



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, 2021	September 28, 2021

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: 2020-21

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

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

School Social Worker works directly with stakeholders on Intervention team and attendance team.

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

N/A

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.

No changes will be made.

**2020-21
Identified Need**

Need to connect with families and students

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree	73.5	76
Winter 2019-20 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 X English Learners X Low-Income Students X Foster Youth Other	Erika Acosta	LCFF Supplemental Site Allocation	51,518	2021-2022 School Year
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: 2020-21

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

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

There has been a slight decline in C/C readiness for all students from 35.4% in 2016 to 31.3% in 2018. Many marginalized students were not enrolled in Honors or AP classes. EOS has been an asset in making more students C/C ready. More than 80% of the first-time AP takers passed their courses in 2018. EOS has helped to improve C/C rates among African Americans who were 26.3% prepared, an increase of 13% from the 2017 school year. We still have more work to do to ensure all students are C/C ready. The district's change in graduation requirements (A-G requirements) will help to increase the number of students who are C/C ready as will the CTE certificates that will give us an allowance in the indicators. Our expansion of CTE programs including Kids Helping Kids (KHK), Wood Technology/Construction, Fire Science, Computer Programming and Video Production. The AVID College Readiness Curriculum is another area we are employing

We need to improve upon our Accelerated College Entrance (ACE) course offerings. Currently we have ACE Spanish 3, 4, French 3 and 4. Additionally, we need to increase the number of students with Dual-Enrollment in community colleges, including American River Community College, Sierra Community College, Folsom Lake College.

Hiring Kate Bartlett, our school's Career and College technician, will be helpful in advising juniors and seniors and providing the bridge between Del Campo and the college and career world.

Though changes have been made to address this issue, there is still more to do. We elicited student input during the first day of school in a homeroom breakout session. This feedback from students was reviewed and used to determine what is taught during homeroom culture lessons in 2019-20.

This year, the master schedule was predicated on student class requests rather than teacher creation of a master schedule.

Six students have been selected and trained to run Listening Sessions with small groups of students at Del Campo to gather quantitative data for improving school culture and climate.

Students With a Voice (SWAV) has obtained student survey data from 2017-2019 and will be administering another survey in 2019-20. Survey data has assisted SWAV students in implementing culture building projects on campus. The task now is to use this data to continue to improve the climate and culture of DC.

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

N/A

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.

No changes will be made.

2020-21

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 2020-21	Expected Outcome 2021-22
District Survey - School Culture Staff. Percent strongly agree/agree overall.	Comprehensive Needs Assessment.	Continued Growth.
District Survey - School Culture Parent. Percent strongly agree/agree overall.	Comprehensive Needs Assessment.	Continued Growth
District Survey - School Culture Student. Percent strongly agree/agree overall.	Comprehensive Needs Assessment.	Continued Growth.
School Chronic Absenteeism	Comprehensive Needs Assessment.	Continued Growth.
School Home Suspension Rate	Comprehensive Needs Assessment.	Continued Growth.
District Survey - Safety Staff. Percent strongly agree/agree overall.	Comprehensive Needs Assessment.	Continued Growth.
District Survey - Safety Parent. Percent strongly agree/agree overall.	Comprehensive Needs Assessment.	Continued Growth.
District Survey - Safety Student. 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 for 9th grade students to help bridge the transition from 8th to 9th grade. .17 FTE	X All Students English Learners X Low-Income Students Foster Youth Other	Greg Snyder, Katy Blackmon	Other	0	Ongoing
2.2	Provide funds for printing,	X All Students English Learners	Katy Blackmon	LCFF Supplement	600	Ongoing

	refreshments, classroom supplies, transportation	X Low-Income Students Foster Youth Other		tal Site Allocation		
2.3	Provide all students with an app that acts as a planner to help communicate with parents and teachers to keep students on track.	X All Students English Learners Low-Income Students Foster Youth Other	Greg Snyder	LCFF Supplemental Site Allocation	2400	Ongoing
2.4	Provide Flexi-schedule for students to support enrollment in intervention and enrichment classes throughout the year. N/A in DL.	X All Students English Learners Low-Income Students Foster Youth Other	N/A	Other	0	Ongoing
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, Sarah Gadbut, Garrett Jaimes, Linda Givant, Enzo Chiroi, and Staff	LCFF Supplemental Site Allocation	12,000	Ongoing

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 global society. 1.33 FTE	X All Students X English Learners X Low-Income Students Foster Youth Other	Greg Snyder, Autumn Dello Russo, Dani Baeder	LCFF Supplemen tal Centralized Services (District Only)	131870	Ongoing
2.7	AVID Tutoring	X All Students X English Learners X Low-Income Students Foster Youth Other	Greg Snyder, Autumn Dello Russo, Dani Baeder	Other	0	Ongoing
2.8	AVID College Visits and other School-Related Busing Services (Busing)	X All Students X English Learners X Low-Income Students Foster Youth Other	Greg Snyder, Autumn Dello Russo, Dani Baeder	LCFF Supplemen tal Site Allocation	5,000	Ongoing
2.9	Provide on-site resources at high school to address chronic behavior concerns based upon an	X All Students X English Learners X Low-Income Students X Foster Youth Other	Greg Snyder, Erika Acosta	LCFF Supplemen tal Centralized Services (District Only)	78,871	Ongoing

	analysis of best practices and student needs. Social Worker .60 FTE Staffing			1000-1999: Certificated Personnel Salaries		
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, Linda Givant, 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, Autumn Dello Russo	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	350	Ongoing
2.13	Create WASC Steering Committee /	X All Students X English Learners X Low-Income Students	Greg Snyder	LCFF Supplement	10,525	Ongoing

	<p>Student Improvement Team in order to better analyze data and help provide feedback to decision making leadership bodies.</p>	<p>X Foster Youth Other</p>		<p>tal Site Allocation</p>		
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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: 2020-21

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

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

Strategic Initiative #5. Create an assessment plan for analysis of data.

Departments have met to create common formative and summative assessments for each course. Professional Learning Communities meet to discuss data to inform curriculum, re-teaching, differentiation and instructional practices. We are in the initial stages of this process and are continuing to refine common assessments and meaningful discussion of the data to fully inform practices.

Strategic Initiative #6. Implement consistent differentiated instructional strategies aligned to common core and NGSS.

The Science team works during their common prep developing curriculum and assessments for all freshman science classes. The move was made to better address the developmental and academic needs of incoming freshmen. Units are now inquiry-based; students participate and create labs to discover the essential information to answer the essential questions. Moving forward, the department needs to meet in PLCs to review data from common assessments in order to inform instruction, address differentiated strategies and improve student understanding of knowledge and skills.

Strategic Initiative #7. Revisit the implementation of CCSS to increase engagement in all content areas.

There was a major push this year to create common curriculum aligned to CCSS within all departments. In the Google Drive, teachers, working collaboratively, uploaded curriculum and assessments, grading rubrics, etc. aligned to Common Core State Standards. Teachers are continuing to refine this work and meeting to discuss instructional strategies to improve student engagement.

Strategic Initiative #8. Revisit and embed common core strategies throughout instruction.

This work to employ CCSS instructional strategies throughout instruction is on-going. Professional development, created and presented by the Leadership Team, is focused on these instructional strategies which include: Increasing Text Complexity, Using Interactive Notebooks, Leading High-Level Class Discussions, Focusing on Process, Not Just Content, inquiry-based teaching and learning approaches, etc. To ensure the instructional practices are effective, we need to move forward in our PLC work and analyze our common formative and summative assessments to inform our teaching practices and review and refine our common curriculum.

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

2.N/A

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.

Initiatives #6-8 will be combined into one initiative for the WASC visit in the Spring of 2020/21 school year.

2020-21

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 2020-21	Expected Outcome 2021-22
CAASPP ELA 11th grade	2018/19 data Organization and Purpose: Score NS - 14% Score 1 - 24% Score 2 - 40% Score 3 - 19% Evidence and Elaboration Score NS - 14% Score 1 - 25% Score 2 - 39% Score 3 - 18% Conventions Score 0 - 24% Score 1 - 23% Score 2 - 53%	Redevelop Baseline after issues brought on by COVID
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	X All Students English Learners Low-Income Students Foster Youth Other	Greg Snyder, Sarah Pfarr	LCFF Supplemental Centralized Services (District Only)	46859	Ongoing

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

	<p>with consultants.</p> <ul style="list-style-type: none"> .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 students in general.	<p>All Students English Learners X Low-Income Students Foster Youth Other</p>	Greg Snyder, Brandi Veal, Sarah Pfarr	LCFF Supplemental Site Allocation	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.	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Site administration and teachers	LCFF Supplemental Centralized Services (District Only)		Ongoing
3.4	Provide tutoring for foster youth.	<p>All Students English Learners Low-Income Students X Foster Youth</p>	Site administration and teachers	Title I Part A Centralized Services		Ongoing

		Other		(District Only)		
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 .66 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	68,038	Ongoing
3.7	Supplies and materials to support English	All Students X English Learners Low-Income Students Foster Youth	Greg Snyder, Sarah Gadbut	LCFF Supplemental Site Allocation	6,000	Ongoing

	Language Learners	Other				
3.8	ELL Tutoring	All Students X English Learners Low-Income Students Foster Youth Other	Sarah Gadbut	LCFF Supplemental English Learner Central		Ongoing
3.9	Online ELL Instructional Materials and Curriculum	All Students X English Learners Low-Income Students Foster Youth Other	Sarah Gadbut	LCFF Supplemental Site Allocation	2,500	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 2000-2999: Classified Personnel Salaries	28,148	Ongoing

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		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 into IM1 with Support classes using a Collaborative Teaching model.	X All Students English Learners Low-Income Students Foster Youth Other	Mark Uhler, Lauren Nelson			Ongoing
3.14	Tutoring	X All Students English Learners	Greg Snyder, Alisa Delutri,	LCFF Supplemental		Ongoing

		Low-Income Students Foster Youth Other	Alane Schaefer	tal Centralized Services (District Only)		
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 graduation. 1.0 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Greg Snyder, Ashlyn Neely, Linda Givant, Alisa Delutri, Sharon Props	Other	0	Ongoing
3.16	Purchase Instructional technology supplies including but not limited to cart mounted video screens, apple TVs, projectors, cables, chromebooks,e tc.	All Students English Learners X Low-Income Students Foster Youth Other	Greg Snyder	Cell Tower (High School ONLY)	41,393	Ongoing

3.17	Purchase computer carts to support low income students to check out for home use or other technology for use in the classroom.	All Students English Learners X Low-Income Students Foster Youth Other	Greg Snyder	LCFF Supplemental Site Allocation	9604	Ongoing
3.18	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
3.19	Provide materials directed at	All Students English Learners Low-Income Students	Greg Snyder, Rebecca Willingham	LCFF Supplement	19,351	Ongoing

	students in elective classes in order to meet the curricular and instructional needs of art, music, and career centered courses.	Foster Youth Other		tal Site Allocation		
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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

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: 2020-21

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

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

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

There has been a slight decline in C/C readiness for all students from 35.4% in 2016 to 31.3% in 2018. Many marginalized students were not enrolled in Honors or AP classes. EOS has been an asset in making more students C/C ready. More than 80% of the first-time AP takers passed their courses in 2018. EOS has helped to improve C/C rates among African Americans who were 26.3% prepared, an increase of 13% from the 2017 school year. We still have more work to do to ensure all students are C/C ready.

The district's change in graduation requirements (A-G requirements) will help to increase the number of students who are C/C ready as will the CTE certificates that will give us an allowance in the indicators. Our expansion of CTE programs including Kids Helping Kids (KHK), Wood Technology/Construction, Fire Science, Computer Programming and Video Production.

The AVID College Readiness Curriculum is another area we are employing

We need to improve upon our Accelerated College Entrance (ACE) course offerings. Currently we have ACE Spanish 3, 4, French 3 and 4. Additionally, we need to increase the number of students with Dual-Enrollment in community colleges, including American River Community College, Sierra Community College, Folsom Lake College.

Hiring Kate Bartlett, our school’s Career and College technician, will be helpful in advising juniors and seniors and providing the bridge between Del Campo and the college and career world

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

N/A

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.

The graduation requirement for the class of 2023 have been updated by the district to e more inline with A-G requirements.

2020-21

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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)	60615	Ongoing

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$800,100.00

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)	\$41,393.00
LCFF Supplemental Centralized Services (District Only)	\$537,673.00
LCFF Supplemental English Learner Central	\$96,186.00
LCFF Supplemental Site Allocation	\$124,848.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$800,100.00

Total of federal, state, and/or local funds for this school: \$800,100.00

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	124848	0.00
LCFF Supplemental English Learner Central	96,186	0.00
LCFF Supplemental Centralized Services (District Only)	537,673	0.00
Cell Tower (High School ONLY)	41,393	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	41,393.00
LCFF Supplemental Centralized Services (District Only)	537,673.00
LCFF Supplemental English Learner Central	96,186.00
LCFF Supplemental Site Allocation	124,848.00
Other	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	344,970.00
1000-1999: Certificated Personnel Salaries	366,367.00
2000-2999: Classified Personnel Salaries	28,148.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Cell Tower (High School ONLY)	41,393.00
	LCFF Supplemental Centralized Services (District Only)	60,615.00

	LCFF Supplemental Centralized Services (District Only)	178,729.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	298,329.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	68,038.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	28,148.00
	LCFF Supplemental Site Allocation	124,848.00
	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,518.00
Goal 2	241,616.00
Goal 3	446,351.00
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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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.		\$41,393.00	Engaging Academic Programs	
Cell Tower (High School ONLY) Total Expenditures:		\$41,393.00		
Cell Tower (High School ONLY) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Centralized Services (District Only)

\$537,673.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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 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		\$60,615.00	Clear Pathways to Bright Futures	
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. 1.33 FTE		\$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		\$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 **\$96,186.00 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 .66 FTE ELD to provide ELPAC testing, record keeping, and assist with curriculum development.	1000-1999: Certificated Personnel Salaries	\$68,038.00	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: \$96,186.00

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
Provide materials directed at students in elective classes in order to meet the curricular and instructional needs of art, music, and career centered courses.		\$19,351.00	Engaging Academic Programs	
Purchase computer carts to support low income students to check out for home use or other technology for use in the classroom.		\$9,604.00	Engaging Academic Programs	
Supplies and materials to support English Language Learners		\$6,000.00	Engaging Academic Programs	
Online ELL Instructional Materials and Curriculum		\$2,500.00	Engaging Academic Programs	
Continue to fund/purchase high interest books that are targeted at appropriate grade levels to be used for Reading Intervention and students in general.		\$5,000.00	Engaging Academic Programs	
Bus Passes for At-Risk Students		\$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.		\$10,525.00	Healthy Environments for Socio-Emotional Growth	
Continue to implement school-wide intervention and enrichment. Conferences.		\$12,000.00	Healthy Environments for Socio-Emotional Growth	

Del Campo High School

AVID College Visits and other School-Related Busing Services (Busing)	\$5,000.00	Healthy Environments for Socio-Emotional Growth
Increase School Social Worker from 60% to 100%	\$51,518.00	Connected School Communities
Provide funds for printing, refreshments, classroom supplies, transportation	\$600.00	Healthy Environments for Socio-Emotional Growth
Provide all students with an app that acts as a planner to help communicate with parents and teachers to keep students on track.	\$2,400.00	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 Flexi-schedule for students to support enrollment in intervention and enrichment classes throughout the year. N/A in DL.		\$0.00	Healthy Environments for Socio-Emotional Growth	
Provide Link Crew for 9th grade students to help bridge the transition from 8th to 9th grade. .17 FTE		\$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: \$800,100.00