



DEL CAMPO HIGH SCHOOL

INSPIRING EXCELLENCE

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 Campo High School	34-67447-3432051	May 18th, 2022	June 28th, 2022

Purpose and Plan Summary

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)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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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

Del Campo High School reviewed the Single Plan with a several stakeholders including the School Improvement Team, Site Leadership Team and School Site Council.

The School Improvement Team consists of representatives from each department, a classified staff member, vice principal and principal. This team meets each month to discuss the WASC action plans and to review and revise the SPSA. All discussions and decision making were predicated on review of data including student enrollment, ELPAC data, CAASPP data, Graduation Rates, Suspension Rates, College and Career Data, School Survey Results, Staff and Student Survey Data (EOS, DCAAEL, Climate/Culture).

Site Leadership Team is an elected body of representatives including certificated and classified staff and administration that meets once a month to create and present professional development for the

staff based on Del Campo's Critical Areas of Need, teacher surveyed requests, department discussions on areas of need.

The School Site Council is an elected body of certificated, classified staff, parents and students. SSC meets four times a year to review the SPSA, discerning areas of need and the funds necessary to continue to promote them. These bodies, representing a wide variety of interests, met regularly to review current school data to inform decisions which impact student learning, social-emotional support, behavioral needs.

Resource Inequities

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

In many areas, resources have been allocated to areas identified in our Root Cause Analyses.

Because of the achievement gap of English Language Learners, we have allocated resources to make Susan Iratene a 1.0 FTE and ELAC point of contact. She has worked to put in place programs and classes to support our EL students . There was a dramatic increase in the scores of our English Language Learners in both Math and ELA. Re-classified English proficient students improved in Math from 12.5 % met/exceeded standards on CAASPP in 2017-2018 to 23.3% met/exceeded in 2018-2019. In English Language Arts, percent of students meeting/exceeding standards improved by 18.2%. We still have a great deal of work to do with ELL students who have not been re-classified, but we are moving in the right direction and Susan Iratene has been a driving force in these improvements. We may need to provide additional resources directly focused on our students who have been in the country for a year or less as this is our fastest growing population of ELLs. In 2017-18, we had three students enrolled who were in the country for one year or less. In 2018-19, that number jumped to 21.

In addition to the change in graduation requirements which ask that all graduates be College and Career ready, Del Campo hired a College and Career Technician, Katy Bartlett. Ms. Bartlett is hosting FAFSA information nights for students and parents, college application workshops, college rep visits, etc. She is also working with students to bridge high school with the college and career choices of our students.

Del Campo has struggled to improve the math scores of all of our students. In order to address this, we have added Integrated Math 1 classes in the Spring Block. Additionally, the co-department chairs have worked collaboratively to develop supplemental curriculum in IM1 support classes to ensure mastery of skills. The department has also worked to create curriculum aligned to CCSS, formative and summative assessments and integrated CCSS instructional practices. Additionally, the math department has implemented an after school EL math tutoring program. Combined, these efforts have helped to modestly improve overall math scores; however, there is much more work to do as only 25% of our students meet/exceed the standards.

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

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Strategic Initiative #4: Improve communication, trust and professionalism.

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Winter School Survey - once a year

What worked and didn't work? Why? (monitoring)

Return to school was challenging

What modification(s) did you make based on the data? (evaluation)

NA

2021-22

Identified Need

Need to connect with families and students

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2021 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree	73.5	76
Winter 2021 School Survey - Overall rating of questions in the School Culture section. Percent strongly agree/agree.	64.1	67.1

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Increase School Social Worker from 60% to 100%	X All Students English Learners X Low-Income Students X Foster Youth Other	Erika Acosta	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	39,008 14,261	School Year 2022-23
1.2		All Students				

English Learners
Low-Income Students
Foster Youth
Other

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

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

Strategic Initiative #1 (Preparation of college and career readiness based on the college and career indicators.) and #3 (Create and sustain student-centric, data-driven procedures to benefit the climate and culture of Del Campo.)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

- Homeroom lessons and surveys around coping strategies, depression, anxiety, etc.
- Attendance at school events and activities.
- Student visits with Administrators, Counselors, Social Workers, and College and Career Technicians.
- Collaboration with Safe Schools Specialist.
- Staff training with SOS (Signs of Suicide).
- Community partnership with IYT.

What worked and didn't work? Why? (monitoring)

- Homeroom lessons and surveys: Working - Continuing to monitor effectiveness of Homeroom lessons through student surveys.
- Attendance at school events and activities: Working - Students have shown up and participated at high levels.
- Student visits with Administrators, Counselors, Social Workers, and College and Career Technicians: Working - More reported visits this year in the Student System.
- Collaboration with Safe Schools Specialist. Working - Dedicated Specialist to Del Campo and feeder schools.
- Staff training with SOS (Signs of Suicide). Working - Staff reported that they need to have more of this training. Hybrid model was not great, need to have 100% in-person.
- Community partnership with IYT. Needs Improvement - Struggled with transition to new leader and making changes to 2022-23 school year.

What modification(s) did you make based on the data? (evaluation).

- Link Crew will be a club for the 2022/23 school year.
- Hope to be able to attend conferences again.
- 9th and 11th grade AVID will be in Spring Block and 10th and 12th grade classes will be in the Fall.

2021-22

Identified Need

Preparation of college and career readiness based on the college and career indicators and to create and sustain student-centric, data-driven procedures to benefit the climate and culture of Del Campo.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Survey - School Culture Staff. Percent strongly agree/agree overall.	Comprehensive Needs Assessment.	Continued Growth.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide Link Crew Club for 9th grade students to help bridge the transition from 8th to 9th grade.	X All Students English Learners X Low-Income Students Foster Youth Other	Greg Snyder, Sarah Pfarr	Other	0	School Year 2022-23
2.2	Provide funds for printing, refreshments, classroom supplies, transportation	X All Students English Learners X Low-Income Students Foster Youth Other	Sarah Pfarr	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	700	School Year 2022-23
2.3	Guest Speak for School Culture Assembly	X All Students English Learners Low-Income Students Foster Youth Other	Greg Snyder	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	5,000	School Year 2022-2023

2.4	Provide students with various books for library that support student interest and well-being.	X All Students English Learners Low-Income Students Foster Youth Other	Brandi Veal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2022-23
2.5	Continue to implement school-wide intervention and enrichment. Conferences.	All Students X English Learners X Low-Income Students X Foster Youth Other	Greg Snyder, David Eidem, Sarah Pfarr, ELL, Garrett Jaimes, Linda Givant, Enzo Chiroi, and Staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	12,000	School Year 2022-23
2.6	Provide AVID for 9-12th grade students in order to close the achievement gap by preparing all students for college readiness and success in a	X All Students X English Learners X Low-Income Students Foster Youth Other	Greg Snyder, Dani Baeder	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	131,870	School Year 2022-23

	global society. 1.167 FTE					
2.7	AVID Tutoring	X All Students X English Learners X Low-Income Students Foster Youth Other	Greg Snyder, Dani Baeder	Other	0	School Year 2022-23
2.8	School-Related Busing Services (AVID College Visits, College and Career Tech, ROTC, KHK, Etc.)	X All Students X English Learners X Low-Income Students Foster Youth Other	Greg Snyder, Dani Baeder	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000	Ongoing
2.9	Provide on-site resources at high school to address chronic behavior concerns based upon an analysis of best practices and student needs. Social Worker .60 FTE Staffing	X All Students X English Learners X Low-Income Students X Foster Youth Other	Greg Snyder, Erika Acosta	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	78,871	Ongoing

2.10	Provide Behavior Intervention Center for students each period in order to offer Alternative Educational Environment. 1.0 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Greg Snyder, Ashlyn Neely, Sharon Props, Laura Hinzman, Alisa Delutri	Other	0	Ongoing
2.11	Conflict Mediation - Student/Peer Led	X All Students English Learners Low-Income Students Foster Youth Other	Erika Acosta	Other	0	Ongoing
2.12	Bus Passes for At-Risk Students	All Students English Learners X Low-Income Students Foster Youth Other	Erika Acosta	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	350	Ongoing
2.13	Create WASC Steering Committee / Student Improvement Team in order to better	X All Students X English Learners X Low-Income Students X Foster Youth Other	Greg Snyder	LCFF Supplemental Site Allocation 1000-1999: Certificated	10,525	Ongoing

	analyze data and help provide feedback to decision making leadership bodies.			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

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

- Review student grades and transcripts.
- Assigned Tutoring Coordinator to monitor and assign tutoring assignments.
- Co-taught General Education classes with Special Education.
- Established AP Google classroom for AP teacher collaboration.
- Professional Learning Communities.

What worked and didn't work? Why? (monitoring)

- Review student attendance, grades, and transcripts. Worked - Teachers reviewed and discussed grades and transcripts in Homeroom course selection process. Increase Pulse reports for teachers.
- Assigned Tutoring Coordinator to monitor and assign tutoring assignments. Students have access to tutoring 4 days a week and are attending as needed. Need to develop systematic way to assign students to academic tutoring.
- Co-taught General Education classes with Special Education. Work in progress - Success in the past already with Math. Working on appropriate Co-teaching relationships to make the most of the instruction.
- Established AP Google classroom for AP teacher collaboration. Continued growth - Better correspondence among teachers around projects, curriculum alignment, and assessments.
- Professional Learning Communities. Work in progress. Start working again with PLCs to ensure Common Assessments.

What modification(s) did you make based on the data? (evaluation)

- Continue to improve on Co-teaching model with teacher relationships. Increased Professional Development.
- Designated time during DCAEEL for AP review.
- Teaching on the Block and UDL Training for 2022/23.

2021-22

Identified Need

Create an assessment plan for analysis of data, implement consistent differentiated instructional strategies aligned to common core and NGSS, revisit the implementation of CCSS to increase engagement in all content areas, and revisit and embed common core strategies throughout instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
CAASPP ELA 11th grade	2018/19 data Organization and Purpose: Score NS - 14% Score 1 - 24% Score 2 - 40% Score 3 - 19% Evidence andElaboration Score NS - 14% Score 1 - 25%	Redevelop Baseline after issues brought on by COVID

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	Score 2 - 39% Score 3 - 18% Conventions Score 0 - 24% Score 1 - 23% Score 2 - 53%	
CAASPP Math 11th grade	Not Available	Redevelop Baseline after issues brought on by COVID

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Continue to provide a reading intervention class for 9th grade students who are below grade level in reading as measured by CAASPP, grades, and other measures and are not currently being serviced by either ELD or SPED.	X All Students English Learners Low-Income Students Foster Youth Other	Greg Snyder, Sarah Pfarr	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	46859	Ongoing

- Release time for assessing student reading levels and growth.
- Release time to work on building curriculum, collaboration, and work with consultants.
- .33 FTE - Credit Recovery

3.2	Continue to fund/purchase high interest books that are targeted at appropriate grade levels to be used for Reading Intervention and ELL.	All Students English Learners X Low-Income Students Foster Youth Other	Greg Snyder, Sarah Pfarr, ELL	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	Ongoing
3.3	Provide general tutoring to ensure that students pass classes and earn credits toward A-G, graduation and are prepared for college/career.	X All Students English Learners Low-Income Students Foster Youth Other	Site administration and teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries		Ongoing
3.4	Provide tutoring for foster youth.	All Students English Learners Low-Income Students X Foster Youth Other	Site administration and teachers	Title I Part A Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries		Ongoing

3.5		All Students English Learners Low-Income Students Foster Youth Other				
3.6	Provide support for English Language Learners so they can improve their listening, speaking, writing and reading skills in English .833 FTE ELD to provide ELPAC testing, record keeping, and assist with curriculum development.	All Students X English Learners Low-Income Students Foster Youth Other	Corinne Poirier, Anna Khoklan, Sarah Gadbut	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	84,835	Ongoing
3.7	Supplies and materials to support English Language Learners	All Students X English Learners Low-Income Students Foster Youth Other	Greg Snyder, Sarah Gadbut	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6,000	Ongoing

3.8	ELL Tutoring	All Students X English Learners Low-Income Students Foster Youth Other	ELL Math	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries		Ongoing
3.9	Online Instructional Materials and Curriculum	X All Students X English Learners X Low-Income Students Foster Youth Other	ELL	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	6,145	Ongoing
3.10	ELL Bilingual Instructional Aid .75 FTE	All Students X English Learners Low-Income Students Foster Youth Other	Sofya Abramova	LCFF Supplemental English Learner Central	28,148	Ongoing

				2000-2999: Classified Personnel Salaries		
3.11	Provide Integrated Math1 Supplemental Materials for students so they are able to access grade level standards and remediate areas of weakness.	X All Students English Learners Low-Income Students Foster Youth Other	Mark Uhler	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		Ongoing
3.12	Provide three sections of IM1 Support to help students who are deficient with the skills necessary to access IM1 without support. 1 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Mark Uhler	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	110,451	Ongoing
3.13	Mainstream SPED students	X All Students English Learners	Mark Uhler, Lauren Nelson			Ongoing

	into IM1 with Support classes using a Collaborative Teaching model.	Low-Income Students Foster Youth Other				
3.14	Tutoring	X All Students English Learners Low-Income Students Foster Youth Other	Greg Snyder	LCFF Supplemental Centralized Services (District Only) 5800: Professional/Consulting Services And Operating Expenditures		Ongoing
3.15	Provide 6 Credit Recovery sections for students in grades 11-12 during the school day for students who need to make up credits for	X All Students English Learners Low-Income Students Foster Youth Other	Greg Snyder, Ashlyn Neely, Linda Givant, Alisa Delutri, Sharon Props	Other	0	Ongoing

	graduation. 1.0 FTE					
3.16	Purchase Instructional technology supplies including but not limited to cart mounted video screens, apple TVs, projectors, cables, chromebooks, etc.	All Students English Learners X Low-Income Students Foster Youth Other	Greg Snyder	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	23,000	Ongoing
3.17	Provide additional counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor	All Students X English Learners X Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	109,007	Ongoing

3.18	Provide materials directed at students in elective classes in order to meet the curricular and instructional needs of art, music, and career centered courses.	All Students English Learners X Low-Income Students Foster Youth Other	Greg Snyder, Rebecca Willingham	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	18,859	Ongoing

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

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Preparation of college and career readiness based on the college and career indicators.

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

College and Career indicator- once a year

What worked and didn't work? Why? (monitoring)

Dashboard is on hold

What modification(s) did you make based on the data? (evaluation)

NA

2021-22

Identified Need

Preparation of college and career readiness based on the college and career indicators

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
College Career Indicator - Percent Prepared	31.3%	increase of 2%
A-G Requirements Met	Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.	Reestablish baseline of data following COVID pandemic
Completion of CTE Pathways	Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.	Reestablish baseline of data following COVID pandemic
Graduation Rate	Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.	Reestablish baseline of data following COVID pandemic

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	College and Career Center and Technician	X All Students English Learners Low-Income Students Foster Youth Other	Kate Bartlett	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified	60,615	Ongoing

				Personnel Salaries		
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Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$798,504.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
Cell Tower (High School ONLY)	\$23,000.00
LCFF Supplemental Centralized Services (District Only)	\$537,673.00
LCFF Supplemental English Learner Central	\$112,983.00
LCFF Supplemental Site Allocation	\$124,848.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$798,504.00

Total of federal, state, and/or local funds for this school: \$798,504.00

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
LCFF Supplemental Site Allocation	124,848.00	0.00
LCFF Supplemental English Learner Central	112,983	0.00
LCFF Supplemental Centralized Services (District Only)	537,673.00	0.00
Cell Tower (High School ONLY)	41,393.00	18,393.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	23,000.00
LCFF Supplemental Centralized Services (District Only)	537,673.00
LCFF Supplemental English Learner Central	112,983.00
LCFF Supplemental Site Allocation	124,848.00
Other	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	611,426.00
2000-2999: Classified Personnel Salaries	88,763.00
3000-3999: Employee Benefits	14,261.00
4000-4999: Books And Supplies	55,909.00
5000-5999: Services And Other Operating Expenditures	17,000.00
5800: Professional/Consulting Services And Operating Expenditures	11,145.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	23,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	477,058.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	60,615.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	84,835.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	28,148.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	49,533.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	14,261.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	32,909.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	17,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	11,145.00
	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	53,269.00
Goal 2	246,316.00
Goal 3	438,304.00
Goal 4	60,615.00

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

Name of Members	Role
Greg Snyder	Principal
Kylie Alderman	Secondary Student
Melody Rosas	Secondary Student
Brooklyn Salmons	Secondary Student
Joe Ellis	Classroom Teacher
Tima Burgess	Classroom Teacher
Roberta Wahlberg	Classroom Teacher
Linda Givant	Classroom Teacher
Meg Helton	Parent or Community Member
Priscilla Lee Valerio	Parent or Community Member
Chris Hauger	Parent or Community Member
Rebecca Willingham	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Special Education Advisory Committee

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 May 18, 2021.

Attested:



Principal, Greg Snyder on 5/18/2021



SSC Chairperson, Linda Givant on 5/18/2021

Budget By Expenditures

Del Campo High School

Funding Source: Cell Tower (High School ONLY)

\$41,393.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase Instructional technology supplies including but not limited to cart mounted video screens, apple TVs, projectors, cables, chromebooks,etc.	4000-4999: Books And Supplies	\$23,000.00	Engaging Academic Programs	

Cell Tower (High School ONLY) Total Expenditures: \$23,000.00

Cell Tower (High School ONLY) Allocation Balance: \$18,393.00

Funding Source: LCFF Supplemental Centralized Services (District Only)

\$537,673.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$109,007.00	Engaging Academic Programs	
College and Career Center and Technician	2000-2999: Classified Personnel Salaries	\$60,615.00	Clear Pathways to Bright Futures	
Provide three sections of IM1 Support to help students who are deficient with the skills necessary to access IM1 without support. 1 FTE	1000-1999: Certificated Personnel Salaries	\$110,451.00	Engaging Academic Programs	
Provide AVID for 9-12th grade students in order to close the achievement gap by preparing all students for college readiness and success in a global society. 1.167 FTE	1000-1999: Certificated Personnel Salaries	\$131,870.00	Healthy Environments for Socio-Emotional Growth	

Del Campo High School

Provide on-site resources at high school to address chronic behavior concerns based upon an analysis of best practices and student needs. Social Worker .60 FTE Staffing	1000-1999: Certificated Personnel Salaries	\$78,871.00	Healthy Environments for Socio-Emotional Growth
Continue to provide a reading intervention class for 9th grade students who are below grade level in reading as measured by CAASPP, grades, and other measures and are not currently being serviced by either ELD or SPED. -Release time for assessing student reading levels and growth. -Release time to work on building curriculum, collaboration, and work with consultants. - .33 FTE - Credit Recovery	1000-1999: Certificated Personnel Salaries	\$46,859.00	Engaging Academic Programs

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$537,673.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central **\$112,983.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide support for English Language Learners so they can improve their listening, speaking, writing and reading skills in English .833 FTE ELD to provide ELPAC testing, record keeping, and assist with curriculum development.	1000-1999: Certificated Personnel Salaries	\$84,835.00	Engaging Academic Programs	
ELL Bilingual Instructional Aid .75 FTE	2000-2999: Classified Personnel Salaries	\$28,148.00	Engaging Academic Programs	

Del Campo High School

LCFF Supplemental English Learner Central Total Expenditures: \$112,983.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$124,848.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
School-Related Busing Services (AVID College Visits, College and Career Tech, ROTC, KHK, Etc.)	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Healthy Environments for Socio-Emotional Growth	
Provide materials directed at students in elective classes in order to meet the curricular and instructional needs of art, music, and career centered courses.	4000-4999: Books And Supplies	\$18,859.00	Engaging Academic Programs	
Supplies and materials to support English Language Learners	4000-4999: Books And Supplies	\$6,000.00	Engaging Academic Programs	
Online Instructional Materials and Curriculum	5800: Professional/Consulting Services And Operating Expenditures	\$6,145.00	Engaging Academic Programs	
Continue to fund/purchase high interest books that are targeted at appropriate grade levels to be used for Reading Intervention and ELL.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	
Bus Passes for At-Risk Students	4000-4999: Books And Supplies	\$350.00	Healthy Environments for Socio-Emotional Growth	
Create WASC Steering Committee / Student Improvement Team in order to better analyze data and help provide feedback to decision making leadership bodies.	1000-1999: Certificated Personnel Salaries	\$10,525.00	Healthy Environments for Socio-Emotional Growth	
Increase School Social Worker from 60% to 100%	1000-1999: Certificated Personnel Salaries	\$39,008.00	Connected School Communities	

Del Campo High School

	3000-3999: Employee Benefits	\$14,261.00	Connected School Communities
Provide funds for printing, refreshments, classroom supplies, transportation	4000-4999: Books And Supplies	\$700.00	Healthy Environments for Socio-Emotional Growth
Guest Speak for School Culture Assembly	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Healthy Environments for Socio-Emotional Growth
Provide students with various books for library that support student interest and well-being.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Socio-Emotional Growth
Continue to implement school-wide intervention and enrichment. Conferences.	5000-5999: Services And Other Operating Expenditures	\$12,000.00	Healthy Environments for Socio-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$124,848.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide Link Crew Club for 9th grade students to help bridge the transition from 8th to 9th grade.		\$0.00	Healthy Environments for Socio-Emotional Growth	
AVID Tutoring		\$0.00	Healthy Environments for Socio-Emotional Growth	
Provide Behavior Intervention Center for students each period in order to offer Alternative Educational Environment. 1.0 FTE		\$0.00	Healthy Environments for Socio-Emotional Growth	

Del Campo High School

Conflict Mediation - Student/Peer Led	\$0.00	Healthy Environments for Socio-Emotional Growth
Provide 6 Credit Recovery sections for students in grades 11-12 during the school day for students who need to make up credits for graduation. 1.0 FTE	\$0.00	Engaging Academic Programs

Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

Del Campo High School Total Expenditures: \$798,504.00