



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Del Puerto High School	50712175030127	01/27/2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	5
Stakeholder Involvement	17
Resource Inequities	18
School and Student Performance Data	19
Student Enrollment.....	19
CAASPP Results.....	21
ELPAC Results	25
Student Population.....	28
Overall Performance	30
Academic Performance	31
Academic Engagement.....	42
Conditions & Climate.....	44
Goals, Strategies, & Proposed Expenditures.....	46
Goal 1.....	46
Goal 2.....	49
Goal 3.....	52
Goal 4.....	55
Goal 5.....	59
Budget Summary	62
Budget Summary	62
Other Federal, State, and Local Funds	62
Budgeted Funds and Expenditures in this Plan	63
Funds Budgeted to the School by Funding Source.....	63
Expenditures by Funding Source	63
Expenditures by Budget Reference	63
Expenditures by Budget Reference and Funding Source	63
Expenditures by Goal.....	64
School Site Council Membership	65
Recommendations and Assurances	66

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey was administered to students in the spring 2021. Our participation was 68/111 for a 61%. The parents and staff were not included this year due to distance learning.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occur daily and are conducted by the school's administration. The focus is for school site administration to be visible and provide feedback in two areas, instructional delivery and students goal setting. Due to the pandemic, administration was able to visit teachers' classrooms using WebEx.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Del Puerto High School Site Plan includes the objective to design, develop, implement, evaluate, and improve services that recognize and respect the unique educational needs of each student. The action plan calls for administration and staff to continually assess, evaluate, and define the unique educational needs of students. State and local assessments are used to identify areas of need and specific State Standards that need to be emphasized in the classroom. This includes the use of common standards based assessments. The staff cooperatively examines results of tests to evaluate the effectiveness of the school's curriculum, including those of the benchmark assessments, SBAC, and CELDT.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Del Puerto High School uses an ongoing assessment and monitoring system that provides timely data from benchmarks based on current adopted, standards-aligned materials using the new data. Student achievement results from this assessment and others are used to inform the staff and administration on student placement, progress and effectiveness of instruction (i.e. CELDT data is used to place students in the ELD period and on demand writing assessment is given each trimester to identify writing needs for students as a whole). Training is provide with regularity on how to access the data system and administration and academic coaches are used to provide additional support to staff on how to use the data to meet the needs of the students. Due to student mobility it is difficult to gauge the impact of assessment on instructional and the program.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Del Puerto High School meet the definition of Highly Qualified Staff as required by the Elementary and Secondary Education Act. Annually a report is prepared at the District level and presented to the Governing Board certifying site and district compliance with this requirement

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff at Del Puerto High School are highly qualified as per ESEA requirements and all teachers are fully credentialed. Staff is offered opportunities to attend professional development through the County Office of Ed., District Professional Development Days, District Lead Teacher presentations, and TOSA trainings in curriculum adoptions and instructional strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All adopted materials include state standards-based materials. Teachers receive on-going staff development on these programs, learning to refine strategies to better meet the needs of all students. The District and Site annually assesses the staff development needs of teachers and paraprofessionals in relation to the development of standards, student achievement needs and individual professional needs.

Each year, Del Puerto High School analyzes student achievement data and administer a site needs assessment to determine staff development in relationship to the implementations of standards-based instruction and professional development (NCLB Highly Qualified Teacher) needs. Del Puerto High will participate in a full self-study as part of WASC in 17-18 and one of the areas of focus was staff development alignment to content standards and student performance. In addition, Del Puerto conducted a Total Quality Review analysis with stakeholders on November 21, 2019. This is to see how the initial changes were influencing student success and how the school was meeting the Districts strategic goals. This information was shared with the District and a staff development plan was developed at the site level. As a result of this process, the staff development focus was modified to meet the needs of the different identified needs of the staff on the second Professional Development day of the month and the needs of the site/district on the first Professional Development day of the month. Profession development topics include, data analysis, language objectives, student-writing skills, English Learner strategies, Common Core, Data analysis, and technology integration

In addition, Del Puerto High School teachers are provided the opportunity to enhance knowledge of content standards and teaching methodology through attendance at professional workshops and trainings. Teachers attend content-specific trainings such as Common Core Standards, the Aeries conference, Direct Instruction, A Look At Learning, and other trainings offered through the district professional development plan and the Stanislaus County Office of Education. Teachers are invited to participate in training opportunities leading toward authorization to teach English Learners, such as SB395, and Sheltered Instruction Observation Protocol (SIOP). In addition, staff development activities have emphasized providing opportunities for teachers to analyze grade level standards and align their classroom curriculum to those standards. This is primarily accomplished through early release days and staff meetings.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The school provided instructional assistance and ongoing support to teachers through a collaborative approach of staff development and the use of district lead teachers. The district lead teacher on site provides model lesson demonstrations, 1-1 coaching on specific skills, class coverage for teachers to observe peers, instructional observations and assists with identifying and presenting formal staff development activities and support district wide during staff development release periods. In addition, one of the staff member is a BTSA mentor.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Del Puerto High School staff collaborates weekly as part of the emphasis on ensuring students and staff are informed and safe on campus. There are two types of meetings held, the first and third Wednesday of the month, the meetings are held in the morning and the focus is entirely on staff and student needs and concerns. On the second and fourth Wednesday of the month, collaboration occurs from 1-3pm (When not in Distance Learning) with half of the time dedicated to staff development topics and the other half dedicated to staff collaboration activities. The collaboration activities may be done by department, by grade or by site, depending on the planned activity. In addition, Del Puerto High School has a delayed start each morning with teachers preps starting the day allowing for unscheduled and informal staff collaboration four days a week during this time. The district lead teacher at the site also meets with staff during this time to work on individual areas of focus with the teachers. Due to the small size of the school, all departments at Del Puerto High are departments of one, so departmental meetings are usually held at the comprehensive high school or at the District when necessary for all sites to have the same information.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Appropriate standards based instructional materials are available to all student groups. Curriculum at Del Puerto High School has been aligned to the California Content and Performance standards and is in the process of being transitioned to Common Core State Standards, the Next Generation Science Standards and the new English Learner Standards as materials become ready from the District, State and Federal level. Standards-based instruction is provided through the implementation of the District adopted texts and alignment of instructional practices to support the student understanding of those standards. Basic instructional materials for these adoptions include anthologies, workbooks, open source online resources and software. These materials support success for English learners, assist with teacher intervention strategies and activities for varied learning levels, and take-home curriculum, all of which expand and enrich the core program. This year we have continued to expanded student access to Edgenuity, an online high school, which is a major part of our credit recovery program. Supplementary materials such as Reading Plus for ELA, and other various software programs have been purchased with categorical funding to support the standards-based instruction in English Language Arts, Algebra and English Language Development. Their purpose is to teach specific skills and concepts for mastery of the content standards for targeted subgroups and focus students on the skills needed to successfully demonstrate the skills required for a high school diploma. The staff has received training in each of the programs. On-going training occurs during monthly departmental meetings and staff development Wednesdays.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not applicable to secondary institutions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The school maintains a record of all instructional and assessment pacing for the current year for the course. The school's master schedule is monitored by the District annually at the start of each school year and the school complies with and monitors implementation of intervention courses. Currently, Del Puerto High School provides intervention courses for English Language Development and for general instructional support to students (Studies). There is no intensive intervention program in place at Del Puerto High School for English Language Arts or Mathematics, as the school by definition is identified as an intervention to traditional high school.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Annually, all students have had access to standards-based instructional materials and texts in all core classes. Each year we replace worn and damaged texts as well as growth so that the materials students use in the classroom are of acceptable physical quality. With the release of new standards for ELA, Math, ELD and Science there will be some new purchases in the near future to ensure that the materials that are provided to student fully support the acquisition of the standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Del Puerto High School provides the current district-adopted English Language Arts, English Language Development and Math instructional materials for all students and follows the programs as identified by the publisher and District. Intervention materials are available for students. All courses are standards aligned and use district approved instructional materials

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers are trained to analyze benchmark and CELDT data and look closely at subgroups and sub-skills within content clusters so that appropriate instructional decisions can be made and student achievement can be improved. Throughout the year, student mastery of standards is evaluated by local benchmark assessments and the District PAW writing assessments. With ongoing training, teachers are able to use these student assessments and intervention grouping from SchoolCity to adjust instruction, target learning gaps and ultimately improve student achievement. Underperforming students are placed in intervention classes that address their specific needs.

Additionally, 100% of DPHS teachers have Cross-cultural Language and Academic Development (CLAD) certification. This enables teachers to effectively instruct English Learner students. Furthermore, students have access to Specially Designed Academic Instruction in English (SDAIE) core subject classes in order to access content area instruction.

All second language students are annually assessed through the ELPAC exam, and can be re-designated as their oral and written skills improve. Parents of English Learners have the right to participate in the District English Learner (EL) Parent Advisory Committee to review the planning of instructional delivery, and assessment and progress of their children. The site ELAC Parent Advisory meets separately from the School Site Council to ensure that the Council stays focused on English learner issues. This group meets every two months to plan and monitor programming for all our second language students.

Evidence-based educational practices to raise student achievement

Del Puerto High School employs a variety of scientifically based research strategies to raise student achievement. Some of the strategies include the usage of district adopted intervention programs, literacy-based English Language Arts curriculum, data-driven cycle of inquiry process to implement school-wide and grade-level/departmental improvement plans, Sheltered English Immersion strategies, direct instructions strategies, and vertical, horizontal and cross-content alignment articulation across the core instructional program. In addition, Del Puerto High will complete a full WASC Self-Study during the 2017-18 school year and completed a Total Quality Review analysis on 11/21/19 with an intentional focus on instruction, assessment, curriculum, governance and culture to identify areas of strength and growth for the next few years. Those findings are further identified in the school-wide action plan created as part of that process. During the 20-21 academic year, Del Puerto HS will hold a WASC Mid-Year review.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

There are a number of ways parents may be involved with the education of their students. This includes participation in the School Site Council, English Learner Advisory Council, WASC committees, or other site/district advisory groups. Through participation in these groups, parents can give input on various aspects of our school, particularly for under performing students. They may also request parent trainings in order to best support their children within the educational system. The Site Council includes the ELAC Committee representative in the meetings and reaches out to students to participate at the school level. Parent participation in school improvement efforts and in our accountability system is evolving. Parents are aware that students are expected to demonstrate achievement of knowledge and skills on school, district, and state performance standards.

Parents are notified and invited annually to a Title 1 meeting where they may be informed about the progress of their students, services for students who are performing below grade level, and trainings are available for parents so that they can assist their children at home, and support their students' progress at school.

Linkages between Del Puerto High School parents, and the greater community and businesses continue to be developed to better support the education of students. Examples of those linkages include: PIE, local health organizations, the Patterson Community Alliance, ELAC, Migrant Education, PAC, School Site Council, Rotary, Lions, Soroptomist, Stanislaus Sheriff's Department, Center for Human Services, Patterson Food Pantry, Hospital Auxiliary and other support groups. These organizations work with staff to address referrals and follow-up services through a system of case management. Services are linguistically appropriate.

Parents and community members have opportunities for significant involvement in the development of educational programs at Del Puerto High School as well as in assisting students with individual achievement through the following means:

- Parent education workshops in areas requested by the parents.
- Del Puerto High School houses English as a Second Language classes for community members and parents in the mornings.
- The annual review of a Parent-Student-Staff Contract outlining shared responsibilities for improving student achievement.
- Access to the Westside Alliance and the coordination of site and community resources and services that promote the social, emotional, and academic growth of children.
- Parent-teacher conferences are held twice a year at Back to School Night and Open House. Last year during the 2018-2019 school year, a Parent Picnic was held to educate and inform parents their child's progress.
- The publication of all school policies, newsletters, and written and oral communication in Spanish and English.
- The provision of information to parents and community members as to their rights in all education matters concerning their children and the availability, when necessary, of formal complaint forms and procedures.
- The newly designed and implemented Back to School Orientation Days where parents and student come into the school during the summer to review records, complete forms and

discuss requirements needed to complete student goals.

- The development of partnerships and liaisons between students and their families as well as our community leaders, agencies, businesses, and community organizations to ensure regional support, ongoing communication and criteria for success.
- The opportunities to volunteer in classrooms and in other program areas of the school, both curricular and extra-curricular.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Del Puerto High School involves all members of the community, from parents and students to staff and community members in the planning, implementation and evaluation of the programs offered at the school. This is done through a number of open meetings with the a fore mentioned parties including: Open House, School Site Council, Back to School Night, Orientation, Senior Parent Nights, student events, Senior Project Presentation Panel discussions, and WASC Focus groups to name a few. All events hosted by the school are open to the public and posted in the front office kiosk when required. Parents at Del Puerto High created the following involvement goal for the 2019-2020 school year - "The relationship between parents and school will be improved by refining the opportunities and methods of communication to communicate continuous improvement to include a minimum of 2 personal contacts (phone calls or face-to-face) from school staff per trimester by May 22, 2020 as measured by parent and staff surveys."

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All students receive access to the core curriculum in their regular classroom. However, Del Puerto High School recognizes that students who are achieving below grade level need additional time, programming and strategies to master grade level standards. Categorical funds help under performing students (students performing at or below “Basic” on the California Assessment of Student Performance and Progress (CAASPP), English Learners not meeting their benchmarks, under performing Migrant students and students scoring below 70% on grade level expectations each trimester.)

- Title I

Guidelines for identifying students as qualifying for Title I services are as follows:

- i. Continuation students are identified if they score below 70% on trimester benchmark assessments.
- ii. Continuation students are also identified if they score in the Standard Not Met, Standard Nearly Met, Standard Met, Met Exceeded on the CAASPP.
- iii. All students who are identified as “Homeless” qualify for Title I services including immediate access to the Patterson High School’s After School Program and to the National School Lunch Program.

Title I funding provides additional services and materials for mathematics and English classes as well as the site’s Renaissance Learning license which is the program that is used as part of the compliance and data submission for Alternative Schools Assessment Model and for assessing students reading abilities and monitoring their growth while students at Del Puerto High School. Supplemental materials and programs provided by Title I funds include intervention materials and some educational materials and software that reinforce standards based instruction. We are a schoolwide Title 1 school, therefore, we extend services to all students who need support.

In addition, teachers have access to training in order to accelerate student learning funded by Title I allocations. Additional instructional materials are needed to ensure the success of all under-performing students in all subject areas. The school includes opportunities for planning, as well as parent education so that families may be empowered to assist their children, and they may experience academic success. Funds supplement assessment and systems to monitor student progress. The site also uses Title I funding for communicating with parents about student achievement and academic interventions with mailings, telephone and personal conferences with translators as needed to ensure student success. Due to half of the students at Del Puerto High School being classified as 12th graders, students are rarely exited from Program Services.

- Migrant

Migrant Education services are coordinated within the school plan so that qualifying students can access core curriculum and be offered strategies which help them meet their specific academic and language needs. Categorical funding provides for those students as well as quarterly assistance through Migrant Education services. The students, under the Migrant Education Program guidelines for the County, are also offered additional services in the summer and during their months off, and have access to dental and medical assistance, if needed. A part-time bilingual aide is provided for 2 hours per week through this funding source that works in small group instruction with Migrant students in cooperation with classroom teachers. Migrant services are outlined in the Yearly Service Agreement and are updated at the District level annually. Each year the School Site Council and the English Learner Advisory Council meet to review this plan before submission to the Governing Board.

- English Learner

Title I, Title III and EIA funding support all English Learner services and support personnel. Programs include EDGE which supports the ELD 3 course, the Expository Reading and Writing

Course (ERWC), and core classes. English Learners, who score Levels 1-2 are currently referred to either Patterson High School or to the county for English Language Development at this time due to the lack of an appropriate English Language Program at Del Puerto High School. English Learners who score a 3-4 on the ELPAC, those not meeting benchmarks or performing below standards on the CAASPP are given high priority for specific services, including the Expository Reading and Writing Course as well as English Language Development courses through Edgenuity. All classes offered at Del Puerto High School are classified as Structured English Language Immersion (SEI) so that students with limited deficiencies in English are not singled out from their peers. All students are annually assessed through the ELPAC exam can be re-classified as their oral and written skills improve and as they demonstrate academic proficiency in core subject areas. Parents of English Learners have the right to participate in the site's ELAC Parent Advisory committee to review the planning, instructional delivery, assessment and progress of their children. This group meets every two months to monitor programming for our English Learner students, as well as to be trained in ways to assist their children to be academically and linguistically successful at school.

- Learning Handicapped Students

The Resource Specialist Program (RSP), the Speech and Language Program and Adaptive Physical Education program are among the special education services offered for qualifying students at Del Puerto High School. Students are referred for possible assessment and placement through data reviews throughout the year, Student Study Team meetings, parent referral or through agencies with the county SELPA. Once enrolled, each student's specific needs are documented and annually reviewed through an Individual Education Plan (IEP). The instructors then use a variety of methods and settings including pullout, mainstreaming and consultation to assist students using the criterion of "least restrictive environment" to meet State content standards for their respective grade level.

The site's resource teacher targets services for students who are in need of special education services, but who can be served best within the regular education program. At all times, individualized student goals must be aligned with core curriculum and State standards. A variety of strategies are utilized, usually in small group settings, to develop mastery in targeted areas. Such strategies include direct instruction, use of materials which target the students' area of weakness, modification of instruction in the regular classroom program, collaboration between the resource teacher and the regular classroom teacher about instructional approaches and/or materials. All special needs students are mainstreamed at Del Puerto High School.

Adaptive P.E. and Speech and Language services are for students who demonstrate needs in gross motor skills, or speech and language and are served by staff according to the individual students' IEP goals. Referral procedures, testing, parent notification and implementations of the students' individual goals follow procedures as outlined in the County SELPA Handbook.

- TUPE

Tobacco Use Prevention Education or Safe and Drug Free Schools funding supports educational programming and activities that teach students to focus on educational activities that build a positive life and healthy life skills, anti-drug and tobacco use education, anti violence behaviors and resiliency. Funding supplements costs for a student club through the county PHAST program and the activities at the county level and these are carried out by Del Puerto's Site Club that are later developed each year.

- CSI

Comprehensive Support & Improvement - Del Puerto HS was designated as a CSI school due to the following:

California will use the California School Dashboard (Dashboard) to determine school eligibility for CSI. School eligibility is based on the following two categories of schools:

Low graduation rate

High schools with a graduation rate less than 67 percent averaged over two years (Based on 2018 Dashboard)

High schools with a graduation rate less than 68 percent averaged over two years (Beginning with 2019 Dashboard; Adopted by the State Board of Education on September 11, 2019)

Not less than the lowest-performing five percent of Title I schools

Schools with all red indicators

Schools with all red but one indicator of another color

Schools with all red and orange indicators

Schools with five or more indicators where the majority are red

Fiscal support (EPC)

The school general and categorical funds are coordinated, prioritized and allocated to align with the Single Plan for Student Achievement for English Language Arts and Mathematics as evidenced by funds being used to purchase core English Language Arts, English Language Development and Mathematics materials, data support services and professional development in topics like data analysis and Common Core.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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Center for Human Services, Patterson Food Pantry, Hospital Auxiliary and other support groups. These organizations work with staff to address referrals and follow-up services through a system of case management. Services are linguistically appropriate.

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- Del Puerto High School houses English as a Second Language classes for community members and parents in the mornings.
- The annual review of a Parent-Student-Staff Contract outlining shared responsibilities for improving student achievement.
- Access to the West side Alliance and the coordination of site and community resources and services that promote the social, emotional, and academic growth of children.
- Parent-teacher conferences are held twice a year at Back to School Night and Open House. Last year, due to distance learning, Parent Picnic was not held. This is an opportunity to bring parents to campus to educate and inform parents their child's progress.
- The publication of all school policies, newsletters, and written and oral communication in Spanish and English.
- The provision of information to parents and community members as to their rights in all education matters concerning their children and the availability, when necessary, of formal complaint forms and procedures.
- The newly designed and implemented Virtual Back to School Orientation Days where parents and student come into the school during the summer to review records, complete forms and discuss requirements needed to complete student goals.
- The development of partnerships and liaisons between students and their families as well as our community leaders, agencies, businesses, and community organizations to ensure regional support, ongoing communication and criteria for success.
- The opportunities to volunteer in classrooms and in other program areas of the school, both curricular and extracurricular. Currently now allowed due to pandemic, however, parents/guardians can watch classrooms using their child's screen.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Del Puerto High School participates in district wide professional development offered by our school district and is appropriately staffed according to the recommended class sizes for an alternative school. Del Puerto HS has been given CSI (Comprehensive Support & Improvement) funds to meet any inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	1.1%		0	1
African American	2.78%	6.86%	4.4%	2	7	4
Asian	%	0%	%	0	0	
Filipino	%	0%	%		0	
Hispanic/Latino	77.78%	74.51%	81.1%	56	76	73
Pacific Islander	2.78%	3.92%	1.1%	2	4	1
White	16.67%	13.73%	11.1%	12	14	10
Multiple/No Response	%	0.98%	%		0	
Total Enrollment				72	102	90

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	2	1	1
Grade 11	19	28	42
Grade 12	51	73	76
Total Enrollment	72	102	118

Conclusions based on this data:

1. Hispanic has been the biggest subgroup for the past 3 years

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	14	32	30	19.4%	31.4%	33.3%
Fluent English Proficient (FEP)	24	27	31	33.3%	26.5%	34.4%
Reclassified Fluent English Proficient (RFEP)	4	2	4	22.2%	14.3%	12.5%

Conclusions based on this data:

1. The number of RFEP'd students has decreased due to the change in testing (ELPAC)
2. The number of EL has slightly increased from 2020-2021 to 2021-2022

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	38	59	39	36	55	32	36	55	32	94.7	93.2	82.1
All Grades	38	59	39	36	55	32	36	55	32	94.7	93.2	82.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2439.	2451.	2490.	0.00	0.00	3.13	5.56	5.45	6.25	30.56	18.18	37.50	63.89	76.36	53.13
All Grades	N/A	N/A	N/A	0.00	0.00	3.13	5.56	5.45	6.25	30.56	18.18	37.50	63.89	76.36	53.13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	5.45	9.38	44.44	21.82	37.50	55.56	72.73	53.13
All Grades	0.00	5.45	9.38	44.44	21.82	37.50	55.56	72.73	53.13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	1.82	0.00	27.78	23.64	59.38	72.22	74.55	40.63
All Grades	0.00	1.82	0.00	27.78	23.64	59.38	72.22	74.55	40.63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	3.64	6.25	47.22	43.64	62.50	52.78	52.73	31.25
All Grades	0.00	3.64	6.25	47.22	43.64	62.50	52.78	52.73	31.25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2.78	3.64	6.25	33.33	32.73	75.00	63.89	63.64	18.75
All Grades	2.78	3.64	6.25	33.33	32.73	75.00	63.89	63.64	18.75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ELA - 0% of the students exceeded, but 5.45% met standards.
2. ELA - None of the students are did nearly meet and not met standard in the area of reading which indicates that further instruction is need in the area of reading comprehension with non-fiction material.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	38	59	39	36	55	27	36	55	27	94.7	93.2	69.2
All Grades	38	59	39	36	55	27	36	55	27	94.7	93.2	69.2

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2385.	2389.	2412.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.41	100.0	100.0	92.59
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.41	100.0	100.0	92.59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00	*	0.00	0.00	*	100.0	100.0	*
All Grades	0.00	0.00	*	0.00	0.00	*	100.0	100.0	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00	*	11.11	12.73	*	88.89	87.27	*
All Grades	0.00	0.00	*	11.11	12.73	*	88.89	87.27	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00	*	36.11	20.00	*	63.89	80.00	*
All Grades	0.00	0.00	*	36.11	20.00	*	63.89	80.00	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No test was administered during the 2021-2022 academic year
2. All of the students fell Below Standard in applying mathematical concepts and procedures indicating the need for further analysis and plan for intervention.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	1565.5	*	*	1553.4	*	*	1577.3	*	*	12	9
12	1556.6	*	1589.0	1555.9	*	1587.2	1557.0	*	1590.2	13	6	28
All Grades										25	19	37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	16.67	*	*	33.33	*	*	50.00	*		0.00	*	*	12	*
12	*	*	30.77	*	*	42.31	*	*	19.23		*	7.69	13	*	26
All Grades	*	15.79	22.86	56.00	36.84	45.71	*	47.37	25.71	*	0.00	5.71	25	19	35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	16.67	*	*	50.00	*		25.00	*		8.33	*	*	12	*
12	*	*	42.31	*	*	46.15		*	3.85		*	7.69	13	*	26
All Grades	56.00	21.05	37.14	*	47.37	48.57		26.32	8.57	*	5.26	5.71	25	19	35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	0.00	*		41.67	*	*	41.67	*	*	16.67	*	*	12	*
12		*	11.54	*	*	34.62	*	*	46.15	*	*	7.69	13	*	26
All Grades	*	5.26	8.57	*	26.32	28.57	48.00	57.89	51.43	*	10.53	11.43	25	19	35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	0.00	*	*	58.33	*		41.67	*	*	12	*
12	*	*	11.54	*	*	80.77		*	7.69	13	*	26
All Grades	*	0.00	8.57	60.00	63.16	80.00	*	36.84	11.43	25	19	35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	83.33	*		16.67	*		0.00	*	*	12	*
12	92.31	*	71.43	*	*	28.57		*	0.00	13	*	21
All Grades	80.00	78.95	79.31	*	21.05	20.69	*	0.00	0.00	25	19	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11		8.33	*	*	66.67	*	*	25.00	*	*	12	*
12		*	12.00	*	*	64.00	*	*	24.00	13	*	25
All Grades		10.53	8.82	48.00	63.16	64.71	52.00	26.32	26.47	25	19	34

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	8.33	*	*	91.67	*		0.00	*	*	12	*
12	*	*	11.54	84.62	*	88.46		*	0.00	13	*	26
All Grades	*	5.26	11.43	68.00	89.47	88.57	*	5.26	0.00	25	19	35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Approximately half of our students scored Level 3 or above on the ELPAC Assessment
2. ELPAC was completed in Spring of 2020

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
90	81.1	33.3	1.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	33.3
Foster Youth	1	1.1
Homeless		
Socioeconomically Disadvantaged	73	81.1
Students with Disabilities	12	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	4.4
American Indian or Alaska Native	1	1.1
Asian		
Filipino		
Hispanic	73	81.1
Two or More Races		
Native Hawaiian or Pacific Islander	1	1.1
White	10	11.1

Conclusions based on this data:

- 81.1% of our students are Socioeconomically Disadvantaged
- 81.1% of our students are Hispanic making this the majority ethnicity






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Red	Suspension Rate  Green
Mathematics  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. Graduation rate will be the area of focus. Our graduation slightly decreased from 75% the previous year to 65.3%
2. Reducing the number of suspensions has been a focus. Implementing PBIS will help reduce the number of suspensions.

School and Student Performance Data

Academic Performance English Language Arts

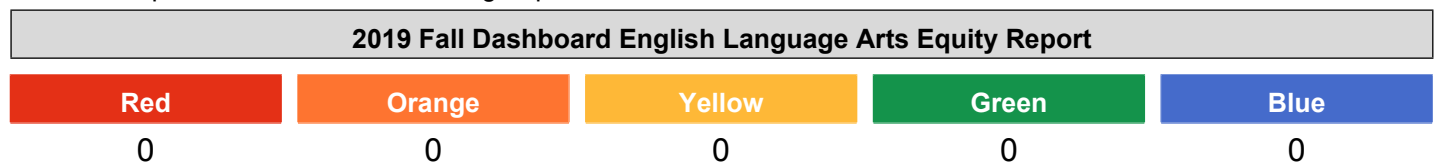
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 No Performance Color 143.4 points below standard 15		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 No Performance Color 129.9 points below standard 12		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 130.2 points below standard 12	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 4	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 8
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

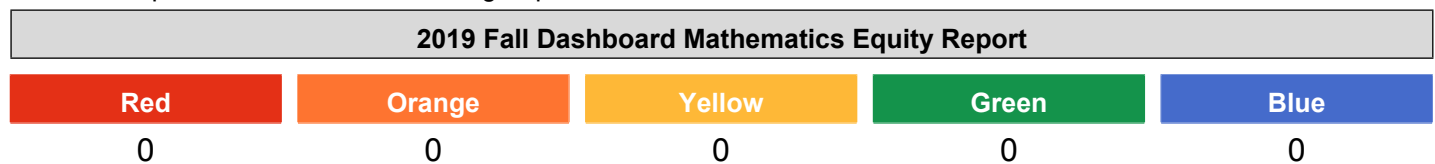
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.





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






This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color 232.9 points below standard 15	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Foster Youth
Homeless	Socioeconomically Disadvantaged  No Performance Color 222.9 points below standard 12	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian	Asian	Filipino
Hispanic  No Performance Color 226.3 points below standard 12	Two or More Races	Pacific Islander	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 4	Reclassified English Learners	English Only Less than 11 Students - Data Not Displayed for Privacy 8
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Conclusions based on this data:

1.

School and Student Performance Data

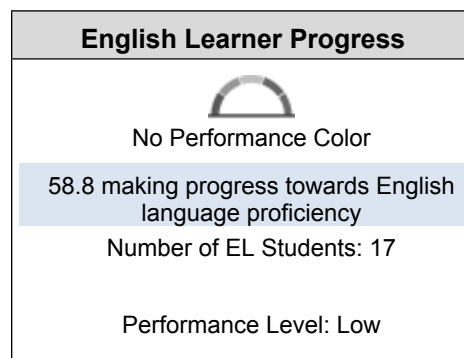
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.5	17.6		58.8

Conclusions based on this data:

1. Over half of our students progressed at least one level over the previous year's results

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	77	100
African American	2	2.6
American Indian or Alaska Native		
Asian		
Filipino	1	1.3
Hispanic	65	84.4
Native Hawaiian or Pacific Islander		
White	8	10.4
Two or More Races		
English Learners	31	40.3
Socioeconomically Disadvantaged	62	80.5
Students with Disabilities	8	10.4
Foster Youth	1	1.3
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	1.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	1.5
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	3.2
Socioeconomically Disadvantaged	1	1.6
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	2	2.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	1.5
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	3.2
Socioeconomically Disadvantaged	2	3.2
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

- 1. No data available

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No significant data

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	77	38	0	49.4
English Learners	31	14	0	45.2
Foster Youth	1		0	
Homeless				
Socioeconomically Disadvantaged	62	32	0	51.6
Students with Disabilities	8		0	
African American	2		0	
American Indian or Alaska Native				
Asian				
Filipino	1		0	
Hispanic	65	32	0	49.2
Native Hawaiian or Pacific Islander				
White	8		0	
Two or More Races				

Conclusions based on this data:

1. 49.4% of our students graduated with a high school diploma
2. Our graduation rate decreased 15% over the previous year due to the pandemic

School and Student Performance Data

Conditions & Climate Suspension Rate

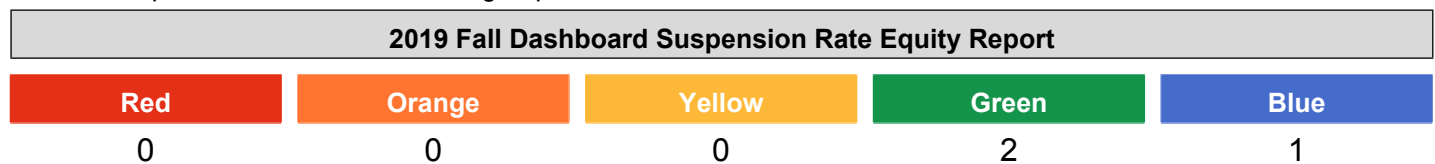
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

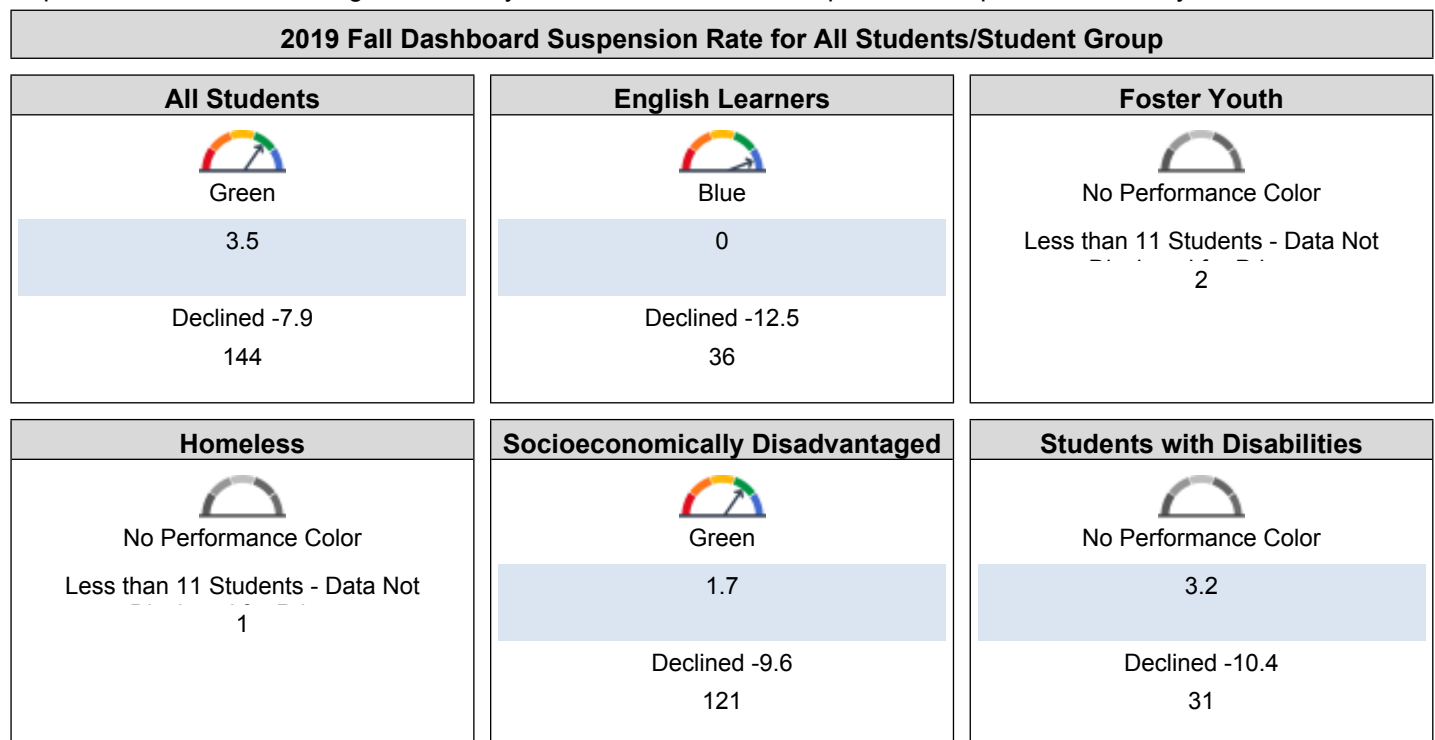
The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6			 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.9 Declined -10 108	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 4.2 Declined -10.1 24

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	11.4	3.5

Conclusions based on this data:

1. Concern: Students have been suspended previously to their enrollment at Del Puerto HS
2. Data dramatically dropped due to distance learning

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Ten percent of students in all grades tested will meet or exceed standards in ELA on the 2022 CAASPP test.

LEA/LCAP Goal

LCAP Goal: PJUSD WILL PREPARE STUDENTS TO BE COLLEGE AND CAREER READY. PJUSD WILL PROVIDE HIGHLY QUALIFIED EMPLOYEES, TECHNOLOGY AND CCSS ALIGNED MATERIALS TO ENSURE ALL STUDENTS WILL MEET THEIR POTENTIAL

Goal 1

School Goal: Increase Academic Support in English by 10% as measured through the CAASPP
Del Puerto High School students generally do not read well, which impacts their performance in class and on standardized tests. This lack of reading skills also impacts their desire to engage and attend classes when they cannot comprehend the material being presented in written form. WASC
ESLR(s) Addressed: Read and communicate effectively to make positive growth in the areas of reading, listening, speaking and writing

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 CAASPP Results	Based on the school-wide ELA CAASPP results, standards met or standards exceeded will increase at least 10% annually	By the Spring of 2020, at least 10% of the students will have met or exceeded standards in ELA

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All classrooms will use Newsela as part of their classroom activities to increase rigor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,800

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Newsela

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Participate in Credit Recovery using a more rigorous program, Edgenuity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,800

Source(s)

Title I
4000-4999: Books And Supplies
Edgenuity

5,000

CSI
0000: Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

District Lead Teacher / Leadership Team will model lessons, offer feedback and help write instructional lessons that are linked to the focus of increasing student reading skill

- Increase in lessons that focus on reading skill development Increase in teacher usage of lessons that are linked to the focus on increasing student reading skill Increase in staff development on lesson development that focuses on increasing student reading skill Increase in time for District Lead Teacher to work with staff on how to develop and implement appropriate research-based reading and writing strategies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Materials and supplies
1,000	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Substitute Teacher - Other

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention in the area of English for credit recovery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	CSI 1000-1999: Certificated Personnel Salaries Teacher salary
2,000	Title I 4000-4999: Books And Supplies Newsela

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Ten percent of students in all grades tested will meet or exceed standards in Math on the 2022 CAASPP test.

LEA/LCAP Goal

LCAP Goal: PJUSD WILL PREPARE STUDENTS TO BE COLLEGE AND CAREER READY. PJUSD WILL PROVIDE HIGHLY QUALIFIED EMPLOYEES, TECHNOLOGY AND CCSS ALIGNED MATERIALS TO ENSURE ALL STUDENTS WILL MEET THEIR POTENTIAL

Goal 2

School Goal : Increase Student Mathematical Achievement by 10% as measured by the CAASPP
Del Puerto High School students generally do not perform well in mathematics, which impacts their performance in class and on standardized tests. This lack of mathematical success is attributed to a lack of fluency in numeracy which also impacts their desire to engage and attend classes when they cannot comprehend the material being presented in the mathematical courses. WASC ESLR's: Read and communicate effectively to make positive growth in the areas of reading, listening, speaking and writing

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 CAASPP Results	Based on the school-wide Math CAASPP results, standards met or standards exceeded will increase at least 10% annually	By the Spring of 2020, at least 10% of the students will have met or exceeded standards in Math

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Leadership team will continuously engage staff in professional conversations about standards-based instructional best practices that improve algebra readiness ability of students (STEM ideas, cooperative learning opportunities, pair share, CFU's, authentic assessments, project-based learning, CTE connections) The staff will have the opportunity to engage in these topics through

release time and peer observations.

- Staff will increase their conversations of instructional practices that improve algebra readiness skill ability of students
- Staff will increase their usage of standards-based instructional best practice that improve the readiness of students for

math

- EL students scored below standards in math, specifically in the area of Problem Solving. This will allow our staff to attend training and observe teachers using EL strategies in Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
1000-1999: Certificated Personnel Salaries
Certificated Substitutes

500

Title III
1000-1999: Certificated Personnel Salaries
Certificated Substitutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Participate in staff development tied to curriculum and relevancy in Mathematics
- Participate in staff discussions to identify which math pathway to pursue for student success
- Increase in alignment of courses to Common Core Curriculum expectations for math
- Assign math credit recovery courses as homework (student devices needed)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

	5000-5999: Services And Other Operating Expenditures Book and Supplies
500	Title I 4000-4999: Books And Supplies Calculators

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide after school tutoring in the area of math and allow for credit recovery

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	CSI 1000-1999: Certificated Personnel Salaries CSI Funds

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate - Increase student attendance by 10% as compared from 2020-2021 to 2021-2022

LEA/LCAP Goal

LCAP Goal: #5 PJUSD WILL PROVIDE A SAFE AND WELCOMING ENVIRONMENT WHERE STUDENTS ATTEND AND ARE CONNECTED TO SCHOOL

Goal 3

School Goal: Increase Student Behavior & Attendance

There is a need to continue to improve student attendance and decrease truancy in order for Del Puerto High School students to be able to access the curriculum needed to remediate credit deficiencies. Truancy and behavior is a major cause of student failure at the regular high school and subsequent referral to the continuation. Students who are not present for class cannot learn new material or demonstrate competency. WASC ESLR's: Read and Communicate Effectively to Make positive growth in the areas of reading, listening, speaking and writing Work Cooperatively to Contribute and function in various group roles (classroom, school wide, community wide) Exhibit socially acceptable behavior Participate in the Community or Contribute time, energy and talents to improve the quality of life for themselves, the school and the community

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Student Attendance	Our attendance will increase by at least 10% by the end of the school year 2020-2021 to 2021-2022	By the end of the year, our school attendance will be at least 85% in positive attendance (as measured by the alternative setting)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Analyze attendance patterns, identify any trends by reporting periods, and clearly define tardy, cut, excused and unexcused absence

- Increase in staff awareness of student attendance patterns
- Increase in student awareness of student attendance patterns
- Increase in parent/guardian awareness of student attendance patterns
- Purchase additional chromebooks to allow home/school loaner program (1:web) This will allow students to make up work missed due to a lack of attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Technology - Chromebooks

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Explore and implement an attendance improvement program
Explore and implement an attendance component into the positive behavior support program
Explore and implement an attendance component into the Advisory curriculum

- Incorporation of attendance intervention program into school culture/ environment (measured by survey)
- Increase in student attendance
- Decrease in student truancy

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Materials and supplies

2,500	Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Conference Expenses - Carnegie Institute (CSI Funds)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Add attendance statistics as a component of a students' cycle of inquiry meetings

- Incorporation of attendance data in meetings
- Development of student plans
- Increase in student awareness of attendance patterns and expectations of attendance (measured by survey/log entries)
- Increase in parent / guardian awareness of student attendance patterns (measured by survey/log entries)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Classified/Substitutes

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Increase parent participation by 20% as compared from 2020-2021 to 2021-2022

LEA/LCAP Goal

LCAP Goal: #4 PJUSD WILL CULTIVATE MEANINGFUL PARTNERSHIPS WITH PARENTS, FAMILIES AND COMMUNITY STAKEHOLDERS IN ORDER TO SUPPORT STUDENT SUCCESS IN SCHOOL

Goal 4

More students need to feel a personal connection to Del Puerto High School while feeling a sense of pride and academic commitment. Many of our students are victims of mobility and have become disengaged from their schooling and the need to be part of a bigger picture. An individual plan needs to be developed for each student based on the student's specific areas of deficiency, provide specific directions for earning their high school diploma to ensure that students know what they need to accomplish, and to further the understanding of the importance of attendance and engagement in class. Engagement and motivation impacts not only their attendance, but also their success and remediating reading deficiencies. ESLR's: Read and Communicate Effectively to Make positive growth in the areas of reading, listening, speaking and writing to Comprehend and apply information Set Realistic Goals to Identify and construct academic goals Work Cooperatively or Contribute and function in various group roles (classroom, school wide, community wide) to Exhibit socially acceptable behavior Participate in the Community to Contribute time, energy and talents to improve the quality of life for themselves, the school and the community. The transition between the comprehensive high school to the alternative placement can be challenging especially with students low on credits for graduation. Our goal is to also offer a summer bridge program assisting students in the transition, but also requiring them to complete at least half of their English credits since we require 40 for graduation. Approximately 80% of the students come to us with less than half of required English credits.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents will participate in school activities	Using sign in sheets, the increase of parent participation for the 2020-2021 will increase by 20%	By the end of the year, at least 50% of the students will have a parent or guardian attend a school event or meeting

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop and implement an Individual Learning Plan for students that indicates students' progress/status towards remediating academic, attendance and behavioral deficiencies, including the involvement of pertinent parties (parents, guardians, teacher, counselor, student, significant adult/mentors) through direct communication/meeting

- Students will have an Individualized Learning Plan complete prior to the completion of every trimester of enrollment Students will participate in a reflection on their personal strengths and weaknesses Standardization of a schedule of Individualized Learning Plan meetings with pertinent parties
- Meetings will be held every trimester to invite parents and educate them on the school's graduation requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

There is a need to continue to improve student attendance and use Edgenuity in order for Del Puerto High School students to be able to access the curriculum needed to remediate credit deficiencies. Truancy is a major cause of student failure at the regular high school and subsequent referral to the continuation. Students who are not present for class cannot learn new material or demonstrate competency.

- Increase in staff awareness of student attendance patterns
- Increase in student awareness of student attendance patterns
- Increase in parent/guardian awareness of student attendance patterns

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Positive Behavior Intervention - We will implement Tier 2 of the PBIS Model

- Staff and student survey of out of class behaviors
- Establishment of policies regarding out of class behaviors
- Development of Positive Behavior Support system and Progressive Discipline plan for out of class behaviors
- Increase in students who arrive at class on time
- Decrease in the number of students outside of class during class time

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Student Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Incorporate Summer Bridge Program to assist with credit recovery and transition from Comprehensive High School to Alternative Ed Placement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

PBIS - Decrease suspension by 10% as compared from 2019-2020 to 2021-2022 (excluding 2020-2021 due to pandemic)

LEA/LCAP Goal

LCAP GOAL: PJUSD will provide a safe and welcoming environment where students attend and are connected to their schools

Goal 5

School Goal : Improve school culture

- The more students are involved in their academics, the more likely they will attempt to remediate credit deficiencies and become academically successful. Additionally, there is a need to increase positive publicity and promote among potential student clientele families the changing perception about the function of a continuation high school in the community. WASC ESLR's addressed: Set Realistic Goals Identify and construct academic goals Work Cooperatively Contribute and function in various group roles (classroom, school wide, community wide) Exhibit socially acceptable behavior Participate in the Community Contribute time, energy and talents to improve the quality of life for themselves, the school and the community

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Discipline referrals will decrease as measured in the school dashboard indicators	Our school discipline will decrease by 25% as measured by the school dashboard indicators	Our suspension rate will be less than 10% of the student population while attending Del Puerto High School

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Communicate with parents regarding positive student behavior and achievement

- Postcards will be sent
- Student behavior referrals will decrease
- School to Home Communication will increase
- Staff discussions will include progress on increasing communications with parents/guardians

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies postage stamps and postage meter
300	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Equipment rental/lease

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide counseling services through the Center for Human Services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,273	CSI 5000-5999: Services And Other Operating Expenditures Student Assistance Specialist
400	Title I 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide incentives for students rewards as mentioned in our PBIS plan

- * Academic Awards Luncheon
- * Students of the Month
- * Weekly raffle for Character Counts
- * Certificates

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

LCFF: Local Control Funding Formula
0000: Unrestricted
Materials

2,000

LCFF - Supplemental and Concentration Funds
0000: Unrestricted
Positive rewards

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$109,000
Total Federal Funds Provided to the School from the LEA for CSI	\$50,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$59,673.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
CSI	\$23,273.00
Title I	\$13,700.00
Title I Part A: Basic Grants Low-Income and Neglected	\$18,200.00
Title III	\$500.00

Subtotal of additional federal funds included for this school: \$55,673.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Supplemental and Concentration Funds	\$2,000.00
LCFF: Local Control Funding Formula	\$2,000.00

Subtotal of state or local funds included for this school: \$4,000.00

Total of federal, state, and/or local funds for this school: \$59,673.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Basic Grants Low-Income and Neglected	17,752	-448.00
Title III	\$3,368	2,868.00

Expenditures by Funding Source

Funding Source	Amount
CSI	23,273.00
LCFF - Supplemental and Concentration Funds	2,000.00
LCFF: Local Control Funding Formula	2,000.00
Title I	13,700.00
Title I Part A: Basic Grants Low-Income and Neglected	18,200.00
Title III	500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	9,000.00
1000-1999: Certificated Personnel Salaries	12,500.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	20,600.00
5000-5999: Services And Other Operating Expenditures	11,573.00
5800: Professional/Consulting Services And Operating Expenditures	3,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	CSI	5,000.00

1000-1999: Certificated Personnel Salaries	CSI	8,000.00
5000-5999: Services And Other Operating Expenditures	CSI	10,273.00
0000: Unrestricted	LCFF - Supplemental and Concentration Funds	2,000.00
0000: Unrestricted	LCFF: Local Control Funding Formula	2,000.00
4000-4999: Books And Supplies	Title I	13,700.00
	Title I Part A: Basic Grants Low-Income and Neglected	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	4,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	2,000.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	6,900.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	3,500.00
1000-1999: Certificated Personnel Salaries	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,600.00
Goal 2	7,000.00
Goal 3	7,000.00
Goal 4	4,000.00
Goal 5	15,073.00

School Site Council Membership

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

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

Name of Members	Role
Jose Sanchez	Principal
Catherine Manning	Other School Staff
Marcos Huerta	Other School Staff
Richard Jones	Classroom Teacher
James Hensley	Classroom Teacher
Tou Xiong	Classroom Teacher
Saul Cervantes	Secondary Student
Brittany Cruickshank	Secondary Student
Cristina Rodriguez	Parent or Community Member

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 12/13/2019.

Attested:



Principal, Jose Sanchez on 01/27/2021

SSC Chairperson, Cristina Rodriguez on 01/27/2021