



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Del Puerto High School	50712175030127	April 16, 2026	June 1, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Del Puerto High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Del Puerto High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Del Puerto High School is using this plan to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Single Plan for Student Achievement is written to outline Del Puerto's schoolwide program for the 2026/27 school year. The 2026/27 plan focuses on implementing strategies that support the needs of all students while also targeting resources for students who are currently underserved, with the most significant focus on improving services/supports for the achievement groups identified in the lowest bands on the California Dashboard.

Del Puerto's school plan is aligned with the requirements of ESSA and the District's Local Control and Accountability Plan (LCAP). The school's goals and metrics are identical to the goals and metrics outlined in the LCAP. The plan's development includes a comprehensive needs assessment, taking into account information on students' academic achievement, particularly the needs of students who are failing or at risk of failing to meet the challenging state academic standards. The plan includes a description of the strategies that will be used to bring about school improvement, including how the strategies will provide opportunities for all students and each student subgroup to meet the state standards. Additionally, the plan will describe how Del Puerto High School will strengthen the academic program, improve the graduation rate, improve learning time, and support an enriched and accelerated curriculum, as well as address the needs of all students in the school, particularly those at risk of not meeting graduation requirements.

In reviewing the budget, Del Puerto High School's educational partners determined that a greater emphasis shall be placed on developing teachers' collective efficacy with a focus on equity for all students through the structure of a Multi-tiered System of Support (MTSS). This will be supported through coaching, professional development, and a wide range of supports for all students, with an emphasis on literacy and effective Tier 1 instruction.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Del Puerto High School engages the school's Multi-Tiered System of Support (MTSS) teams, School Site Council (SSC), English Language Advisory Committee (ELAC), staff, and input collected from parent and student surveys for feedback on the School Plan of Student Achievement (SPSA) and Annual Review Update. Throughout the 2025/26 school year, staff collaborated regularly to analyze school/student data and provide feedback as part of the planning process for this SPSA, such as during monthly Faculty meetings and weekly Professional Learning Communities Meetings (PLC). In addition, this data and staff input were shared with these groups and utilized as part of the planning process. Patterson Joint Unified School District (PJUSD) Educational Services provided consultation and support throughout this process. Data reviewed by all education partners included student academic performance data, such as Reading and Mathematics scores, MAP assessment scores, attendance rates, and more. All feedback was reviewed by the SSC members and considered during the planning and writing process for SPSA.

SPSA Engagement Meetings included:

- SSC: 2/12/26, 4/16/26
- ELAC: 2/12/26, 4/16/26
- Staff Meetings: 2/10/26, 3/10/26, 4/14/26
- Meet Greet (Parent Night): 8/27/25
- Parent Night: 2/10/26

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Overall, the suspension rate at DP for the 2024/25 school year was 13.5%, a decrease of 7.2% from the 2023/24 school year. Additionally, four subgroups are in the orange. Students identified as English Learners (EL) had a suspension rate of 13.5% for the 2024/25 year. Long-Term English Learners (LTEL) had a suspension rate of 14.0% for 2024/25 year. Students identified as Socioeconomically Disadvantaged (SED) had a suspension rate of 12.5% for the 2024/25 year. Students identified as Hispanic Latino (HL) had a suspension rate of 15.7% for the 2024/25 school year.

Overall, the graduation rate at DP for the 2024/25 school year was 90.3%, an increase of 17.5% from the 2023/24 school year. Additionally, there are no subgroups in the red or orange on the Dashboard.

Overall, the College/Career rate at DP for the 2024/25 school year was 3.3%, an increase of 3.3% from the 2023/24 school year. Additionally, there are two subgroups that are reported in the orange, which were the SED rate of 3.5% and the subgroup H/L rate of 4.0%.

In analyzing the data, DP staff and educational partners identified areas needing significant improvement: Suspension and College and Career Readiness. The SPSA strategies will target improvements in Tier 1 instruction to address achievement gaps.

The area of suspension rate emphasizes the expansion of restorative practices and the strength of implementing Positive Behavioral Interventions and Supports (PBIS). Strengthening student support services, including a Counselor to help support struggling students and find other alternatives to suspension when appropriate. In the area of College/Career, the rate is historically low. To increase college and career readiness, emphasize partnerships with community colleges and trade schools to provide information and support for post-secondary education. Increase access to financial aid and college application workshops for students and educational partners. Enhancing the implementation of individualized learning plans to align student goals with the counselor.

All three areas in red and orange on the Dashboard provide a robust integrated English Learner Development (ELD) academic program.

The data highlights critical areas requiring immediate and sustained intervention to close achievement gaps and improve student outcomes. By implementing evidence-based strategies targeting suspension rates, graduation rates, college/career readiness, and academic performance, the school aims to ensure that all students have equitable opportunities for success. Continued monitoring and evaluation of these interventions will be essential to track progress and make necessary adjustments to improve performance across all student groups.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In the 2024/25 school year, no subgroup performed two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to the Dashboard data, staff and educational partners of Del Puerto High School (DP) examined the locally collected data from the MAP data. Through analysis of the data sets, staff and educational partners determined that DP will continue our work with Essential Standards for each of each course through our Professional Learning Communities (PLC).

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Del Puerto High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	1.15%			1
African American	2.91%	%	1.15%	3		1
Asian	%	%	1.15%			1
Filipino	0.97%	1.09%	%	1	1	
Hispanic/Latino	85.44%	85.87%	85.06%	88	79	74
Pacific Islander	%	1.09%	2.30%		1	2
White	10.68%	11.96%	6.90%	11	11	6
Multiple/No Response	%	%	1.15%			1
Total Enrollment				103	92	87

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 10		2	2
Grade 11	42	33	41
Grade 12	61	57	44
Total Enrollment	103	92	87

Conclusions based on this data:

1. Hispanic has been the largest subgroup for the past 3 years.
2. Total enrollment in 2024/25 decreased by 11 students, from 103 students in 2023/24.
3. In 2023/24 there was zero 10th grade students however, in 2024/25 there were two.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	31	36	26	32.0%	30.1%	29.9%
Fluent English Proficient (FEP)	28	17	25	25.0%	27.2%	28.7%

Conclusions based on this data:

1. The number of English Learner students has increased over the span of the last 3 years.
2. The number of Fluent English Proficient (FEP) has decreased over the past 3 years.
3. 2023/24 school year formally started an ELD program at Del Puerto High School.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	53	51	41	25	47	40	24	46	40	47.2	92.2	97.6
All Grades	53	51	41	25	47	40	24	46	40	47.2	92.2	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2463.	2463.	2458.	0.00	2.17	0.00	12.50	10.87	10.00	29.17	23.91	30.00	58.33	63.04	60.00
All Grades	N/A	N/A	N/A	0.00	2.17	0.00	12.50	10.87	10.00	29.17	23.91	30.00	58.33	63.04	60.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	4.35	7.50	*	52.17	45.00	*	43.48	47.50
All Grades	*	4.35	7.50	*	52.17	45.00	*	43.48	47.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	2.17	0.00	*	30.43	42.50	*	67.39	57.50
All Grades	*	2.17	0.00	*	30.43	42.50	*	67.39	57.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	8.70	0.00	*	63.04	57.50	*	28.26	42.50
All Grades	*	8.70	0.00	*	63.04	57.50	*	28.26	42.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	4.35	2.50	*	50.00	52.50	*	45.65	45.00
All Grades	*	4.35	2.50	*	50.00	52.50	*	45.65	45.00

Conclusions based on this data:

1. Glow: ELA subcategory Research/Inquiry- 2.50% of the students exceeded, and 52.50% met standards.
2. Grow: In English Language Arts for the 2024/25 school year, 7.50% of students met the standard in reading, highlighting the need for additional instruction in reading comprehension, particularly with non-fiction material.
3. Equity: 11th grade students are at a significantly higher percentage for standards not met, 60.0%, compared to all other grade levels, representing an area of focus and attention on strategies to ensure equitable outcomes for this grade level of students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	53	51	41	20	47	41	20	47	41	37.7	92.2	100
All Grades	53	51	41	20	47	41	20	47	41	37.7	92.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2360.	2392.	2416.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.13	9.76	100.0	97.87	90.24
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.13	9.76	100.0	97.87	90.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	0.00	0.00	*	6.38	9.76	*	93.62	90.24
All Grades	*	0.00	0.00	*	6.38	9.76	*	93.62	90.24

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	0.00	0.00	*	44.68	36.59	*	55.32	63.41
All Grades	*	0.00	0.00	*	44.68	36.59	*	55.32	63.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	0.00	0.00	*	48.94	31.71	*	51.06	68.29
All Grades	*	0.00	0.00	*	48.94	31.71	*	51.06	68.29

Conclusions based on this data:

1. Grow: All of the students fell Below Standard in applying mathematical concepts and procedures indicating the need for further analysis and plan for intervention.
2. Glow: In 2024/25, 100% of 11th grade students were tested compared to only 92.2% tested in 2023/24.
3. Equity: 11th grade students are at a significantly higher percentage for standards not met, 90.24%, representing an area of focus and attention on strategies to ensure equitable outcomes for this grade level of students.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	1559.0	1535.4	1600.1	1576.8	1532.4	1601.2	1540.6	1538.1	1598.8	16	14	16
12	1554.9	*	1571.5	1553.0	*	1552.2	1556.3	*	1590.5	20	8	11
All Grades										37	22	29

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*	*		*
11	12.50	0.00	43.75	43.75	42.86	43.75	31.25	28.57	12.50	12.50	28.57	0.00	16	14	16
12	15.00	*	27.27	35.00	*	36.36	30.00	*	18.18	20.00	*	18.18	20	*	11
All Grades	13.51	0.00	37.93	37.84	38.10	41.38	32.43	38.10	13.79	16.22	23.81	6.90	37	21	29

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*	*		*
11	37.50	7.14	75.00	43.75	57.14	25.00	12.50	28.57	0.00	6.25	7.14	0.00	16	14	16
12	30.00	*	36.36	45.00	*	45.45	20.00	*	0.00	5.00	*	18.18	20	*	11
All Grades	32.43	9.52	58.62	45.95	52.38	34.48	16.22	33.33	0.00	5.41	4.76	6.90	37	21	29

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*	*		*
11	0.00	0.00	18.75	6.25	14.29	31.25	62.50	35.71	43.75	31.25	50.00	6.25	16	14	16
12	5.00	*	27.27	15.00	*	27.27	55.00	*	9.09	25.00	*	36.36	20	*	11
All Grades	2.70	0.00	20.69	10.81	9.52	34.48	59.46	38.10	27.59	27.03	52.38	17.24	37	21	29

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	6.25	0.00	0.00	75.00	78.57	87.50	18.75	21.43	12.50	16	14	16
12	0.00	*	0.00	85.00	*	63.64	15.00	*	36.36	20	*	11
All Grades	2.70	0.00	3.45	81.08	66.67	75.86	16.22	33.33	20.69	37	21	29

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	93.75	42.86	100.00	6.25	57.14	0.00	0.00	0.00	0.00	16	14	16
12	89.47	*	81.82	5.26	*	9.09	5.26	*	9.09	19	*	11
All Grades	88.89	57.14	89.66	8.33	42.86	6.90	2.78	0.00	3.45	36	21	29

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	0.00	7.14	25.00	43.75	35.71	56.25	56.25	57.14	18.75	16	14	16
12	5.00	*	36.36	60.00	*	18.18	35.00	*	45.45	20	*	11
All Grades	2.70	4.76	27.59	51.35	33.33	44.83	45.95	61.90	27.59	37	21	29

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	6.25	0.00	25.00	81.25	78.57	75.00	12.50	21.43	0.00	16	14	16
12	10.00	*	18.18	75.00	*	63.64	15.00	*	18.18	20	*	11
All Grades	8.11	0.00	20.69	78.38	76.19	72.41	13.51	23.81	6.90	37	21	29

Conclusions based on this data:

1. Glow: Students in 11th and 12th grade in 2024/25 (6.90%) decreased the percentage of level 1 from 2023/24 (23.81%).
2. Grow: Students in the 12th-grade show an increase in level 1 scores during the 2024/25 school year. In 2024/25 18.18% of 12th-grade students scored at level 1 compared to 0% in 2023/24, highlighting an area of growth.
3. Equity: In the 2024/25 school year, 12th-grade students had a significantly higher percentage of Level 1 scores on the ELPAC at 18.18%, with 11th-grade with zero percentage.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
92	85.9%	39.1%	0.0%
Total Number of Students enrolled in Del Puerto High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	39.1%
Foster Youth	0	0.0%
Homeless	5	5.4%
Socioeconomically Disadvantaged	79	85.9%
Students with Disabilities	14	15.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	1	1.1%
Hispanic	79	85.9%
Two or More Races	0	0.0%
Pacific Islander	1	1.1%
White	11	12%

Conclusions based on this data:

1. Glow: For the 2024/25 school year enrollment was steady from the previous year.

2. Grow: 39.1% of student population are English Learners. This is an opportunity of growth as Del Puerto has now implemented a designated ELD program for EL students.
3. Equity: 85.9% of student population are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Glow: Graduation rate is in the green increase graduation rate for the 2024/25 school year to 90.3%
2. Grow: Suspension rate is in the orange, however, this is an area of focus and attention on strategies to ensure equitable strategies.
3. Equity: College/Career indicator is in orange representing an area of focus and attention on strategies for positive outcomes.

School and Student Performance Data

Academic Performance English Language Arts

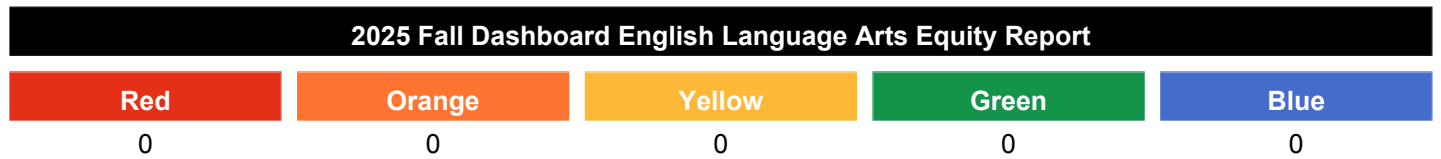
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students No Performance Color 152.3 points below standard Declined 16.1 points 27 Students	English Learners No Performance Color 163.3 points below standard Declined 6.4 points 15 Students	Long-Term English Learners No Performance Color 170.1 points below standard Declined 11.2 points 12 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged No Performance Color 149.5 points below standard Declined 19.9 points 25 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 143.9 points below standard Declined 11.5 points 25 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Grow: Del Puerto has no performance color on the Dashboard for ELA with 16.1% decrease of students meet or exceed standards.
2. Because of Del Puerto's small size and the limited number of 11th-grade students taking the CAASPP, no performance color was assigned on the 2024/25 Dashboard for student subgroups.

School and Student Performance Data

Academic Performance Mathematics

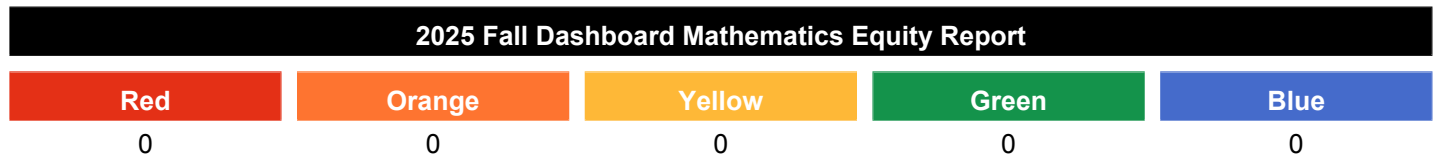
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color 209.1 points below standard Increased 33.7 points 28 Students	English Learners  No Performance Color 205.1 points below standard Increased 47 points 15 Students	Long-Term English Learners  No Performance Color 204.5 points below standard Increased 53.9 points 12 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  No Performance Color 210.3 points below standard Increased 25.7 points 26 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 203.5 points below standard Increased 33.5 points 26 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Because of Del Puerto's small size and the limited number of 11th-grade students taking the CAASPP, no performance color was assigned on the 2024/25 Dashboard for student subgroups.
2. Glow: Del Puerto has no performance color on the Dashboard for Math however, there was 33.7% increase of students meet or exceed standards.

School and Student Performance Data

Academic Performance Science

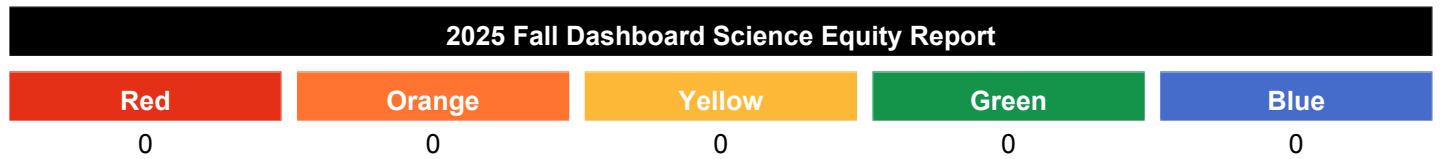
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students

Conclusions based on this data:

1. Due to Del Puerto's small size and the number of 10th-grade students who took the science assessment, no performance color was assigned on the 2024/25 Dashboard including student subgroups.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 57.6 making progress. Number Students: 33 Students	 No Performance Color 59.4 making progress. Number Students: 32 Students

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.

2025 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
15.2%	12.1%	15.2%	42.4%

Conclusions based on this data:

1. Due to Del Puerto’s small size and the limited number of English Learners, no performance color was assigned on the 2024–25 Dashboard. However, in 2024–25, 57.6% of students made progress compared to 14.3% in the 2023–24 school year, an increase of 43.3 percentage points.
2. Grow: Increase the number of English Learner students advancing at least one level on the ELPI (42.4%).
3. Equity: All English learner students need to increase their ELPI level by at least one level and not decrease their level.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

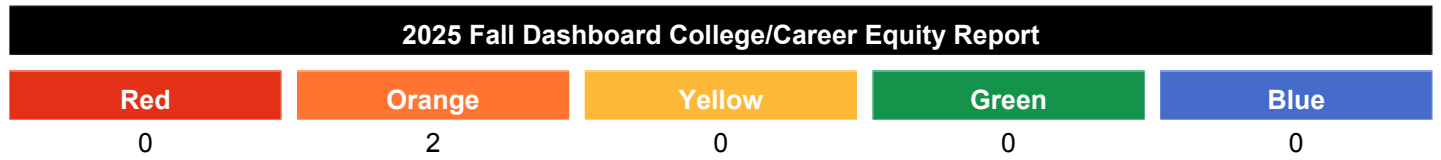
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Orange Prepared 3.3% Increased 3.3% 60 Students	English Learners  No Performance Color Prepared 0% Maintained 25 Students	Long-Term English Learners  No Performance Color Prepared 0% Maintained 24 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange Prepared 3.5% Increased 3.5% 57 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange Prepared 4% Increased 4% 50 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. Del Puerto's Dashboard for the College and Career Readiness Indicator is orange, showing an increase from 0% in 2023/24 to 3.3% of students prepared in the 2024/25 school year.
2. Equity: At Del Puerto, 3.5% of socioeconomically disadvantaged students are college and career ready, while 4.0% of students in the Hispanic/Latino subgroup are college and career ready.
3. Grow: Increase the percentage of all students who are college and career ready.

School and Student Performance Data

Academic Engagement Graduation Rate

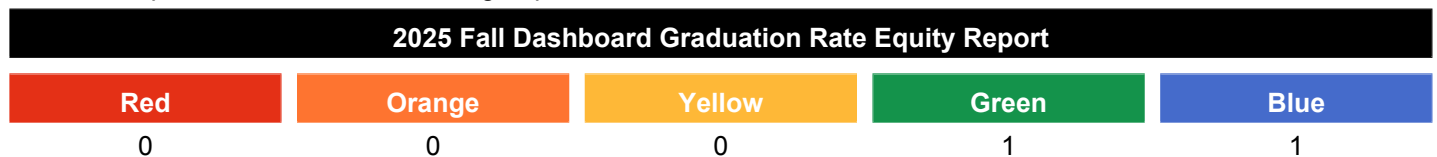
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Green 90.3% graduated Increased 17.5% 62 Students	English Learners No Performance Color 96.2% graduated Increased 13.5% 26 Students	Long-Term English Learners No Performance Color 96% graduated Increased 13.4% 25 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged Green 91.5% graduated Increased 19.9% 59 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Blue 96.2% graduated Increased 24% 52 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. Glow: The graduation rate increased to 90.3%, with 96.2% of English Learner students graduating, according to the 2024/25 Dashboard.
2. Grow: Increase graduation rate to 95% overall.
3. Equity: 91.5% of our socioeconomically disadvantaged students graduated with a high school diploma.

School and Student Performance Data

Conditions & Climate Suspension Rate

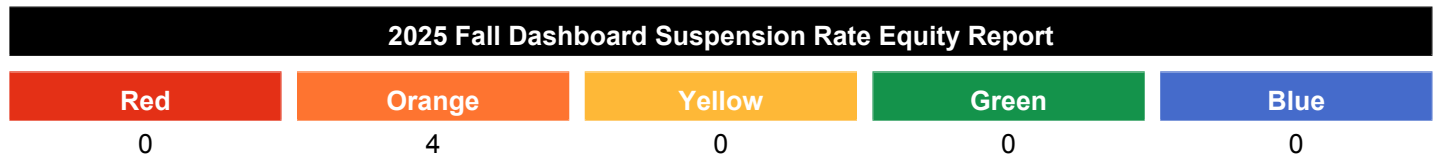
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 13.5% suspended at least one day Declined 7.2% 133 Students	English Learners  Orange 13.5% suspended at least one day Declined 12.1% 52 Students	Long-Term English Learners  Orange 14% suspended at least one day Declined 11.6% 50 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Orange 12.5% suspended at least one day Declined 9.1% 112 Students

Students with Disabilities  No Performance Color 11.1% suspended at least one day Declined 10.3% 18 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 15.7% suspended at least one day Declined 6.6% 108 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 6.3% suspended at least one day Declined 6.3% 16 Students

Conclusions based on this data:

1. Grow: Decrease overall suspension rate from 13.5% and move from orange to yellow on the CA Dashboard.
2. Equity: Suspensions amongst Long-Term English Learners population is 14.0% and Hispanic/Latino 15.7%, indicating an area of focus and attention.
3. Glow: Overall suspensions decreased by 7.2% moving from 20.7% in 2023/24 to 13.5% for the 2024/25.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

Del Puerto High School will ensure all students will be provided with rigorous academic experiences that prepare them to be college and/or career-ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Dashboard and local data indicates that the College/Career indicator is low (Orange category), highlighting a critical need for improvement among all students, particularly Socioeconomically Disadvantaged (SED) and Hispanic/Latino (H/L) student subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Pupils with Access to Standards-aligned Instructional Materials (Source: Williams Report, 2025)	100%	100%
CAASPP ELA: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	All Students: 10% English Learners: No baseline due to less than 11 students. Students with Disabilities: No baseline due to less than 11 students.	All Students: 16.5% English Learners: 6% Students with Disabilities: 6%
CAASPP Math: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	All Students : 0% English Learners: No baseline due to less than 11 students. Hispanic/Latino: No baseline due to less than 11 students. Students with Disabilities: No baseline due to less than 11 students.	All Students: 6% English Learners 6% Hispanic/Latino: 6% Students with Disabilities 6%
CAST: Percent of Students in Grades 5, 8, and 11 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	All Students : No baseline due to less than 11 students. English Learners : No baseline due to less than 11 students.	All Students: 6% English Learners: 6%
English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 (Source: CA Dashboard, 2025)	All Students (ELs) 57.6%	All Students (ELs): 61%

English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English Proficient (RFEP) (Source: CALPADS RFEP List, 2025)	All Students (ELs): 11.0%	All Students (ELs): 16.0%
College and Career Readiness Indicator: Percent of Students Prepared (Source: CA Dashboard, 2025)	All Students: 3.3% English Learners: 0.0% Students with Disabilities: No baseline due to less than 11 students. Hispanic/Latino: 4.0% Low Income: 3.5%	All Students: 6.3% English Learners: 5% Students with Disabilities: 5% Hispanic/Latino: 8.0% Low Income: 6.5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide supports to students to help with post secondary plans (example: college applications, field trips to colleges etc).	All students	2000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures CTE related Field Trips and/or assemblies (G106).
1.2	Provide Credit Recovery for students and Math and English Tutoring before school, after school.	All Students	500.00 Title I 1000-1999: Certificated Personnel Salaries Tutoring Before/After School
1.3	Support teachers with instructional strategies, professional development, classroom strategies, classroom materials, etc.	All Students	1,800 Title I 4000-4999: Books And Supplies Professional Development Supplies for teachers to support all students
1.4	Extracurricular activities that support Common Core Standards will be offered to supplement student learning (assemblies, field trips, etc).	All Students	2,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures College related Field Trips and/or assemblies (G105). 5,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Field Trips (G303) Transportation
1.5	Designated/and or integrated ELD will be utilized to support English Learners during class in the classroom setting.	English Learners	500.00 Title I 4000-4999: Books And Supplies Supplemental materials for English Learners in the classroom 500

			LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Incentives and supplies for ELPAC G108
1.7	To redesign the current art curriculum to incorporate digital art, music, and theater providing students with 21st-century artistic skills and preparing them for careers in creative industries.	All Students	3000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Materials and supplies to support the redesigned curriculum (G107) 1000 LCFF: Local Control Funding Formula 5800: Professional/Consulting Services And Operating Expenditures G107

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Del Puerto High School effectively implemented three out of the four strategies outlined in the 2024/25 SPSA to support student achievement. The site leadership team provided targeted training to improve student reading levels, ensuring that educators had the tools necessary to support literacy growth. Additionally, all students engaged in a rigorous credit recovery program through Edgenuity, helping them stay on track for graduation. Furthermore, after-school support programs were made available to assist students in English, reinforcing essential language skills.

Del Puerto High School met three of the four metrics identified in the 2024/25 SPSA. The school successfully increased student reading levels, provided structured credit recovery opportunities, and expanded academic support programs in English.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Del Puerto High School saw a decrease in their CAASPP ELA scores, however, the number of students who took the test was not enough to provide a performance color. However, there was a decrease by 3.0% from the 2023/24 school year.

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

Based on this year's analysis, several refinements have been made to strengthen this goal, its annual outcomes, and the strategies used to support student achievement. The SPSA now expands academic supports by increasing access to credit recovery and adding before- and after-school Math and English tutoring to address identified learning gaps. Additional instructional supports have been added for teachers, including professional development focused on effective classroom strategies, teacher clarity, and materials aligned to rigorous academic expectations. To enhance college and career readiness, new activities have been incorporated, such as structured college application guidance and increased postsecondary exposure through field trips. Support for English Learners have also been clarified through the consistent use of designated and integrated ELD. Finally, the SPSA outlines a redesign of the current art curriculum to embed digital art components, ensuring students gain 21st-century creative skills aligned to college and career pathways. These

revisions can be found in the updated Strategies/Activities sections and the annual measurable outcomes within Goal 1 of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student and Staff Safety and Wellness

Del Puerto High School will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student and Staff Safety and Wellness: PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of Dashboard and local data indicates that the suspension rate is low (Orange category), highlighting a critical need for improvement among all students, particularly Socioeconomically Disadvantaged (SED), English Learner (EL), and Hispanic/Latino (H/L) student subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Percent of Students Attending School on a Daily Basis (Source: AERIES ADA Report, 2026)	All Students: 87.52% Homeless: 82.63%	All Students: 92.52% Homeless: 87.63%
Chronic Absenteeism Rate: Percent of students Chronically Absent from School (Source: DataQuest, 2025)	All Students: 57.95%	All Students: 45%
High School Graduation Rate: Percent of Students Who Graduate (Source: CA Dashboard, 2025)	All Students: 90.3% Students with disabilities: No performance Color	All Students: 95% Students with disabilities: 60%
Suspension Rate: Percent of Students Suspended at Least One Day (Source: CA Dashboard, 2025)	All Students: 13.5% Homeless: No performance Color Foster Youth: No performance Color Students with disabilities: 11.1% African American: No performance Color	All Students: 6% Homeless: 2% Foster Youth: 2% Students with disabilities: 5.0% African American: 2%
California Healthy Kids Survey (CHKS): Average Percent of Students that Reported "Agree" and "Strongly Agree" on School Connectedness, Social and Emotional Learning Supports, and AntiBullying Climate (Source: CHKS, 2025/26)	School Connectedness: 57% Social and Emotional Learning Supports: 48% Anti-Bullying Climate: 34%	School Connectedness: 67 % Social and Emotional Learning Support: 58 % Anti Bullying Climate: 44 %
California School Staff Survey (CSSS): Percent of Staff that 'Agree' or	Staff Working Environment: Supportive and inviting place for staff to work. 100%	Staff Working Environment: Supportive and inviting place for staff to work. 100%

'Strongly Agree' on Staff Working Environment (Source: CSSS, 2025/26)	Promotes trust and collegiality among staff. 100% Is a safe place for staff. 100% Promotes personnel participation in decision-making that affects school practices and policies. 100%	Promotes trust and collegiality among staff. 100% Is a safe place for staff. 100% Promotes personnel participation in decision-making that affects school practices and policies. 100%
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports (Source: CSPS, 2025/26)	No baseline due to not enough parents responding to the California School Parent Survey (CSPS).	Increase the number of parents completing the California School Parent Survey (CSPS).
Tiered Fidelity Inventory (TFI) (Source: TFI, 2025/26)	Tier 1: 80% Tier 2/3: 69%	Tier 1: 85% Tier 2/3: 75%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Attendance incentives for student who improve their attendance.	All Students	3,500.00 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Incentives for students and support parents (G204)
2.2	Recognize and reward students for demonstrating positive behavior and academic achievement.	All Students	2,600.00 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Academic recognition related to college and career (G101)
2.3	Continue PBIS Implementation.	All Students	1,500.00 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies PBIS Implementation (G202) - PBIS Incentives and Branding around campus.
2.4	Provided necessary safety equipment for staff and for campus.	All Students and Staff	2000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G201

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Del Puerto High School successfully implemented all three strategies outlined in the 2024/25 SPSA. These strategies included increasing the graduation rate and decreasing the suspension rate, providing students with a safe space to express their frustrations, and involving parents in the educational process to support student growth. Additionally, weekly staff meetings to discuss student concerns have allowed the school to proactively address potential issues. One area that continues to need improvement is attendance; although attendance rates increased, the school did not meet its target. This will remain a focus area for the upcoming year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The 2024–25 school year marked the first year that a formal English Learner (EL) program was implemented at Del Puerto High School to better support English Learner students. The addition of this program has contributed to an increase in the graduation rate and a decrease in suspensions.

Del Puerto will continue to focus on improving attendance by increasing parent engagement through additional meetings led by the administrative team, while continuing to collaborate with all educational partners to support ongoing improvement.

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

Based on this year's analysis, revisions have been made to strengthen our focus on safety, wellness, and a positive school climate. The SPSA now includes expanded attendance incentives to encourage and recognize students who demonstrate improved attendance, addressing identified concerns with chronic absenteeism. Additional strategies have been added to formally acknowledge and reward students for positive behavior and academic growth, reinforcing a culture of respect and responsibility. The plan also outlines continued implementation of PBIS, with greater emphasis on consistent expectations, staff training, and progress monitoring to support student emotional well-being and a safe school environment. In addition adding the safety goal for all staff and students will enhance our students and staff overall well-being. These updates can be found in the revised Strategies/Activities and Annual Measurable Outcomes for Goal 2 within the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Facilities and Resources

Del Puerto High School will maximize resources for students and staff to support educational excellence.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Facilities and Resources: Maximize resources for students and staff to support educational excellence.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our district and school firmly believe that all students should have access to well-maintained facilities and essential resources to support their academic growth.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facilities in Good Repair: Overall Rating of Facilities Maintained in Good Repair (Source: Williams FIT Reports, 2025)	Good	Good or Exemplary
Clean and Well-Maintained Facilities and Properties: Average Percent of Students, Staff, and Parents that Reported "Agree" or "Strongly Agree" on Clean and Well-Maintained Facilities and Properties (Source: CA Healthy Kids Survey, 2025/26; CA School Staff Survey, 2025/26; CA School Parent Survey, 2025/26)	Clean and Well-Maintained Facilities and Properties: Secondary Students: My school is usually clean and tidy. 57% Staff: This school has clean and well-maintained facilities and property. 100% Parents: This school has clean and well-maintained facilities and property. (No baseline due to not enough parents responding to the California School Parent Survey.)	Clean and Well-Maintained Facilities and Properties: Secondary Students: My school is usually clean and tidy. Increase by 67% Staff: This school has clean and well-maintained facilities and property. 100% Parents: This school has clean and well-maintained facilities and property. (Increase the number of parents completing the California School Parent Survey in order to receive data.)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-wide cleanliness	All Students	3,500 LCFF: Local Control Funding Formula

			5000-5999: Services And Other Operating Expenditures Supplies materials etc. (G301)
3.2	Update Murals around campus	All Students	3,500 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Supplies materials etc. (G301)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Del Puerto High School successfully completed both strategies identified in the 2024/25 SPSA. Improvements included painting the student restroom building and cafeteria, adding two murals, and installing window coverings in the cafeteria to enhance the overall campus environment and branding.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Del Puerto High School successfully met both strategies, resulting in much-needed campus improvements.

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

Based on this year's analysis, several updates have been made to strengthen Del Puerto High School's efforts to maximize resources that support educational excellence. The SPSA now includes a renewed focus on campus cleanliness, with clearer expectations for maintaining a safe, orderly, and welcoming environment for students and staff. Additionally, the plan incorporates a new strategy to update and enhance campus murals, promoting school pride, cultural representation, and a positive learning atmosphere. These additions are reflected in the updated Strategies/Activities and Annual Measurable Outcomes for Goal 3 in the SPSA, ensuring that facility improvements and resource enhancements directly contribute to improved student engagement and overall school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Communications and Collaboration

Del Puerto High School will provide parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the Annual Measurable Outcomes data, current parent engagement levels fall below the district's target, indicating a need for increased efforts to foster stronger connections between families and schools to enhance student achievement, by hosting more Parent Events to help parents support their students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School (Source: CSPS, 2025/26)	Promotion of Parental Involvement: No baseline due to not enough parents responding to the California School Parent Survey. Communication with Parents About School: No baseline due to not enough parents responding to the California School Parent Survey.	Promotion of Parental Involvement: Increase the number of parents completing the California School Parent Survey (CSPS). Communication with Parents About School: Increase the number of parents completing the California School Parent Survey (CSPS).
Parent Education Events: Number of Parent Education Events per Year (Source: PJUSD Parent Education Events List, 2025/26)	Number of Parent Education Events: 3	Number of Parent Education Events: 3
Parent and Community Volunteers: Number of Parent/Community Volunteers (Source: PJUSD Parent Volunteer List, Spring 2026)	Number Level 1: 1 Number Level 2: 0	Number Level 1: Increase to 2 Parent/Community Volunteers Number Level 2: Increase to 1 Parent/Community Volunteers

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Host SSC, ELAC, and other parent groups so parents are able to provide feedback on decisions for Del Puerto.	All Students	1000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Supplies and materials (G403)
4.2	Communication with parents and community through Parentsquare and other forms of communication of what is taking place at the site.	All Students	200 Title I 4000-4999: Books And Supplies Supplies and materials
4.3	Host evening Career Fair for students and parents	All Students	500 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G404

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Del Puerto High School successfully implemented both strategies identified in the 2024/25 SPSA, including hosting parent events and increasing communication through ParentSquare.

However, the school did not meet the identified metric of increasing parent participation by 20% compared to the 2022/23 to 2023/24 school years.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Del Puerto High School continues with the challenge in having parent volunteers participate in our school committees. This will become an area of focus during the 2026/27 school year since we continue to struggle to recruit and keep parents actively participating in school committees. Del Puerto High School has reached out to educational partners in a variety of ways.

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

Based on this year's analysis, the SPSA has been updated to strengthen communication and collaboration with parents, staff, and community stakeholders. The plan now includes expanded opportunities for parent engagement through more frequent SSC, ELAC, and other parent group meetings to ensure families can actively participate in decision-making for Del Puerto. Additionally, communication strategies have been enhanced to include more consistent and timely updates through ParentSquare and other platforms, ensuring families receive transparent and accessible information about school events, programs, and student supports. These refinements are reflected in the revised Strategies/Activities and Annual Measurable Outcomes for Goal 4 in the SPSA, further supporting a cohesive and informed school community.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Employee Success and Leadership Development

Del Puerto High School will build the capacity of all staff to improve academic achievement for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Del Puerto High School is committed to enhancing staff capacity to improve student academic achievement by providing comprehensive professional development that empowers educators to effectively support the diverse needs of all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Misassignment/ Vacancies: Number and Percent of Misassignment and Vacancies (Source: SARC, 2024/25- Section: Conditions of Learning: Teachers)	Misassignments: 0 Misassignments for English Learners: 0 Vacant Positions: 0	Misassignments: 0 Misassignments for English Learners: 0 Vacant Positions: 0
1st and 2nd Year Teacher Retention: Percent of 1st and 2nd Year Teacher Retention (Source: PJUSD Staff Retention Data, 2025/26)	1st Year Teacher Retention:100% 2nd Year Teacher Retention :100%	1st Year Teacher Retention: 100% 2nd Year Teacher Retention: 100%
Teacher Participation in Professional Development and Coaching: Percent of Teachers Who Participate in PD or Coaching (Source: PJUSD Professional Development & Coaching Calendar, 2025/26)	100%	100%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Professional Development for PBIS and Restorative Practices and Professional Learning Communities (PLC) Training	All Students	3000 LCFF: Local Control Funding Formula

			5800: Professional/Consulting Services And Operating Expenditures PBIS Conference/Restorative Practices Conference (G501)
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Del Puerto High School did not successfully implement the strategy identified in the 2024/25 SPSA, for Professional Development, as we hosted these trainings on our early release days.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Del Puerto High school did not have the necessary expenditures due to Professional Development begin hosted during early release Wednesdays.

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

Based on this year’s analysis, the SPSA has been updated to strengthen the use of professional development for all staff, including both classified and certificated employees. These refinements are reflected in the revised strategies, activities, and annual measurable outcomes for Goal 5, further supporting a cohesive and aligned professional development system.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$37,600.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$3,000.00

Subtotal of additional federal funds included for this school: \$3,000.00

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: Local Control Funding Formula	\$34,600.00

Subtotal of state or local funds included for this school: \$34,600.00

Total of federal, state, and/or local funds for this school: \$37,600.00

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	3,000	0.00
LCFF: Local Control Funding Formula	34,600	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF: Local Control Funding Formula	34,600.00
Title I	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	500.00
4000-4999: Books And Supplies	17,100.00
5000-5999: Services And Other Operating Expenditures	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF: Local Control Funding Formula	14,600.00
5000-5999: Services And Other Operating Expenditures	LCFF: Local Control Funding Formula	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF: Local Control Funding Formula	4,000.00
1000-1999: Certificated Personnel Salaries	Title I	500.00
4000-4999: Books And Supplies	Title I	2,500.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

Total Expenditures
16,300.00
9,600.00
7,000.00
1,700.00
3,000.00

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
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Corrin Rivera	Principal
Abel Lucero	Classroom Teacher
Kevin Salaiz	Classroom Teacher
Richard Jones	Classroom Teacher
Lauren Cozart	Other School Staff
Destiny Cano	Parent or Community Member
Sandara Martinez	Parent or Community Member
Britney Gomes	Parent or Community Member
Marco Chavez	Secondary Student
Sitali Hernandez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04/16/2026.

Attested:



Principal, Corrin Rivera, Ed.D on 04/16/2026



SSC Chairperson, Britney Gomes on 04/16/2026