

Single Plan for Student Achievement

Desert Valley High School
“Model Continuation High School”

**Brawley Union High School
District**



School: Desert Valley High School

District: Brawley Union High School District

County-District School (CDS) Code: 13-63081-1331404

Principal: Antonio Munguia

Date of this revision: January 2019

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Antonio Munguia

Position: Principal

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The District Governing Board approved this revision of the SPSA on: _____

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Desert Valley High School – School Information

Total Certificated Staff 10 Enrollment 161

P2 (Previous Year) 148 Percentage 92.0 %

Administrators 1 Counselors 1 Staff 1

Support Staff 2 Teachers 8

Student-teacher staffing ratio (Enter Numbers)

Students 168 to Teachers 8 21:1

Number of Students Who:

Graduated from school in 2018–19 57

Returned to traditional high school 28 (All graduated) Total Grads: 98%

Transferred to other alternative program 10 (Five graduated – Adult Education)

Basis for Credit: (✓) Check All That Apply

Seat time Productive hours Competency

Credits required to graduate from continuation high school 220

Credits required to graduate from traditional high school 220

Percentage of Students Who Were:

Involuntary transfers to the school in 2015–16 0 %

Percentage of district students enrolled in continuation education schools 8 %

School Ethnicity: Data Provided to California Basic Educational Data System for 2015–16

African American 2 Hispanic 152

American Indian or Alaska Native _____ Pacific Islander _____

Asian _____ White, not Hispanic 6

Filipino _____ Multiple or no Response 1

State Assessments Utilized: (✓) Check All That Apply

CST CAPA _____ CELDT X SBAC X

H. Other Assessments Utilized: (✓) Check All That Apply

PSAT SAT CHSPE ASVAB

I. WASC Information

Date WASC Granted 6/2017 Number of Years Accredited 6

J. Number of 2018–19 students concurrently enrolled or participating in each of the following:

Traditional High School	<u>78</u>	Community Service	<u>145</u>
Adult Education	<u>10</u>	Community College	<u>5</u>
ROP/C	<u>87</u>	Work Experience	<u>26</u>
Independent Study	<u>5</u>	Other (indicate)	_____



California Assessment of
Student Performance and Progress

2017-2018 Results

ELA	District	BUHS	DVHS
# of students enrolled	462	375	82
# tested	440	358	82
Standard Exceeded	22.73%	27.37%	2.44%
Standard Met	33.41%	36.03%	21.95%
Standard Nearly Met	24.09%	19.55%	43.90%
Standard Not Met	19.77%	17.04%	31.71%
Mean Scale Score	2588.5	2603.1	2524.3

MATH	District	BUHS	DVHS
# of students enrolled	462	374	87
# tested	444	361	83
Standard Exceeded	7.88%	9.70%	0.00%
Standard Met	19.37%	23.82%	0.00%
Standard Nearly Met	23.30%	26.04%	10.84%
Standard Not Met	49.55%	40.44%	89.16%
Mean Scale Score	2544.6	2566.8	2448.1

ELA	English Learners			Fluent-English Proficient & English Only		
	District	BUHS	DVHS	District	BUHS	DVHS
# of students enrolled	67	46	21	395	329	65
# tested	63	42	21	377	316	61
Standard Exceeded	4.76%	7.14%	0.00%	25.73%	30.06%	3.28%
Standard Met	9.52%	11.90%	4.76%	37.40%	39.24%	27.87%
Standard Nearly Met	25.40%	16.67%	42.86%	23.87%	19.94%	44.26%
Standard Not Met	60.32%	34.29%	52.38%	13.00%	110.76%	24.59%
Mean Scale Score	2478.1	2480.8	N/A	2606.9	2619.4	N/A

MATH	English Learners			Fluent-English Proficient & English Only		
	District	BUHS	DVHS	District	BUHS	DVHS
# of students enrolled	67	46	21	395	315	66
# tested	67	46	21	377	315	62
Standard Exceeded	0.00%	0.00%	0.00%	9.28%	11.11%	0.00%
Standard Met	2.99%	4.35%	0.00%	22.28%	26.67%	0.00%
Standard Nearly Met	14.93%	21.74%	0.00%	24.67%	26.67%	14.52%
Standard Not Met	82.09%	73.91%	100%	43.77%	35.53%	85.48%
Mean Scale Score	2438.3	2452.6	N/A	2563.5	2583.5	N/A

ELA	District		BUHS		DVHS	
	Female	Male	Female	Male	Female	Male
# of students enrolled	239	223	204	171	34	52
# tested	221	219	190	168	31	51
Standard Exceeded	25.79%	19.63%	30.00%	24.40%	3.92%	0.00%
Standard Met	37.10%	29.68%	40.53%	30.05%	25.49%	18.52%
Standard Nearly Met	22.17%	26.03%	18.95%	20.24%	45.10%	29.63%
Standard Not Met	14.93%	24.66%	10.53%	24.40%	41.94%	51.85%
Mean Scale Score	2606.2	2570.6	2623.1	2580.6	2502.3	2495.3

MATH	District		BUHS		DVHS	
	Female	Male	Female	Male	Female	Male
# of students enrolled	239	223	204	170	34	53
# tested	223	221	192	169	31	52
Standard Exceeded	7.62%	8.14%	8.85%	10.65%	0.00%	0.00%
Standard Met	21.97%	16.74%	25.52%	21.89%	0.00%	0.00%
Standard Nearly Met	26.46%	19.91%	30.21%	21.30%	3.23%	15.38%
Standard Not Met	43.95%	55.20%	35.42%	46.15%	96.77%	84.62%
Mean Scale Score	2555.5	2533.7	2575.0	2557.5	2434.6	2456.1

ELA	2017-18		2016-17	
	District	DVHS	District	DVHS
# of students enrolled	462	82	449	88
# tested	440	82	436	86
Standard Exceeded	22.73%	2.44%	20.18%	2.33%
Standard Met	33.41%	21.95%	36.24%	20.93%
Standard Nearly Met	24.09%	43.90%	22.25%	33.72%
Standard Not Met	19.77%	31.71%	21.33%	43.02%
Mean Scale Score	25.88.6	2524.3	25.89.6	2512.4

MATH	2017-18		2016-17	
	District	DVHS	District	DVHS
# of students enrolled	462	87	449	88
# tested	444	83	440	86
Standard Exceeded	7.88%	0%	6.59%	0%
Standard Met	19.37%	0%	17.50%	0%
Standard Nearly Met	23.30%	10.84%	26.14%	5.81%
Standard Not Met	49.55%	89.16%	49.77%	94.19%
Mean Scale Score	25.44.6	2448.1	2534.7	2425.2

**One Year Dropout Data
Six Years of Data**

District	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Difference
California	4.0	3.9	3.1	2.8	2.0	2.4	+4
Imperial County	2.2	2.7	1.4	1.4	1.0	1.2	+2
BUHSD	1.2	1.4	1.0	.8	.8	.5	-.3
BUHS	.7	.7	.6	.6	.7	.4	-.3
DVHS	5.9	7.6	4.0	2.8	2.2	1.8	-.4

**Cohort GRADUATION Rates
Six Years of Data**

District	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Difference
California	80.4	81.0	82.3	83.2	86.7	87.3	+.06
Imperial County	83.1	82.0	85.0	88.4	87.9	87.6	-.03
BUHSD	93.0	93.0	96.0	94.7	95.7	96.8	+1.1
BUHS	96.5	96.7	97.8	97.0	95.5	98.7	+3.2
DVHS	75.0	72.7	85.7	82.6	75.9	85.5*	+10.4*

- Based on new Dashboard One Year Graduation Rate

Goal #1: Promote and improve academic success for all students

\$41,000

DVHS Critical Need Correlation:

- #1: Implement and evaluate curricular and instructional practices, strategies and assessments that result in increased academic achievement for all students.
- #2: Develop and implement a data analysis system to drive improvement in student achievement, college and career readiness and stakeholder involvement.
- #3: Increase the number of students who are college and career ready.
- #4: Increase communication efforts in order to foster awareness and parental and community involvement

Rationale:

- DVHS students are not at the state mandated level of proficiencies in core subject areas.
- DVHS does not have schoolwide course pacing guides that show student academic expectations
- DVHS has a low percentage of graduates pursuing a post-secondary education.
- DVHS must continue to motivate and assist students in becoming academically successful
- DVHS does not currently have course benchmark assessments
- DVHS must continue to align its curriculum to Common Core State and College/Career Readiness Standards

Supporting Data:

- Scores on the CAASPP
- Lack of current course pacing guides
- Minimal course benchmark assessment
- Students transferring to DVHS with low GPA and credits

Growth Targets:

- DVHS will increase its CAASPP proficiency rates by 1% each year.
- DVHS English Learners will meet or exceed their AMAO growth targets.
- DVHS will increase its graduation rate annually according to State and Federal accountability criteria.
- DVHS will increase the number of students pursuing post-secondary opportunities annually by 5%.
- DVHS will decrease its truancy rate by 5% annually.
- DVHS will increase its attendance rate by 2% annually
- DVHS will develop syllabi and benchmark assessments for all courses

SLO(s) Addressed: Life-Long Learners, Effective Communicators, Responsible Individuals, Postsecondary Opportunities

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Increase staff awareness of the California Assessment of Student Performance and Progress (CAASPP) System 	DVHS Staff District Testing Coordinator	Professional Development Release time for Instructional staff Access to online CAASPP site ICOE trainers & resources Collaboration with BUHS Teachers	Classroom Observations Use of CAASPP Resources: interim & Block assessments	Fall 2017 - Ongoing	CAASPP Interim Block assessment Results CAASPP state assessment results
<ul style="list-style-type: none"> Development of syllabi and pacing guides for all courses 	DVHS Staff District Director of Curriculum & Instruction	Release time for Instructional staff Substitutes Professional Development	Collection of Syllabi and Pacing Guides PD sign in sheets	Fall 2017 - Ongoing	Syllabi and Pacing Guides to: DVHS Principal District Director of curriculum and instruction
<ul style="list-style-type: none"> Develop course benchmark assessments for all courses 	DVHS Staff District Testing Coordinator & Director of Curriculum and Instruction	Release time for Instructional staff Professional Development	Collection of Benchmark Assessments Results of Benchmark Assessments	Fall 2017 – Ongoing	Benchmark Assessments and Results to: DVHS Principal District Director of Curriculum and Instruction

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Introduce staff to College and Career Readiness Standards 	DVHS Staff CTE Instructors IVROP	Professional Development Release time for Instructional staff College and Career Readiness Anchor Standards	Classroom Observations	Fall 2017 – Ongoing	Integration of CCR Anchor Standards to: DVHS Principal
<ul style="list-style-type: none"> Develop a publicity campaign to introduce State Accountability requirements to all stakeholders 	DVHS Staff and students	Design Software Color printer Database of community and family address (mail and email)	Collection of Flyers, phone messages, PSAs, etc. Attendance numbers at publicized events	Summer 2017 – Ongoing	Collection of Marketing Material and Attendance rosters to: DVHS Principal District Personnel
<ul style="list-style-type: none"> Professional Development on updating curriculum to include CCSS and CCRS 	DVHS Staff Trainers Instructional Coaches	Release time for Instructional staff Professional Development Substitutes	Professional Development participation logs	Fall 2016 – Ongoing	PD participation Logs to: DVHS Principal District Director of Curriculum and Instruction

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Increase graduation and attendance rates while decreasing truancy and dropout rates 	DVHS Staff Truant Officer SARB panel Intervention team	Attendance records, graduation check list, district notification system (ParentLink) training, Truant officer daily home visits, parent portal training	Graduation, Attendance, Dropout and Truancy rates Monthly review of progress	Spring 2017 - Ongoing	Monthly & yearly review of rates to: District Superintendent and Management Team

Goal #2: Cultivate and Enrich College and Career Readiness for all students

\$15,418

DVHS Critical Need Correlation:

- #1: Implement and evaluate curricular and instructional practices, strategies and assessments that result in increased academic achievement for all students.
- #2: Develop and implement a data analysis system to drive improvement in student achievement, college and career readiness and stakeholder involvement.
- #3: Increase the number of students who are college and career ready.
- #4: Increase communication efforts in order to foster awareness and parental and community involvement

Rationale:

- DVHS students do not have the college/career information to make informed decisions about their future after graduation.
- DVHS has a low percentage of students pursuing postsecondary opportunities

Supporting Data:

- Lack of knowledge of College and Career Readiness Anchor Standards
- No course specifically for development of employability skills
- Minimal postsecondary opportunity presentations

Growth Targets:

- DVHS will increase the number of students pursuing a post-secondary opportunity annually by 5%.
- DVHS will integrate the College/Career Readiness Anchor standards in courses schoolwide
- DVHS will implement a College and Career Readiness course
- DVHS will increase the amount of College/Career presentations by 3 per year
- DVHS will complete the College and Career Readiness Center

SLO(s) Addressed: Life-Long Learners, Effective Communicators, Responsible Individuals, Postsecondary Opportunities

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Introduce and train staff on College and Career Readiness Anchor Standards 	DVHS Staff CTE teachers IVROP	Collaboration time to review CCR Anchor standards Professional Development on CCR Anchor Standards	Classroom Observations PD sign in sheets	Fall 2017 – Ongoing	Integration of CCR Anchor Standards to: DVHS Principal
<ul style="list-style-type: none"> Develop and implement a College/Career Readiness course 	DVHS teacher CTE teachers IVROP	Professional Development on “Career Choices” curriculum Release time for curriculum planning Textbook and supplemental materials for course including access and licenses to online component	Completion and Implementation of course into DVHS master schedule	Training Fall 2017 Integration into master Schedule – Sprint 2018	Course Description and curriculum to: DVHS Principal BUHSD Superintendent and Board for course approval
<ul style="list-style-type: none"> Increase presentations relating to College and Career options 	DVHS Staff	Development of list and database of Community organizations and Businesses Presentation equipment: LCD Projector, computer, screen, Speakers, clicker.	Record of number of presentations per year	Fall 2017 – Ongoing	Schedule and sign in sheets to: DVHS Principal and Counselor

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Complete and utilize College and Career Readiness Center 	Principal Counselor BUHSD Maintenance Department	Installation of presentation equipment: LCD projector, screen, speakers Advertisement of availability of center Employee to man the center on off hours	Sign in records Number of Presentations per year	Spring 2017-Ongoing	Completion work Order to: DVHS Principal Schedule and sign in sheets to: DVHS Principal and Counselor
<ul style="list-style-type: none"> Create and implement post graduate student survey 	DVHS Staff District Technology Staff	Professional Development on GAFE: forms and sheets Access to graduate student's addresses and email accounts	Completion of surveys Analysis of survey results	Fall 2017 – Ongoing	Completed Surveys to: DVHS Principal Survey results to: DVHS Staff
<ul style="list-style-type: none"> Increase collaboration with postsecondary agencies 	Principal Counselor	Development of networking database Release time to meet with agencies Development of site information to provide agencies	Meeting logs Record of agencies on site Records of students meeting with agencies	Spring 2017 – Ongoing	Networking meeting logs to: DVHS Principal and staff Student meeting rosters to: DVHS Principal and Counselor

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Increase student's employability skills 	DVHS Staff CCR Course Instructor IVROP	Colle/Career Readiness course Professional Development on CCR Anchor Standards Presentations from IVROP and/or employment agencies Job Readiness Certificate Online career interest inventory (COPSystem)	Documentation of students receiving training/workshops on skill building	Spring 2017-Ongoing	Workshop schedules to: DVHS Staff Student completion logs to: DVHS Counselor

Goal #3: Expand stakeholder involvement and input

\$10,000

DVHS Critical Need Correlation:

- #1: Implement and evaluate curricular and instructional practices, strategies and assessments that result in increased academic achievement for all students.
- #2: Develop and implement a data analysis system to drive improvement in student achievement, college and career readiness and stakeholder involvement.
- #3: Increase the number of students who are college and career ready.
- #4: Increase communication efforts in order to foster awareness and parental and community involvement

Rationale:

- DVHS has low parental involvement in non-academic type activities
- DVHS has minimal interaction with community organizations

Supporting Data:

- Lack of parental participation in School Site Council, DLAC, LCAP meetings
- Lack of community involvement with DVHS

Growth Targets:

- Establish a baseline and increase parental involvement by 10% annually
- Increase community involvement by 10% annually

SLO(s) Addressed: Life-Long Learners, Effective Communicators, Responsible Individuals, Postsecondary Opportunities

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Develop and disseminate family needs surveys 	Principal Counselor	Professional Development on GAFE: forms and sheets Personnel time to create surveys and analyze results SIS Database (Aeries), ParentLink, Website, social media accounts	Creation of surveys Analysis of survey results Record of total number of surveys utilized	Summer 2017 – Ongoing	Completed surveys to: DVHS Principal Survey results to: DVHS Staff
<ul style="list-style-type: none"> Provide monthly parent workshops on identified needs 	DVHS Staff and students Community Organizations District Personnel	Personnel time to hold workshops Materials needed based on workshop theme Community Organization presenters SIS Database (Aeries), ParentLink, Website, social media accounts	Record of total number of workshops Sign in sheets	Spring 2017 – Ongoing	Workshop schedule to: DVHS Staff and District Administration Workshop sign in records to: DVHS Principal and Counselor
<ul style="list-style-type: none"> Increase collaboration and planning of activities with community agencies 	DVHS Staff and students	Research community organizations Transportation of students to Meeting with organizations Schedule of events/activities	Report on contacts and meeting Report on activities held Schedule of activities	Spring 2017 - Ongoing	Networking meeting logs to: DVHS Principal and staff Student meeting rosters to: DVHS Principal and Counselor

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Implement incentive program for stakeholder involvement 	DVHS Staff and students Business Office	Funds to purchase incentives Donations to purchase incentives Communication system to communicate incentives to stakeholders	Record of increase in Stakeholder Involvement List of Incentives	Fall 2017 - Ongoing	Incentive list to: DVHS Principal & Business Office Activity sign in sheet to: DVHS Principal
<ul style="list-style-type: none"> Increase communication with stakeholders utilizing social media 	DVHS Staff and students BUHSD Tech staff	Professional Development on the use of social media tools: Facebook, Twitter, website, Instagram, ParentLink, phone app, etc.	Review of messages send by social media Increase in number of responses due to social media use	Fall 2017 - Ongoing	List of messages being utilized to: DVHS Principal Reports on increased online traffic to: DVHS Staff

Goal #4: Continue to review, clarify and implement Schoolwide Learner Outcome

\$3,000

DVHS Critical Need Correlation:

- #1: Implement and evaluate curricular and instructional practices, strategies and assessments that result in increased academic achievement for all students.
- #2: Develop and implement a data analysis system to drive improvement in student achievement, college and career readiness and stakeholder involvement.
- #3: Increase the number of students who are college and career ready.
- #4: Increase communication efforts in order to foster awareness and parental and community involvement

Rationale:

- Currently DVHS doesn't officially tie the Schoolwide Learner Outcomes with it's courses
- DVHS students do not know the Schoolwide Learner Outcomes they are mastering
- DVHS staff must take the Schoolwide Learner Outcomes into account when planning curriculum goals

Supporting Data:

- DVHS has no system to determine Schoolwide Learner Outcomes being mastered by students
- DVHS has minimal correlation between course content and the Schoolwide Learner Outcomes

Growth Targets:

- Implementation of DVHS Schoolwide Learner Outcomes in courses as determined by student knowledge on pre/post survey
- Implement the creation of written course Schoolwide Learner Outcome correlation in each course by 100% annually

SLO(s) Addressed: Life-Long Learners, Effective Communicators, Responsible Individuals, Postsecondary Opportunities

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> There will be a correlation between the Schoolwide Learner Outcomes and every course taught at DVHS 	DVHS teachers, Principal and Counselor	Personnel time to create surveys and analyze results Personnel time to create and document correlation between courses and SLO.	Actual completed SLO/Course correlation documentation Surveys given to students at the end of course completion	Fall 2017 and ongoing	Completed surveys to: DVHS Principal Survey results to: DVHS Staff
<ul style="list-style-type: none"> DVHS will continue to implement and focus on reading, writing and public speaking activities 	DVHS Staff	Collaboration time for instructional staff Professional Development on implementing current, relevant instructional activities	Activities implemented in courses Student success rates in reading, writing and public speaking activities Student surveys	Fall 2017 and on-going	Instructional activities completed reported to Principal Survey results to: DVHS Staff
<ul style="list-style-type: none"> Develop and implement a College/Career Readiness course 	DVHS teacher CTE teachers IVROP	Professional Development on “Career Choices” curriculum Release time for curriculum planning Textbook and supplemental materials for course including access and licenses to online	Completion and Implementation of course into DVHS master schedule	Training Fall 2017 Integration into master Schedule – Sprint 2018	Course Description and curriculum to: DVHS Principal BUHSD Superintendent and Board for course approval

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Implement out of class activities related to developing SLO skills for all students 	DVHS Staff and community organizations	Staff time out of the regular school day to implement activities Staff time to collaborate with community organizations	Written documentation of activities and student participants	Fall 2017 and ongoing	Activity participation documentation to Principal

Goal #5: Increase collection and analysis of assessments to drive school wide improvement \$5,000

DVHS Critical Need Correlation:

- #1: Implement and evaluate curricular and instructional practices, strategies and assessments that result in increased academic achievement for all students.
- #2: Develop and implement a data analysis system to drive improvement in student achievement, college and career readiness and stakeholder involvement.
- #3: Increase the number of students who are college and career ready.
- #4: Increase communication efforts in order to foster awareness and parental and community involvement

Rationale:

- DVHS has no system to track data
- DVHS has minimal course benchmark assessments
- DVHS staff is not familiar with the current State Accountability matrix

Supporting Data:

- DVHS has no system to track data
- DVHS has minimal course benchmark assessments
- DVHS staff is not familiar with the current State Accountability matrix

Growth Targets:

- Implementation of District data collection resources
- Increase the creation and implementation of course benchmark assessments by 20% annually
- Become proficient with the use of the State Accountability Matrix data to measure success and/or needed interventions

SLO(s) Addressed: Life-Long Learners, Effective Communicators, Responsible Individuals, Postsecondary Opportunities

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> DVHS staff will be trained in current BUHSD data collection programs 	DVHS Staff District Data Personnel Director of Curriculum and Instruction	Professional Development on data collecting programs (Illuminate, Aeries Analytics, etc.). Collaboration time	PD sign in sheets Report on use of data collection resources	Fall 2017 - Ongoing	PD sign in sheets to: DVHS Principal District personnel Usage reports to: DVHS Principal
<ul style="list-style-type: none"> Develop and implement data collection procedures to drive schoolwide improvement 	DVHS Staff BUHS District Personnel State Accountability requirements	Research state accountability requirements to determine what data need to be collected Collaboration between DVHS staff and BUHS District personnel to research best data collection system to use Professional Development on use of agreed upon system	Results of research Actual development of data collection system Results from utilizing data collection system	Summer 2017 - Ongoing	Data collection system to be utilized to: District Admin Usage reports to: DVHS Principal District Admin
<ul style="list-style-type: none"> DVHS will create course benchmarks 	DVHS Staff District Testing Coordinator & Director of Curriculum and Instruction	Release time for Instructional staff Professional Development	Collection of Benchmark Assessments Results of Benchmark Assessments	Fall 2017 - Ongoing	Benchmark Assessments and Results to: DVHS Principal District Director of Curriculum and Instruction

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> DVHS staff will become proficient on the State Accountability Matrix and its requirements 	DVHS Staff BUHS District personnel	Training on State Accountability Matrix (ongoing as it continues to be revised) Staff and District Collaboration time	PD sign in sheets Individual and whole staff meetings	Fall 2017 - Ongoing	PD sign in sheets to: DVHS Principal

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal 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.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
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<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	List and Describe Other State or Local Funds: Supplemental Concentration	\$ 32,500	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$ 32,500	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation: Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 41,918	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students: Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 7,121.00	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$ 81,539	

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Antonio Munguia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danny Tomboc	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kevin Shaffer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angela Ibarra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marissa Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Giselle Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

² EC Section 52852

Form E: 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: February, 2019.

Attested:

Antonio Munquia
Typed name of School Principal


Signature of School Principal

February 2019
Date

Danny Tomboc
Typed name of SSC Chairperson


Signature of SSC Chairperson

February 2019
Date

