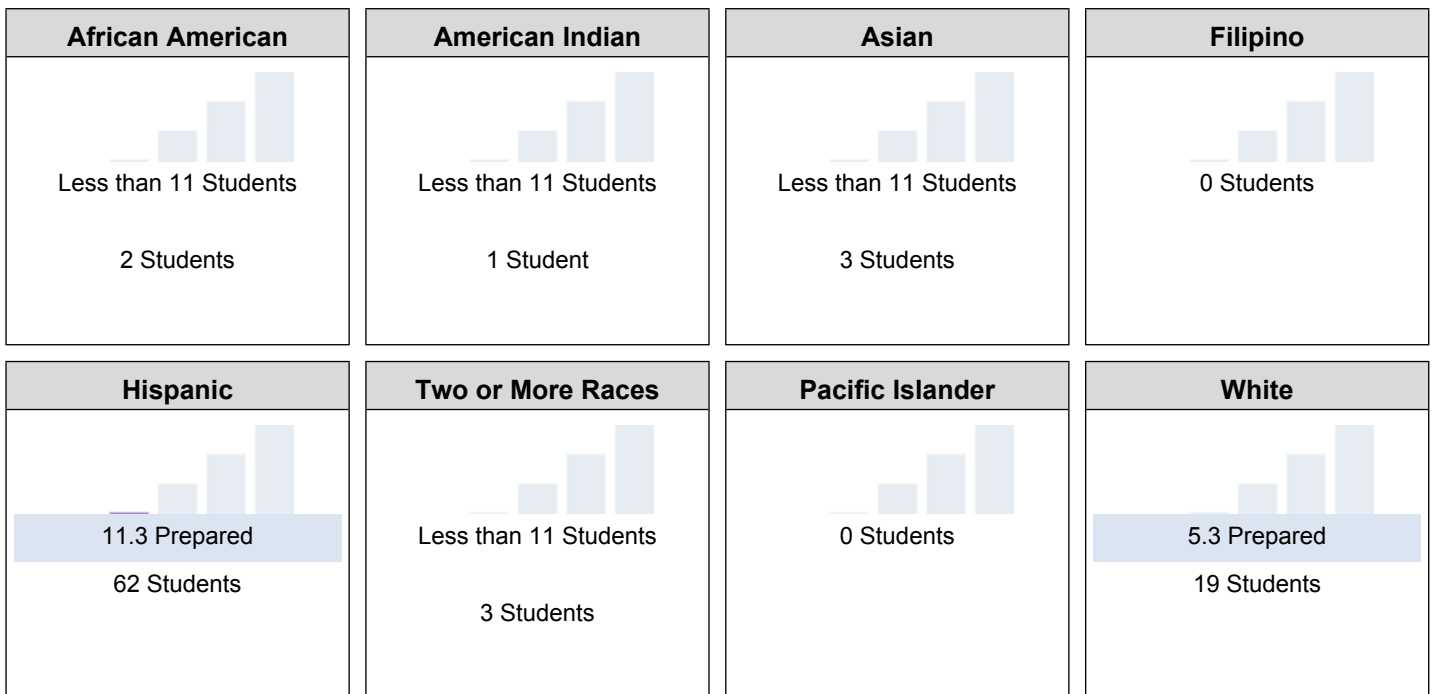


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. According to the Academic Performance College and Career Report, Del Valle students are not college and career ready.
2. For 2024-2025, Del Valle has put a Literacy and Critical Thinking, Innovation, Fitness, and Ethics (LIFE) class in place to support students with career readiness.
3. For 2024-2025, Del Valle is continuing to encourage students to take CTE classes (culinary, bike and construction).

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students No Performance Color 0 Students	English Learners No Performance Color 0 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 0 Students	Students with Disabilities No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism 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 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Data is not available.

School and Student Performance Data

Academic Engagement Graduation Rate

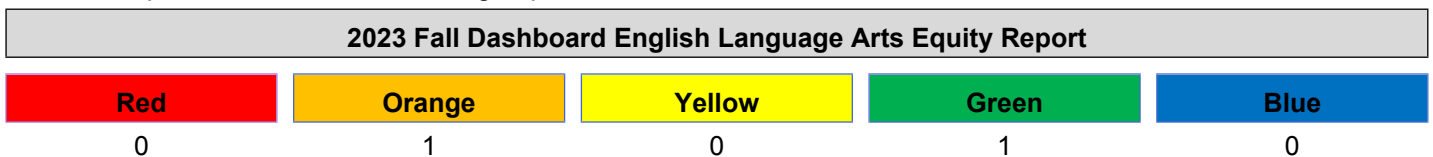
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Orange 88% graduated Decreased -4.3 92 Students	English Learners 89.7% graduated Decreased -4.8 29 Students	Foster Youth Less than 11 Students 1 Student
Homeless 91.7% graduated 12 Students	Socioeconomically Disadvantaged Orange 88.7% graduated Decreased -4.3 71 Students	Students with Disabilities 88% graduated Increased 2.8 25 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.2% graduated Increased 1.7 64 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	84.2% graduated Decreased Significantly -8.4 19 Students

Conclusions based on this data:

1. In 2023, Del Valle's graduation rate was 88% on the dashboard.
2. In 2023, socioeconomically disadvantaged student's graduation rate is high (93%) on the dashboard.
3. In 2023, Hispanic student's graduation rate is high (90.5%) on the dashboard.

School and Student Performance Data

Conditions & Climate Suspension Rate

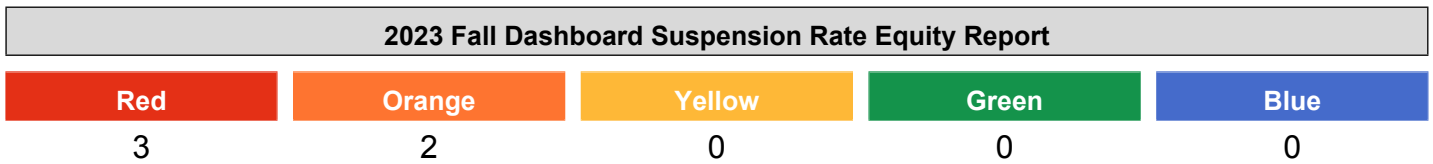
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>9.1% suspended at least one day</p> <p>Increased Significantly 5 209 Students</p>	<p>English Learners</p> <p>Red</p> <p>15.8% suspended at least one day</p> <p>Increased 13.7 57 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>5.3% suspended at least one day</p> <p>Declined -9 19 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>10.2% suspended at least one day</p> <p>Increased 5.1 128 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>10% suspended at least one day</p> <p>Increased 6.7 60 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 10.4% suspended at least one day Increased 6.8 134 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	 Orange 7.1% suspended at least one day Increased 5.4 56 Students

Conclusions based on this data:

- In 2023-2024, Del Valle 8% (9 students) of students were suspended at least one day of school.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate ELPAC-EL Reclassification	The Graduation Rate for 2023-2024 will be 90%. 50% of English Learners will reclassify in 2023-2024.	The Graduation Rate for 2023-2024 is not available. One student reclassified in 2023-2024.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA- Literacy/Reading/Writing Comprehension and Mathematics Professional Learning Communities Essential Standards Common Assessments	ELA- Literacy/Reading/Writing Comprehension and Mathematics Professional Learning Communities, essential standards, and common assessments have been worked on.	Instructional Aide Support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5,850	Instructional Aide Support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 728
		Supplemental Materials 4000-4999: Books And Supplies LCFF - Supplemental 7,324	Supplemental Materials 4000-4999: Books And Supplies LCFF - Supplemental 14,003
		Staff Development/Collaborati on 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 2,500	Staff Development/Collaborati on 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 2,000
Articulation Collaboration Counselor-graduation guidance COST Credit Checks Weekly Newsletter	Articulation Collaboration, counselor guidance, COST, credit checks, and a weekly newsletter were a focus.	CCEA Conference 1000- 1999: Certificated Personnel Salaries LCFF - Supplemental 7,026	CCEA Conference 1000- 1999: Certificated Personnel Salaries LCFF - Supplemental 5,923

Analysis

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

Strategies planned were followed with fidelity.

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

For 2024, the graduation rate is not available. One student reclassified at Del Valle in 2024. Del Valle encouraged EL students to do their best on the ELPAC assessment.

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

Del Valle's instructional aide resigned and we did not fill the position. The money not spent on the instructional aide was spent on supplemental materials. We did not need all of the money allocated to staff development and the California Continuation Education Association (CCEA) conference.

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.

Staff reallocated money from the instructional aide position to supplemental materials.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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
Panorama Survey Annual attendance rate Suspension Rate PBIS Assessment	Increase the average daily attendance for 2023-2024 to 90%. The Panorama Survey will indicate that 75% of students have strong teacher-student relationships in Spring 2024. The Panorama Survey will indicate that 55% of students have a strong sense of belonging at school in Spring 2024. The percentage of students suspended in 2023-2024 will decrease to 5% or lower. Del Valle will be awarded the Gold Medal of recognition by the California PBIS Coalition in 2023-2024.	The average daily attendance in 2023-2024 was 75.1%. The Panorama Survey indicated that 67% of students have strong teacher-student relationships in Spring 2024. The Panorama Survey indicated that 45% of students have a strong sense of belonging at school in Spring 2024. The percentage of students suspended in 2023-2024 was 8%. Del Valle was awarded the Gold Medal of recognition by the California PBIS Coalition in 2023-2024.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Attendance monitored and supported Positive Behavioral Interventions and Supports (PBIS) will continue to be implemented COST team will continue to meet to support students Counselor will work to support students (academic and SEL) 3 positive communications weekly by staff PACK Period-SEL Learning	Attendance was monitored and supported Positive Behavioral Interventions and Supports (PBIS) were implemented COST team continued to meet to support students Counselor worked to support students (academic and SEL). 3 positive communications were sent out weekly by staff. PACK Period focused on SEL Learning weekly.		

Analysis

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

Strategies planned were followed with fidelity.

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

Planned actions have been successful. Del Valle staff continue to encourage students to attend school.

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

There were no proposed or actual expenditures.

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

Del Valle will continue to focus on attendance during 2024-2025.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

Enhance parent and community engagement and communication.

Annual Measurable Outcomes

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

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Communication Orientation required Weekly Wolfpack Update Newsletter	Communication Orientation required Weekly Wolfpack Update Newsletter		
Communication to English Learner families through ELAC.	There was communication to English Learner families through ELAC.	ELAC Meeting Supplies 4000-4999: Books And Supplies LCFF - Supplemental 1,000	ELAC Meeting Supplies 4000-4999: Books And Supplies LCFF - Supplemental 0

Analysis

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

Strategies planned were followed with fidelity.

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

The strategies were achieved.

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

Proposed expenditures on supplies were not needed.

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

In 2024-2025, Del Valle will continue to communicate with families.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academics

Goal Statement

Increase the percentage of students who have the skills and knowledge to graduate from high school prepared for success in college and/or career.

Basis for this Goal

Graduation Rate
ELPAC

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate ELPAC-EL Reclassification	Current graduation rate is not available. One student reclassified in 2023-2024.	The Graduation Rate for 2024-2025 will increase. The percentage of students reclassified will increase to two or more students in 2024-2025.

Planned Strategies/Activities

Strategy/Activity 1

ELA-Literacy/Reading/Writing Comprehension and Mathematics
Professional Learning Communities
Essential Standards
Common Assessments
CAASPP Interim Assessments
ELPAC Interim Assessments
Assess ELPAC by site staff

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024-5/2025

Person(s) Responsible

Principal/VP/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Articulation
Collaboration
Counselor-graduation guidance
College and Career guidance
LIFE class
COST
Credit Checks
Weekly Newsletter

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024-5/2025

Person(s) Responsible

Principal/VP/Teachers/Counselor

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Panorama/Core SEL Annual attendance rate Suspension Rate PBIS Assessment	The average daily attendance in 2023-2024 was 75.1%. 67% of students have strong teacher-student relationships in Spring 2024. 45% of students have a strong sense of belonging at school in Spring 2024. 8% of students were suspended in 2023-2024. Del Valle was awarded the Gold Medal of recognition by the California PBIS Coalition in 2023-2024.	The average daily attendance in 2024-2025 will be 78%. 75% of students will have strong teacher-student relationships in Spring 2025. 55% of students will have a strong sense of belonging at school in Spring 2024. 5% or less students will be suspended in 2024-2025. Del Valle will be awarded the Gold Medal of recognition by the California PBIS Coalition in 2024-2025.

Planned Strategies/Activities

Strategy/Activity 1

Attendance monitored and supported
Positive Behavioral Interventions and Supports (PBIS) will continue to be implemented
PBIS Collaboration with Vineyard
COST team will continue to meet to support students
Counselor will work to support students (academic and SEL)
PACK Period-SEL Learning
LIFE Class
Monthly culinary sharing
Leadership Class Activities

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024-5/2025

Person(s) Responsible

Principal/VP/Teachers/Staff/Counselor

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff Development
Amount	2000
Source	Title II Part A: Improving Teacher Quality
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for staff development

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Weekly Newsletter Intake/Orientation meetings	In 2023-2024, a weekly newsletter was sent to families. 100% of families attended orientation in 2023-2024.	In 2024-2025, a weekly newsletter will be sent out. 100% of families will attend orientation in 2024-2025.

Planned Strategies/Activities

Strategy/Activity 1

Communication
Orientation required
Weekly Wolfpack Update Newsletter

Students to be Served by this Strategy/Activity

All students

Timeline

8/2024-5/2025

Person(s) Responsible

Principal/VP/Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Communication to English Learner families through ELAC.

Students to be Served by this Strategy/Activity

EL Students

Timeline

8/2024-5/2025

Person(s) Responsible

Principal/VP/Teachers/EL Coordinator

Proposed Expenditures for this Strategy/Activity

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$2,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	2,500.00

Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary	\$16,470	16,470.00
Title II Part A: Improving Teacher Quality	\$2,500	0.00
Other	\$1,980	1,980.00

Expenditures by Funding Source

Funding Source	Amount
Title II Part A: Improving Teacher Quality	2,500.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Tammy Rankin	Principal
Nancy Ortiz	Other School Staff
Arturo Colmenero	Classroom Teacher
Eileen Weed	Classroom Teacher
Keri Menges	Parent or Community Member
Ronald Dalapit	Parent or Community Member
Lylah Selbach	Secondary Student
Anthony Cisneros	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

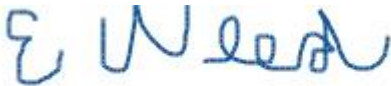
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 16, 2023.

Attested:



Principal, Tammy Rankin on 10-11-24



SSC Chairperson, Eileen Weed on 10-11-24

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual 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 Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2024-2025 State and Federally – Funded Categorical Programs

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

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

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students.*
- **Supporting our District SPSA Goals.**
- \$84,562

Title II, Part A, Supporting Effective Instruction:

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

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$92,858

Title III, Language Instruction for English Learners (EL):

Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.

- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- *Supplemental materials to support immigrant and EL students.*
- \$153,655

Title III, Language Instruction for Immigrant Students

Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth.

Supplemental materials to support immigrant and EL students.

- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- \$32,434

Title IV, Part A, Student Support and Academic Enrichment:

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$66,107

Appendix D: Programs Included in this Plan

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

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,500
Total amount of federal categorical funds allocated to this school		\$2,500

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$16,470
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$
Total amount of federal categorical funds allocated to this school		\$2,500

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

Appendix H

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

PROGRAM DESCRIPTION:

During the 24-25 school year, technology will be used to enhance student learning and teacher instruction. Funding for technology will be used to maintain and update the current computers, chromebooks, and printers, which are used by students and teachers.