



# 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 16th, 2023	August 8, 2023

### 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)

Schoolwide Program

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Del Campo High School met the criteria for the following student group:

Homeless

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# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
<b>Data Analysis</b>	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Del Campo has determined that new baselines must be established with the challenges presented upon returning to school after the Corona Virus Pandemic (distance and hybrid learning). Based on this thinking, the 2022-23 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on the 2022-23 School Year.
2. Engagement will be based on attendance.
3. Data will be collected regarding surveys, attendance, behavior, grades, etc.
4. Learning loss to be determined through local assessments, teacher observation, and student outcomes.

Current data shows:

Starting Enrollment 2019/20: 1808  
 Starting Enrollment 2020/21: 1726  
 Starting Enrollment 2021/22: 1691  
 Starting Enrollment 2022/23: 1686  
 Projected Starting Enrollment 2023/24: 1579

Target groups:

3.8% of projected 2023/24 students had an absence percentage of more than 25%.  
 26% of projected 2023/24 students had an absence percentage of more than 10%.

Based on the above data, the staff recognizes that a specific group of students will be targeted for interventions.

\*\*\*Del Campo High School’s average student group populations over the three years from 2020-21 to 2022-23 by grade level and ethnicity show the challenges of returning from COVID. We continue to establish new baselines as we establish the current climate and culture for our students post-COVID.

2020-2021

Ethnicity Total 9 10 11 12  
 African American 127 29 31 39 28  
 American Indian/  
 Alaska Native 11 4 2 5 7  
 Asian 59 23 16 11 9  
 Filipino 26 7 4 6 9  
 Hispanic or Latino 406 112 116 97 81  
 Pacific Islander 12 3 4 3 2  
 White 870 224 243 213 190  
 Two or More Races 124 46 36 27 15  
 Total 1,637 448 453 401 335

2021-2022

Ethnicity Total 9 10 11 12

African American 123 41 22 23 30  
 American Indian/  
 Alaska Native 15 6 3 1 5  
 Asian 68 20 25 13 10  
 Filipino 22 2 8 6 6  
 Hispanic or Latino 423 126 104 102 91  
 Pacific Islander 13 2 3 5 3  
 White 858 225 214 231 188  
 Two or More Races 142 40 47 32 23  
 Total 1,664 462 433 413 356

2022-2023

Ethnicity Total 9 10 11 12  
 African American 119 37 39 27 16  
 American Indian/  
 Alaska Native 14 4 5 4 1  
 Asian 82 23 20 24 15  
 Filipino 20 3 2 7 8  
 Hispanic or Latino 399 118 112 91 78  
 Pacific Islander 14 4 2 2 6  
 White 844 220 211 201 212  
 Two or More Races 157 45 37 44 31  
 Total 1,649 454 428 400 367

\*\*\*The special education department has begun its second year with teacher push-in to regular classes and offering additional support. The push-in classes are focused on Science and Math currently. This helps to accommodate better and make IEP modifications in those classes. We recognize that we have work to do in this area to help our students and teachers in this model.

- Academic Performance: Math

Trends for Math Performance on CAASPP Test.

\*\*\*From 2020- 2022, are once again impacted by COVID. There are no results for 2020 or 2021, as the state did not count those results. We are using the data from 2022 to reestablish our baseline numbers. Our 2022 data for Math shows that our students are 87 points below the average overall.

Trends:

\*\*\* Our Special Education was Very Low, 172.9 points below standard, and English Learners were Very Low at 183.7 points below the standard

\*\*\*The following subgroups all tested Low on CAASP:  
 Hispanic students were 114.6 points below the standard  
 Socially disadvantaged students were 112 points below the standard  
 White students were 75.9 points below standard.

This baseline has allowed us to evaluate where our students are at the return of COVID and how to bring them up to the academic standard and to have them meet or exceed the expected range. We are working with the new math curriculum adoption, and course changes have happened that will allow us to meet the students where they are while continuing to hold a high level of expectation and bring them up to and above standards.

We had no subgroups above the Low level.

- Academic Performance: ELA

CAASPP ELA Performance

\*\*\*From 2020- 2022, the data is once again impacted by COVID. There are no results for 2020 or 2021, as the state did not count those results. We are using the data from 2022 to reestablish our baseline numbers. Our 2022 data for English shows that our students are 14.8 points above standard overall. There is work to be done within several subgroups and

we are getting professional development in UDL and ongoing support for Differentiated Instruction that should help to meet the needs of all student learners.

The following subgroups all tested in Very Low on CASSP:  
Students with Disabilities fell in at a Very Low 89.4 points below the standard

The following subgroups all tested Low on CASSP:  
Hispanic students were 4.1 points below standard  
Socioeconomically Disadvantaged students were 2.1 points below standard

The following subgroups all tested Medium on CASSP:  
White students tested 18.3 points above the standard

We had no students test above the Medium level.

- Academic Performance: ELL

\*\*\*From 2020- 2022, the data is once again impacted by COVID. There are no results for 2020 or 2021, as the state did not count those results. We are using the data from 2022 to reestablish our baseline numbers. Our 2022 data for English Language Learners shows that 47.4% of our ELL students are progressing toward English language proficiency. Our population has more than doubled in the past three years and is presenting growth challenges as we rush to meet the needs of all students at their level of English upon starting school.

- College/Career -

The graduation guidelines for our district have been adjusted to reflect the needs of students and the ever-changing world. Beginning with the class of 2023, students will be required to take two years of a World Language and three years of Science.

Race/Ethnicity breakdown of students who have met the A-G Dashboard indicators from 2020-2021 through 2022-2023:

20-21

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
334	28	1	8	9	74	2	194	16	17	186	51	--	32
100.00%	8.40%	0.30%	2.40%	2.70%	22.20%	0.60%	58.10%	4.80%	5.10%	55.70%	15.30%	--	9.60%

21-22

All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
355	32	5	11	6	88	4	186	23	21	216	43	1	26
92.4%													

Additional Targeted Support and Improvement (ATSI):

The one critical area of concern as determined by the California Department of Education is the suspension rate for our Homeless students. Of the 131 qualifying students that we had, 11.5% of those students were suspended for at least one day. That means that 15 students from that subgroup were suspended. The main support that we will be looking at for those students is to assign a caseload to our new position of School Community Outreach Specialist. It is our desire to use preventative conversations and goals with our homeless students to address their needs and to stave off negative behaviors.

## Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
<b>Root Cause Analysis</b>	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Our identified Major student learners' needs are: A safe environment for academic and non-academic activities and targeted differentiated instruction, assessment, and engagement.

CSI Focus Initiative 1: Improve the school community; enhance accountability, responsibility, and inclusivity to empower change and growth.

LCAP: Goal #1 School Connectedness

SLO: Character - I will be respectful, responsible, ethical, and productive.

Unity - I will learn in an environment through teamwork, communication, and cooperation.

CSI Focus Initiative 2: Increase campus-wide physical safety and emotional well-being for students and staff.

LCAP: Goal #2 Healthy Environments

SLO: Accountability - I will strive for optimal academic performance and personal behavior.

Character - I will be respectful, responsible, ethical, and productive.

CSI Focus Initiative 3: Design and deliver instruction that is engaging, responsive, student-centric, and aligned with research-based practices.

LCAP: Goal #3 Engaging Academics

SLO: Opportunity - I will challenge myself with a diverse curriculum that meets my needs and interests.

Self-Motivated - I will achieve personal and academic success.

Growth - I will develop and improve my intelligence and abilities through effort and practice.

CSI Focus Initiative 4: Ensure all students have the opportunity to graduate from Del Campo ready for college, career, and life through diverse program offerings and high expectations.

LCAP: Goal #4 Clear Pathways to Bright Futures

SLO: Resiliency - I will persevere in pursuit of my goals, despite facing obstacles and setbacks.

Self-Motivated - I will achieve personal and academic success.

CSI Focus Initiative 5: Strengthen or create multiple data streams to enhance achievement and opportunity so all students can access school programs equally.

LCAP: Goals #1, 2, 3, and 4

SLO: Opportunity - I will challenge myself with a diverse curriculum that meets my needs and interests.

Growth - I will develop and improve my intelligence and abilities through effort and practice.

## Resource Inequities

What resource inequities did you discover?

Guidance	
<b>Resource Inequities</b>	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

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 are working to develop new curriculum and instructional practices that will improve English Learner performance. We hired a new ELL teacher for the 2022/23 school year and hope to continue to build a comprehensive program that can better track data with English language development.



In addition to the change in graduation requirements which ask that all graduates be College and Career ready, Del Campo hired another College and Career Technician to support Kate Bartlett. Kim Guillen has been a welcome addition to the work that Ms. Bartlett did and has provided support with FAFSA information nights for students and parents, college application workshops, college rep visits, etc. Our College and Career Techs also met one on one with struggling students by grade level. They also work with at-risk students and help support targeted students across the board.

Due to the excessive loss of credits, Del Campo allocated funds to 6 sections of Credit Recovery, designed to specifically address concepts from courses that were previously failed. There were 2 sections of ELA, Science, and Social Studies.

## Input from Educational Partners

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.

In order to address the need of reducing suspension rates for our Homeless population, our WASC Steering committee and Leadership team have identified the need for continued support for our McKinney Vento students. The intervention team will look at the identified students in August and reach out for supports.

## 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 improve EL success over the last several years. We recently hired Dorothy Ramey as our ELL

Teacher and we are seeing improved results. In 2022/23, we had 15 students who scored a 4 or higher on the Summative ELPAC Assessment. This is the highest number of reclassified students we have ever had. In order to continue to support Dorothy, we paid for her to attend both the AVID conference and the CAFE conference.

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. She was hired in 2019 and provided tremendous support for our students in college and career guidance. She was so important to the success of our students that we ended up hiring an addition College and Career Technician in 2022, Kimberly Guillen. Both Ms. Bartlett and Ms. Guillen work together to host FAFSA information nights for students and parents, college application workshops, college rep visits, etc. They also work with our Career Technical Education 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, we will now be working with a new curriculum adoption for math. 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.

As our identified ATSI area, the main support that we will be looking at for those students is to assign a caseload to our new position of School Community Outreach Specialist. It is our desire to use preventative conversations and goals with our homeless students to address their needs and to stave off negative behaviors.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.90%	0.85%	11	15	14
African American	7.8%	7.39%	7.22%	127	123	119
Asian	3.6%	4.09%	4.97%	59	68	82
Filipino	1.6%	1.32%	1.21%	26	22	20
Hispanic/Latino	24.8%	25.42%	24.2%	406	423	399
Pacific Islander	0.7%	0.78%	0.85%	12	13	14
White	53.2%	51.56%	51.18%	870	858	844
Multiple/No Response	7.6%	8.53%	9.52%	124	142	157
	<b>Total Enrollment</b>			1,637	1664	1649

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	448	462	454
Grade 10	453	433	428
Grade 11	401	413	400
Grade 12	335	356	367
<b>Total Enrollment</b>	1,637	1,664	1,649

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	72	97	130	4.40%	5.8%	7.9%
Fluent English Proficient (FEP)	234	209	207	14.30%	12.6%	12.6%
Reclassified Fluent English Proficient (RFEP)	4			5.6%		

**Conclusions based on this data:**

1. N/A



**Spring 2023  
District Climate Survey Results by School**

**Del Campo**

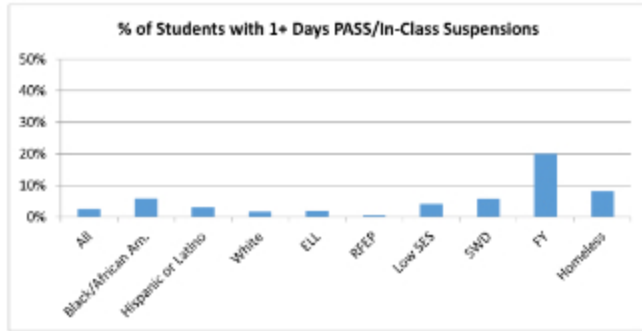
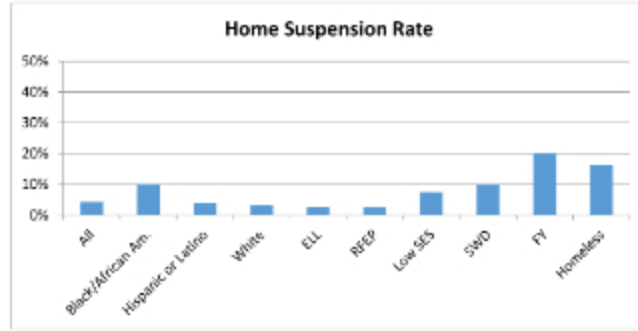
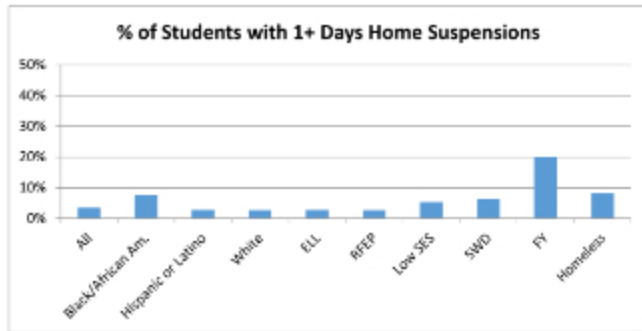
	Parent	Student (gr. 4-12)		Staff		
		N	Pct	N	Pct	N
<b>Caring Relationships</b>						
Parent Strongly Agree/Agree						
A) School has a climate that is caring.	92	65.22%	653	43.34%	104	69.23%
B) There are students and staff on campus who listen to students when they have something to say.	92	69.57%	653	55.90%	104	82.69%
C) There is an adult from the school who checks on how students are doing.	92	39.13%	648	34.26%	104	85.58%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	92	55.43%	651	49.00%	104	52.88%
E) Staff feels supported to do their job well in meeting the needs of all students.					104	48.08%
F) Staff feels part of an effective team.					104	59.62%
Student Strongly Agree/Agree						
<b>Family and Staff Engagement</b>						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	92	67.39%			104	80.77%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	91	64.84%			103	57.28%
C) The school offers families opportunities to be involved in school and classroom activities.	92	45.65%			104	57.69%
D) The school keeps families well-informed about school activities.	91	67.03%			103	65.05%
E) The staff at our school listens to family concerns about issues.	91	51.65%			104	77.88%
F) The staff at school are helpful and welcoming when families come to school or call.	92	77.17%			103	75.73%
G) The school and families are partners in promoting positive behavior for my student.	92	69.57%			104	50.00%
H) Families who speak a language other than English receive general information about our school in their home language.	92	82.61%			104	58.65%
I) Staff receive information about upcoming events and important information about the school.					102	74.51%
Parent Strongly Agree/Agree						
<b>School Decision Making</b>						
A) School seeks input when making important decisions.	92	45.65%	653	34.76%	104	69.23%
B) Important school decisions reflect diverse input.	92	40.22%	649	34.82%	104	61.54%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	92	71.74%				
D) The principal and staff listen to concerns of other staff members about issues.					103	68.93%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					104	67.31%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					104	69.23%
G) Our school uses data from this survey to inform site decision making.					104	50.96%
H) Staff voice matters in decision making.					103	54.37%
Student Strongly Agree/Agree						
<b>Safety</b>						
A) Concerns about student safety are taken seriously.	92	82.61%	653	40.43%	104	73.08%
B) Concerns about student safety are addressed in a timely manner at my school.	92	69.57%	647	42.04%	104	70.19%
C) My school is a safe place for all students.	92	55.43%	650	36.15%	103	47.57%
D) My school is a safe place for all staff.					104	43.27%
E) Students know what staff member to go to if they have a safety concern.	91	71.43%	644	50.00%	104	66.35%
F) Students know school safety protocols.	92	81.52%	651	65.59%	104	61.54%
G) I feel safe sharing different viewpoints and perspectives at my school.	92	59.78%	650	34.92%	104	54.81%
Parent Strongly Agree/Agree						
<b>Sense of Belonging</b>						
A) School staff respects student diversity.	92	66.30%	652	55.83%	104	64.42%
B) Adults at my school treat students respectfully.	92	70.65%	651	44.09%	104	62.50%
C) Students are respectful to each other at school.	92	42.39%	648	15.90%	104	25.96%
D) Students have opportunities to socialize with other students often at school.	92	79.35%	649	61.02%	104	84.62%
E) Students have an adult on campus they trust.	91	68.13%	649	55.47%	104	73.08%
F) Students trust other students at school.	91	82.42%	652	77.91%	103	40.78%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	91	57.14%	649	38.37%	104	47.12%
H) School staff reflects student diversity.	90	50.00%	652	34.66%	104	35.58%
Student Strongly Agree/Agree						
<b>Academic Progress</b>						
A) Families and students understand how assignments and tests are graded.	91	71.43%	651	68.82%	104	58.65%
B) Questions and concerns about schoolwork are addressed.	91	65.93%	649	37.16%	102	71.57%
C) Student grades reflect their knowledge of the material.	91	65.93%	647	41.42%	104	56.73%
D) Adults at my school believe all students can be successful.	91	74.73%	646	58.20%	104	62.50%
E) Students feel comfortable and unjudged to ask their teacher for help.	91	62.64%	648	40.74%	104	80.77%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	91	75.82%	649	62.87%	104	77.88%
G) Teachers at my school go out of their way to help all students.	91	45.05%	647	33.54%	104	67.31%
H) Students receive timely and regular feedback on their learning.	91	57.14%	648	39.81%	104	79.81%
I) Staff at my school provides resources or ideas that help families support their students at home.	91	47.25%			104	69.23%
Parent Strongly Agree/Agree						
<b>High Expectations</b>						
A) Students are challenged academically at school.	91	69.23%	646	52.01%	104	64.42%
B) School recognizes and celebrates the academic success of all students.	91	46.15%	646	37.46%	104	62.50%
C) Adults on campus motivate students to do their best.	91	56.04%	646	45.51%	104	70.19%
D) School provides additional academic support when students are struggling.	89	49.44%	644	43.79%	104	72.12%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
<b>Student Engagement</b>							
A) Students are interested in what they are learning.		92	63.04%	648	40.90%	104	37.50%
B) Students have access to classes and activities that meet their interests and talents.		92	64.13%	648	53.24%	104	57.69%
C) Students understand how to complete their schoolwork.		92	79.35%	648	63.89%	104	65.38%
D) Students complete assignments on time.		92	69.57%	648	49.23%	104	31.73%
E) Students are motivated to do their schoolwork.		92	57.61%	647	29.68%	104	30.77%
<b>College and Career Readiness</b>							
Pct Strongly Agree/Agree							
		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		92	68.48%	649	57.01%	104	75.96%
B) Students and families know what classes they will have to take and pass to graduate from high school.		90	76.67%	650	72.15%	104	73.08%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		92	85.87%	648	60.80%	105	60.19%
D) School offers college and career programs.		92	78.26%	649	68.72%	105	84.47%
E) Students participate in programs to learn about different jobs, careers, and colleges.		91	51.65%	645	40.31%	104	75.00%
F) Students are prepared for the next step of their educational experience.		92	58.70%	646	43.96%	104	56.73%
G) Staff are optimistic about the future of their career in San Juan Unified.						104	60.58%
H) There are equitable opportunities for advancement in the district.						105	48.54%
<b>Customer Satisfaction</b>							
Pct Strongly Agree/Agree							
		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		92	60.87%	647	36.63%	104	56.73%
B) San Juan Unified School District is a district that I would recommend to other families.		92	66.30%	648	47.07%	104	56.73%

**Del Campo High School 2022-2023 Suspension Data**

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	1,748	60	3.43%	211	77	4.41%	44	2.52%	60	3.43%
Black/African Am.	201	15	7.46%	36	20	9.95%	12	5.97%	20	9.95%
Hispanic or Latino	432	12	2.78%	55	17	3.94%	13	3.01%	14	3.24%
White	939	25	2.66%	88	29	3.09%	16	1.70%	22	2.34%
ELL	144	4	2.78%	10	4	2.78%	3	2.08%	5	3.47%
RFEF	189	5	2.65%	13	5	2.65%	1	0.53%	1	0.53%
Low SES	672	36	5.36%	139	50	7.44%	28	4.17%	38	5.65%
SWD	261	17	6.51%	75	26	9.96%	15	5.75%	18	6.90%
FY	5	1	20.00%	1	1	20.00%	1	20.00%	1	20.00%
Homeless	49	4	8.16%	31	8	16.33%	4	8.16%	5	10.20%



\* Low SES: Low SES includes low income students and students whose parents have not completed high school.

\*\* SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.



**Conclusions based on this data:**

1.

# 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

WASC Action Plan 1: Improve the school community; enhance accountability, responsibility, and inclusivity to empower change and growth.

WASC Action Plan 5: Strengthen or create multiple data streams to enhance achievement and opportunity, giving all students equal access to school programs.

# Annual Review

## SPSA Year Reviewed: 2022-23

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 from Distance Learning has continued to be challenging. Student engagement is a major focus of the school and we will be using data from attendance, grades, and test scores to provide Tier 1, Tier 2, and Tier 3 interventions.

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

NA

**2022-23  
Identified Need**

Need to connect with families and students

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter 2022 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree	73.5	76
Winter 2022 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 Low-Income Students Foster Youth Other	Erika Acosta	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	44,631 15,952	School Year 2023-24

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

WASC Action Plan 2: Increase campus wide physical safety and emotional well-being for students and staff.  
WASC Action Plan 5: Strengthen or create multiple data streams to enhance achievement and opportunity, giving all students equal access to school programs.

# Annual Review

## SPSA Year Reviewed: 2022-23

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 2023-24 school year.

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

- Added conferences again.

**2022-23**

**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 2022-23	Expected Outcome 2023-24
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	X All Students English Learners	Greg Snyder	Other	0	School Year 2023-24

	9th grade students to help bridge the transition from 8th to 9th grade.	Low-Income Students Foster Youth Other				
2.2	Provide funds for printing, refreshments, classroom supplies, transportation for Link Crew	X All Students English Learners Low-Income Students Foster Youth Other	Link Crew Leader	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	850	School Year 2023-24
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 2023-24

2.4	ATSI - Reduce Homeless Suspension Rate by adding in additional supports through intervention team	All Students English Learners Low-Income Students Foster Youth X Other Homeless	Intervention Team	Other	0	School year 2023-24
2.5	Create WASC Steering Committee / Student Improvement Team in order to better analyze data and help provide feedback to decision making leadership bodies. Includes subs, working lunches, and supplies.	X All Students English Learners Low-Income Students Foster Youth Other	Greg Snyder	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	11283	Ongoing
2.6	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 2023-24



2.7	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, Dorothy Ramey, Garrett Jaimes, Linda Givant, Enzo Chiroi, and Staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	17,000	School Year 2023-24
2.8	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	X All Students English Learners 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 2023-24
2.9	AVID Tutoring	X All Students English Learners Low-Income Students Foster Youth Other	Greg Snyder, Dani Baeder	Other	0	School Year 2023-24

2.10	School-Related Busing Services (AVID College Visits, College and Career Tech, ROTC, KHK, Etc.)	X All Students English Learners Low-Income Students Foster Youth Other	Greg Snyder, Dani Baeder	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000	Ongoing School year 2023-24
2.11	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 English Learners Low-Income Students Foster Youth Other	Greg Snyder, Erika Acosta	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	78,871	Ongoing School year 2023-24
2.12	Provide Behavior Intervention Center for students each period in order to offer Alternative	X All Students English Learners Low-Income Students Foster Youth Other	Greg Snyder, Ashlyn Neely, Geoff Gill, Alisa Delutri	Other	0	Ongoing School year 2023-24

	Educational Environment. 1.0 FTE					
2.13	Conflict Mediation - Student/Peer Led	X All Students English Learners Low-Income Students Foster Youth Other	Erika Acosta	Other	0	Ongoing School year 2023-24
2.14	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		Ongoing School year 2023-24

# 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

WASC Action Plan 3: Design and deliver instruction that is engaging, responsive, student-centric, and aligned with research-based practices.

WASC Action Plan 5: Strengthen or create multiple data streams to enhance achievement and opportunity, giving all students equal access to school programs.

# Annual Review

## SPSA Year Reviewed: 2022-23

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 Dual Enrollment program for students to take college classes.
- 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 Dual Enrollment classes at Del Campo to support students taking college classes. Offered 2 sections of Zcollege Psych, 2 sections of college English, 1 section of college Math, and 2 sections of various courses (math, english, electives, etc.).
- 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.

**2022-23**

**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 2022-23	Expected Outcome 2023-24
CAASPP ELA 11th grade		
CAASPP Math 11th grade		

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	X All Students English Learners	Greg Snyder, Sarah Pfarr	LCFF Supplement	46,859	Ongoing School year 2023-24

	<p>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.</p> <ul style="list-style-type: none"> <li>• Release time for assessing student reading levels and growth.</li> <li>• Release time to work on building curriculum,</li> </ul>	<p>Low-Income Students Foster Youth Other</p>		<p>tal Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries</p>		
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	<p>collaboration, and work with consultants.</p> <ul style="list-style-type: none"> <li>.33 FTE</li> </ul>					
3.2	<p>Continue to fund/purchase high interest books that are targeted at appropriate grade levels to be used for Reading Intervention and ELL.</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	<p>Greg Snyder, Dorothy Ramey, Brandi Veal</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>5,000</p>	<p>Ongoing School year 2023-24</p>
3.3	<p>Provide general tutoring to ensure that students pass classes and earn credits toward A-G, graduation and are prepared for college/career.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Site administration and teachers</p>	<p>LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries</p>		<p>Ongoing School year 2023-24</p>

3.4	Provide tutoring for foster youth.	All Students English Learners Low-Income Students X Foster Youth Other	District administration and teachers	Title I Part A Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries		Ongoing School year 2023-24
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 1.167 FTE ELD to provide ELPAC testing, record keeping, and assist with	All Students X English Learners Low-Income Students Foster Youth Other	Corinne Poirier, Anna Khoklan, Dorothy Ramey	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	84,835	Ongoing School year 2023-24



	curriculum development.					
3.7	Supplies and materials to support English Language Learners	All Students X English Learners Low-Income Students Foster Youth Other	Greg Snyder, Dorothy Ramey	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6,000	Ongoing School year 2023-24
3.8	ELL Tutoring	All Students X English Learners Low-Income Students Foster Youth Other	ELL Math - District Provided	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries		Ongoing School year 2023-24
3.9	Online Instructional Materials and Curriculum	X All Students English Learners Low-Income Students Foster Youth Other	Dorothy Ramey, Staff	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating	6,991	Ongoing School year 2023-24

				Expenditures		
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 School year 2023-24
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	Math Department	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		Ongoing School year 2023-24
3.12	Provide four sections of IM1 Support to help students who are deficient with the skills	X All Students English Learners Low-Income Students Foster Youth Other	Staffing	LCFF Supplemental Centralized Services	110,451	Ongoing School year 2023-24

	necessary to access IM1 without support. .67 FTE			(District Only) 1000-1999: Certificated Personnel Salaries		
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	Counselors, Lauren Nelson			Ongoing School year 2023-24
3.14	Tutoring	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Centralized Services (District Only) 5800: Professional/Consulting Services And Operating Expenditures		Ongoing School year 2023-24

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 School year 2023-24
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 School year 2023-24
3.17	Provide additional counseling services for parents and students in the areas of education and career planning, student	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 School year 2023-24

	performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor					
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	23,013	Ongoing School year 2023-24

# 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

WASC Action Plan 4: Ensure all students have the opportunity to graduate from Del Campo ready for college, career, and life through diverse program offerings and high expectations.

WASC Action Plan 5: Strengthen or create multiple data streams to enhance achievement and opportunity, giving all students equal access to school programs.

# Annual Review

## SPSA Year Reviewed: 2022-23

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 just getting updated information.

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

NA

**2022-23**

**Identified Need**

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

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
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	92.4 % Graduation Rate * 79.1 % Grad rate for Students with Disabilities *84.4 % Graduation rate for African American students	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	60,500	Ongoing School year 2023-24

				(District Only) 2000- 2999: Classified 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.

### Centralized Services

<b>SCHOOL GOAL #1:</b>

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL GOAL #2:**

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>SCHOOL GOAL #3:</b>

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL GOAL #4:**

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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# 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	\$816,261.00

## 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 (\$)
------------------	-----------------

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)	\$537,558.00
LCFF Supplemental English Learner Central	\$112,983.00
LCFF Supplemental Site Allocation	\$142,720.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$816,261.00

Total of federal, state, and/or local funds for this school: \$816,261.00

# 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	142,720	0.00
LCFF Supplemental English Learner Central	112,983	0.00
LCFF Supplemental Centralized Services (District Only)	537,558.00	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)	537,558.00
LCFF Supplemental English Learner Central	112,983.00
LCFF Supplemental Site Allocation	142,720.00
Other	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	617,807.00
2000-2999: Classified Personnel Salaries	88,648.00
3000-3999: Employee Benefits	15,952.00
4000-4999: Books And Supplies	59,013.00
5000-5999: Services And Other Operating Expenditures	22,850.00
5800: Professional/Consulting Services And Operating Expenditures	11,991.00

## 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)	60,500.00
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	55,914.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	15,952.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	36,013.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	22,850.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	11,991.00
	Other	0.00
	Other	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,583.00
Goal 2	251,874.00
Goal 3	443,304.00
Goal 4	60,500.00

# 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
10th Grade Student	Secondary Student
11th Grade Student	Secondary Student
11th Grade Student	Secondary Student
Joe Ellis	Classroom Teacher
Kenyan Epps	Classroom Teacher
Brian Weitzel	Classroom Teacher
Paula Jordan	Classroom Teacher
Paul Stokes	Parent or Community Member
Renee Nicholson	Parent or Community Member
Chris Hauger	Parent or Community Member
Rebecca White	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 16, 2023.

Attested:



Principal, Greg Snyder on 5/16/2023



SSC Chairperson, Paula Jordan on 5/16/2023

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 Educational Partner 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](mailto: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 (Educational Partner 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 (Educational Partner 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.	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)

**\$537,558.00 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	
Provide four sections of IM1 Support to help students who are deficient with the skills necessary to access IM1 without support. .67 FTE	1000-1999: Certificated Personnel Salaries	\$110,451.00	Engaging Academic Programs	
College and Career Center and Technician	2000-2999: Classified Personnel Salaries	\$60,500.00	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. 1.167 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	1000-1999: Certificated Personnel Salaries	\$46,859.00	Engaging Academic Programs

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$537,558.00

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 1.167 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 \$142,720.00 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	
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	\$6,991.00	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	
Create WASC Steering Committee / Student Improvement Team in order to better analyze data and help provide feedback to decision making leadership bodies. Includes subs, working lunches, and supplies.	1000-1999: Certificated Personnel Salaries	\$11,283.00	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	\$17,000.00	Healthy Environments for Socio-Emotional Growth	
Increase School Social Worker from 60% to 100%	1000-1999: Certificated Personnel Salaries	\$44,631.00	Connected School Communities	

# Del Campo High School

	3000-3999: Employee Benefits	\$15,952.00	Connected School Communities
Provide funds for printing, refreshments, classroom supplies, transportation for Link Crew	5000-5999: Services And Other Operating Expenditures	\$850.00	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 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	\$23,013.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$142,720.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

## Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
ATSI - Reduce Homeless Suspension Rate by adding in additional supports through intervention team		\$0.00	Healthy Environments for Socio-Emotional Growth	
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	

## Del Campo High School

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

Conflict Mediation - Student/Peer Led

\$0.00 Healthy Environments for Socio-Emotional Growth

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Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

Del Campo High School Total Expenditures: \$816,261.00