School Year: **2024-25**

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 21st, 2024	July 30, 2024

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
>
> The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

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

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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 SSC provided input as well as SLT. These meetings happened throughout the school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.90%	0.85%	0.71%	15	14	11
African American	7.39%	7.22%	6.42%	123	119	100
Asian	4.09%	4.97%	5.20%	68	82	81
Filipino	1.32%	1.21%	1.22%	22	20	19
Hispanic/Latino	25.42%	24.2%	24.34%	423	399	379
Pacific Islander	0.78%	0.85%	0.71%	13	14	11
White	51.56%	51.18%	51.19%	858	844	797
Multiple/No Response	8.53%	9.52%	10.21%	142	157	159
			Total Enrollment	1664	1649	1557

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	462	454	374
Grade 10	433	428	431
Grade 11	413	400	387
Grade 12	356	367	365
Total Enrollment	1,664	1,649	1,557

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	97	130	165	4.40%	5.8%	10.6%
Fluent English Proficient (FEP)	209	207	199	14.30%	12.6%	12.8%
Reclassified Fluent English Proficient (RFEP)				5.6%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1649	**47.5**	**7.9**	**0.2**
Total Number of Students enrolled in Del Campo High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	130	7.9
Foster Youth	4	0.2
Homeless	50	3
Socioeconomically Disadvantaged	784	47.5
Students with Disabilities	202	12.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	119	7.2
American Indian	14	0.8
Asian	82	5
Filipino	20	1.2
Hispanic	399	24.2
Two or More Races	157	9.5
Pacific Islander	14	0.8
White	844	51.2

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Mathematics and College/Career are the two areas where we need the most focus.

School and Student Performance Data

Academic Performance
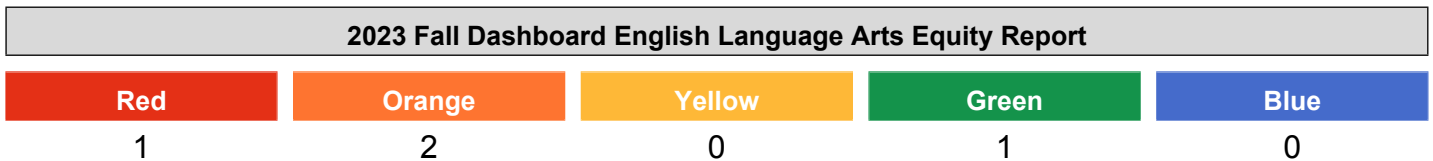## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	0	1	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange 4.4 points below standard Decreased Significantly -19.2 points 329 Students	95.3 points below standard Increased +4.1 points 30 Students	Less than 11 Students 2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
113.5 points below standard Increased Significantly +42.7 points 11 Students	Orange 32.3 points below standard Decreased Significantly -30.2 points 175 Students	Red 120.5 points below standard Decreased Significantly -31.1 points 40 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
70.1 points below standard	Less than 11 Students	30.7 points below standard	Less than 11 Students
Decreased Significantly - 17.4 points	4 Students	Decreased Significantly - 96.7 points	7 Students
21 Students		19 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	21.4 points below standard	Less than 11 Students	Orange
2.1 points above standard	Decreased Significantly - 58.2 points	2 Students	1.5 points below standard
Increased +6.8 points	34 Students		Decreased Significantly - 19.8 points
80 Students			167 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	**Reclassified English Learners**	**English Only**
134.3 points below standard	Less than 11 Students	1.8 points below standard
Decreased -10.7 points	10 Students	Decreased Significantly -21.5 points
20 Students		261 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 4.4 points below standard which was a significant decrease from the previous school year. Our students with disabilities scores are still 117 points below standard which was a significant decrease from the previous school year.

In reflecting on the decrease of 19.2 points for all students, we met with Leadership, Department Chairs, and our WASC Steering Committee. Our hypothesis includes testing times, testing numbers, and significant drops in specific subgroups (Socioeconomically Disadvantaged, Students with Disabilities, Asian, Two or More Races, and White).

Create strategies that improve the efficacy of PLCs by increasing systemic collaboration, consistency in grading, assessment, accountability, and learning goals. Thin includes, but is not limited to: Common curriculum, Common grading, Common assessments, Analyzing data, Professional Development, PLCs, and Book studies.

School and Student Performance Data
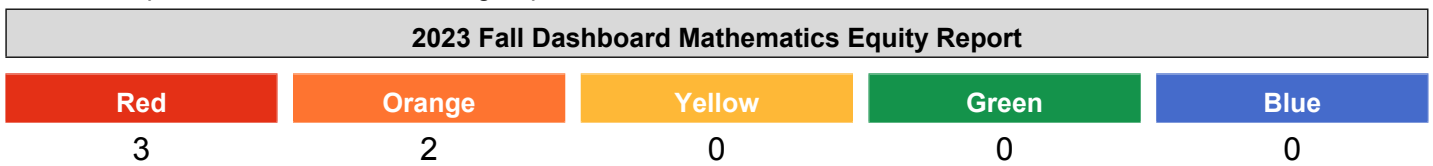
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
101.2 points below standard	167.1 points below standard	
Decreased -14.2 points	Increased Significantly +26.8 points	2 Students
328 Students	31 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
223.5 points below standard	Red	Red
Increased +4.6 points	124.6 points below standard	192.7 points below standard
11 Students	Decreased -11.8 points	Decreased Significantly -19.8 points
	175 Students	40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
154.7 points below standard	Less than 11 Students	139.8 points below standard	Less than 11 Students
Decreased -7.4 points		Decreased Significantly -61.1 points	
21 Students	4 Students	19 Students	7 Students

Hispanic	Two or More Races	Pacific Islander	White
Red	118.7 points below standard	Less than 11 Students	Orange
115.6 points below standard	Decreased Significantly -57.8 points		85.5 points below standard
Maintained +0.3 points	34 Students	2 Students	Decreased -9.7 points
79 Students			166 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
179.1 points below standard	Less than 11 Students	103.4 points below standard
Increased Significantly +44.9 points		Decreased Significantly -23.1 points
21 Students	10 Students	261 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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All students scored 101.2 points below the standard which was a decrease from the previous school year. Socioeconomically disadvantaged students scored 124.6 points below standard which was a decrease from the previous school year. Students with Disabilities scored 192.7 points below standard which was a significant decrease from the previous school year. Hispanic students scored 115.6 points below standard which was similar to the previous school year.
There was a large decline in Students with Disabilities by -36.5 points taking those students down to 233 points below standard.

In reflecting on the decrease of 14.2 points for all students, we met with Leadership, Department Chairs, and our WASC Steering Committee. Our hypothesis includes testing times, testing numbers, and significant drops in specific subgroups (Socioeconomically Disadvantaged, Students with Disabilities, Asian, Two or More Races, and White).

Our goal is to increase student performance at all levels of Math. In order to do so, we are committed to the following programs and materials: New textbooks, Common curriculum, Common grading, Common assessments, Analyzing data, Co-Taught Courses, Math Support Classes, and Tutoring.

School and Student Performance Data

Academic Performance
## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Yellow
0.468% making progress towards English language proficiency
Number of EL Students: 94 Students
Performance Level: 3
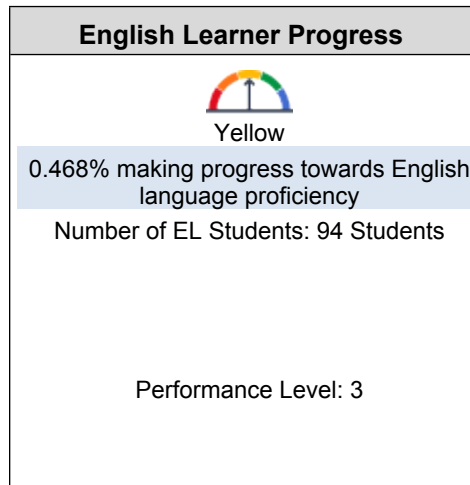
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	43	5	39

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

Overall, we had 39 students that made at least one ELPI level progress which is a success. We had 5 students maintain ELPAC level 4. An area to look closer at are our 43 students that maintained and 7 students who decreased on ELPAC.

Del Campo met with ELPAC, Department Chairs, and Leadership to discuss evaluating our language reclassification data to help inform support for ELLs to prepare them for post-secondary life better. We know that curriculum and class assignments had an impact on their test scores. We also think that having multiple counselors oversee our ELL students had an impact.

The resources and programs committed to the improvement in reclassification include: BIA, better utilization of Translation Service, EL Math Tutoring, ELAC Meetings, EL CABE Conference, and Placement Data. We also are hiring another ELD teacher to improve Professional Learning collaboration and we are reassigning all of our ELL students to a single counselor.
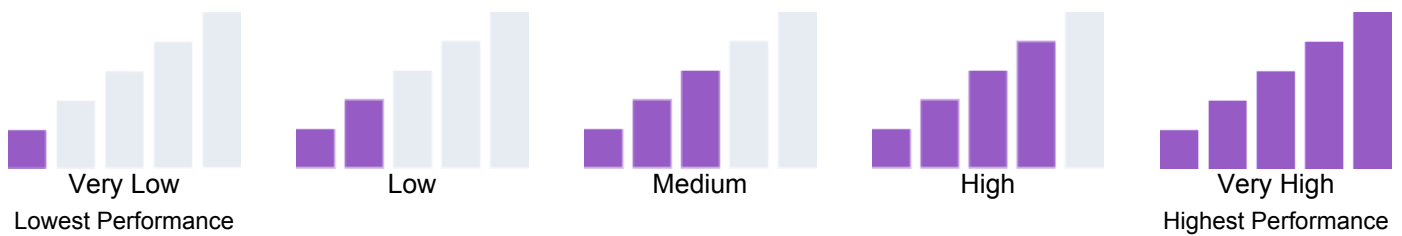
School and Student Performance Data

Academic Performance
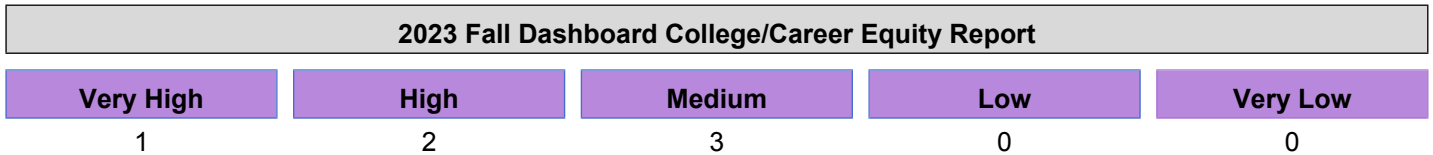## College/Career Report

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

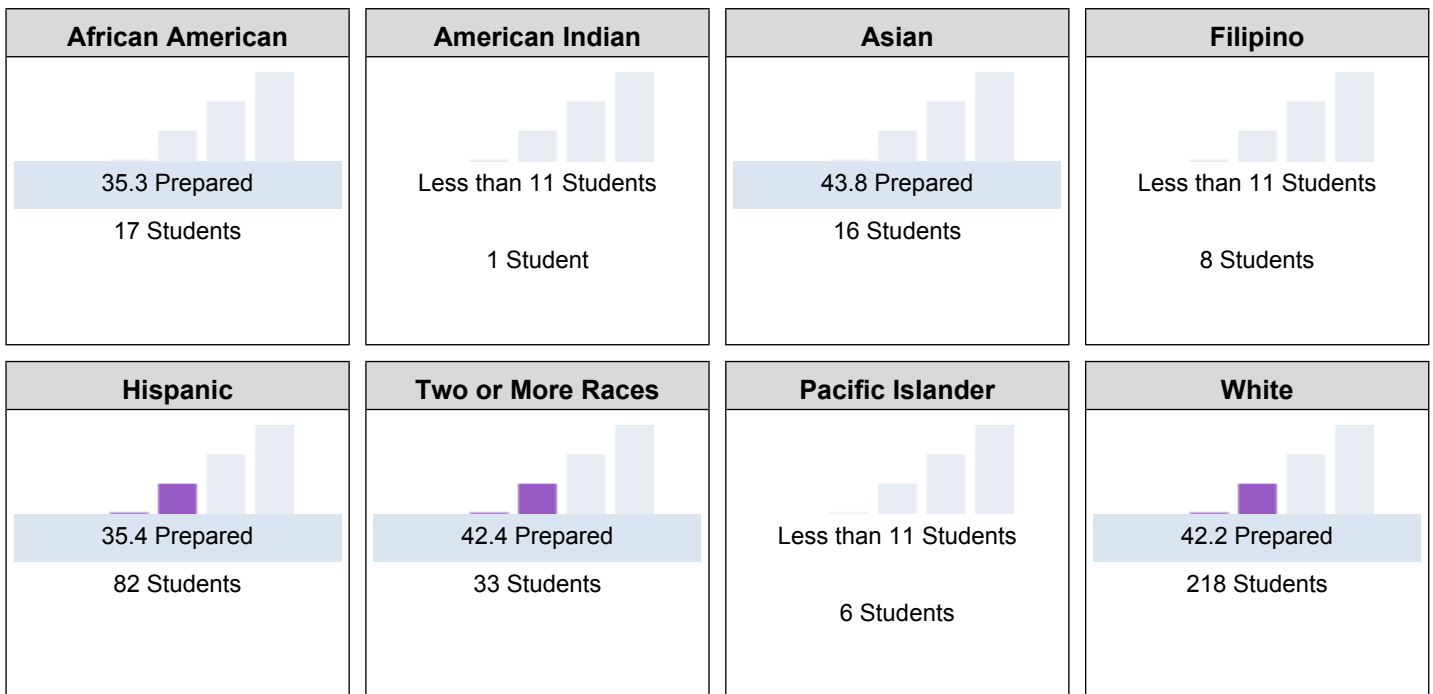| 2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	2	3	0	0

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
40.2 Prepared	13.5 Prepared	Less than 11 Students
381 Students	37 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
13.6 Prepared	32.4 Prepared	6.3 Prepared
22 Students	225 Students	48 Students
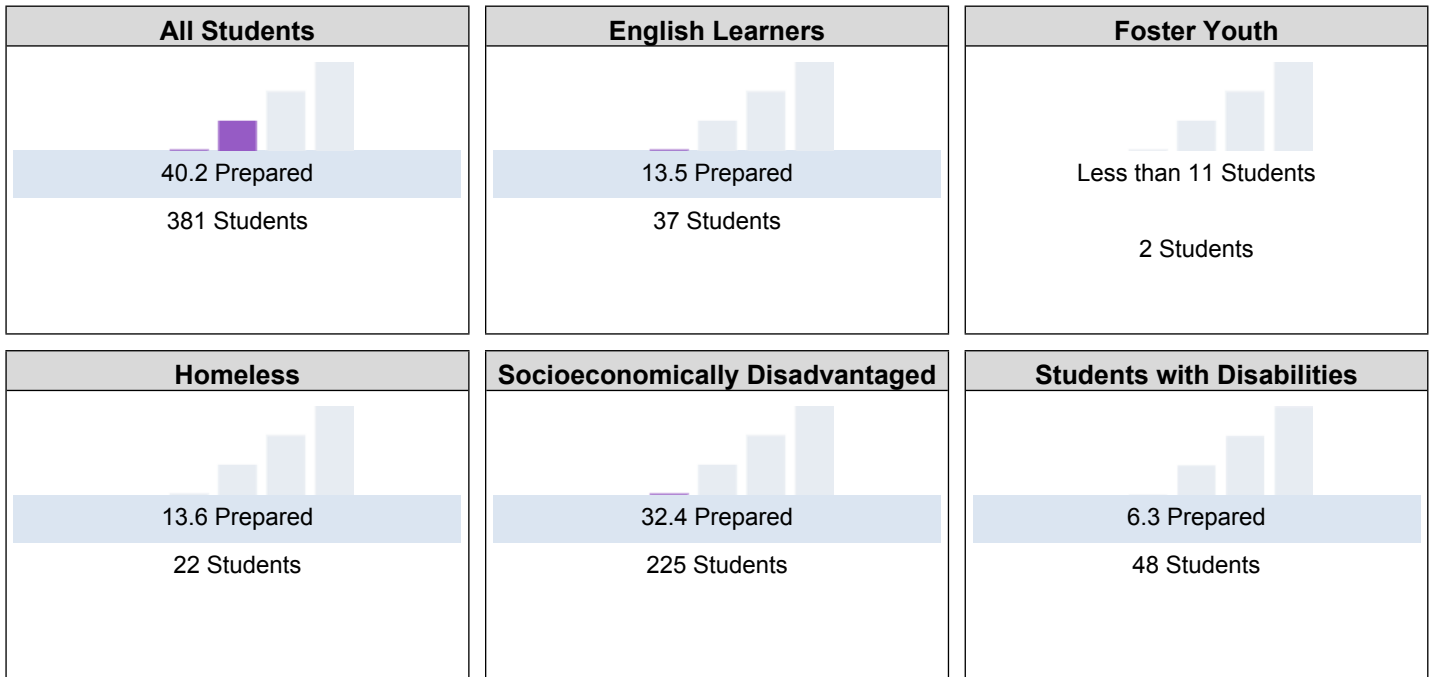
2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
35.3 Prepared	Less than 11 Students	43.8 Prepared	Less than 11 Students
17 Students	1 Student	16 Students	8 Students

Hispanic	Two or More Races	Pacific Islander	White
35.4 Prepared	42.4 Prepared	Less than 11 Students	42.2 Prepared
82 Students	33 Students	6 Students	218 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our Students with Disabilities scored "very low" with a score of 6.3. Our English Learners are also "low" with a score of 13.5. All students scored medium of 40.2.

Some of the reasons for these scores included reduced graduation requirements and students that were impacted by the Covid pandemic.

Several committees met to look at and analyze our special programs' data to inform the efficacy of programs and our students' preparedness for post-secondary schooling. Some of our specific goals include: Dual Enrollment Sections, AVID Sections, College Success Coaches, College and Career Technicians, and our partnership with Improve Your Tomorrow.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Lowest Performing Student Groups:
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School and Student Performance Data

Academic Engagement
Graduation Rate

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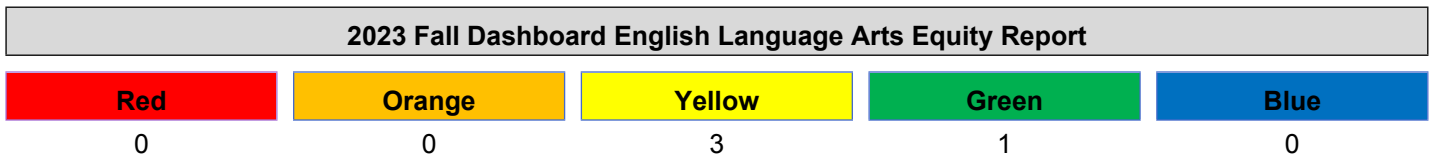 and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	1	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	75.7% graduated	Less than 11 Students
92.1% graduated	Decreased Significantly -5.3	
Maintained -0.3		2 Students
381 Students	37 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
77.3% graduated	Yellow	Green
Decreased -3.5	90.2% graduated	85.4% graduated
	Maintained -0.5	Increased Significantly 6.3
22 Students	225 Students	48 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
88.2% graduated	Less than 11 Students	87.5% graduated	Less than 11 Students
Increased 3.9		Increased Significantly 14.8	
	1 Student		8 Students
17 Students		16 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	90.9% graduated	Less than 11 Students	Yellow
93.9% graduated	Decreased Significantly -9.1		91.7% graduated
Decreased -2.7		6 Students	Decreased -1.3
	33 Students		
82 Students			218 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

92.1% of all students graduated from Del Campo which was similar to the previous school year.
We saw significant decreases in subgroups English Learners and Two or More Races. 75.7% of our English learners graduated and 90.9% of our students identified as Two or More Races graduated which was a decrease from the previous school year.

The biggest factor for this group of students was the Covid Pandemic. These students were not able to attend school during their Freshman year and many struggled to adapt back into the traditional school environment.

Evaluate graduation rates by sub-groups to help inform programs and supports to ensure students are ready for life after high school. Use resources to do so including: Counselors, College and Career Techs, and CTE Teachers.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	4	2	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

5.7% suspended at least one day

Increased 1.3

1805 Students

English Learners

Orange

7.9% suspended at least one day

Increased 2.6

177 Students

Foster Youth

Less than 11 Students

9 Students

Homeless

Yellow

8.3% suspended at least one day

Declined -3.1

72 Students

Socioeconomically Disadvantaged

Orange

8.2% suspended at least one day

Increased 1.9

1002 Students

Students with Disabilities

Red

11.8% suspended at least one day

Increased Significantly 6.4

229 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	11.8% suspended at least one day	Orange	0% suspended at least one day
10.7% suspended at least one day	Increased 5.5	9.9% suspended at least one day	Maintained 0
Increased 1.7	17 Students	Increased 4.8	20 Students
131 Students		91 Students	

Hispanic	Two or More Races	Pacific Islander	White
Green	Yellow	0% suspended at least one day	Orange
5.1% suspended at least one day	6.6% suspended at least one day	Maintained 0	4.7% suspended at least one day
Declined -0.8	Declined -0.4	15 Students	Increased 2.2
447 Students	166 Students		918 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

5.7% of all students were suspended at least one day which was an increase from the previous school year.
We had two subgroups that qualified in the lowest tier: Students with Disabilities with 11.8 and African American with 10.7. 11.8% of our Students with Disabilities were suspended at least one day which was a significant increase from the previous school year. 10.7% of our African American students were suspended at least one day which was an increase from the previous school year.

Suspension data is often hard to predict. When behaviors cause safety risks to other students, suspensions are often needed to ensure safety for all students on campus. In reviewing data, these two subgroups were not called out any more than any other subgroup; they just had a few students that behaved in a way that required suspensions.

Create proactive and preventive measures that allow students to seek out support before they behave in ways that cause suspensions. Utilize our Behavior Intervention Center to assign alternatives to suspension. Also, use assemblies, Homeroom lessons, and programs like "Breaking Down the Walls", DUI Court, and Every Fifteen Minutes to encourage positive outlets for students.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

California state testing: CAASPP, ELPAC, Reclassification, Graduation Rates, and Grades.

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

In 2022, our English standardized testing scores (CAASPP scores are linked here) increased by 3% after COVID-19. However, in 2023, the scores decreased by 1.18%. Our EL and RFEP populations saw a significant decrease in passing metrics by 4.85% for EL, and RFEP saw a decline of 15.65%. The African-American population saw a decrease of 13.16%. These areas require attention from the Department.

As a school and the individually tested departments, we are committed to improving our CAASPP scores in Math. Unfortunately, we saw a decrease in our scores last year, which is concerning. In 2019, we had a 25.35% meet or exceed rate, which dropped to 16.11% this past year. This decline was particularly notable in several sub-groups, including Low SES, African-American, White, RFEP students, and Special Education. We recognize some significant challenges this past year but are determined to improve.

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

This year, the English department is working with new district-adopted standardized textbooks and aligning their PLCs as a Department. These changes will ensure that all grade levels have a common grading practice, focus on the same standards and skills, and share their best practices. Once the department feels prepared, the PLCs will work on common assessments in smaller groups. The Department will focus on those sub-groups where there is a decline and work to ensure we are meeting the needs of all students.

Our Math department has made some changes, including a new Department Chair and district-adopted standardized textbooks. These changes will help us better address our students' needs and ultimately improve our CAASPP scores in Math.

2023-24
Identified Need

Reduce the achievement gap for marginalized students with a specific focus on resources for English Language Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	4.4 points below standard	+3 scale score points
	English Learners	95.3 points below standard	
	Foster Youth		
	Homeless	113.5 points below standard	
	Socioeconomically Disadvantaged	32.3 points below standard	
	Students with Disabilities	120.5 points below standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	African American	70.1 points below standard	
	American Indian		
	Asian	30.7 points below standard	
	Filipino		
	Hispanic	2.1 points above standard	
	Two or More Races	21.4 points below standard	
	Pacific Islander		
	White	1.5 points below standard	
Math State Assessment: Change in scale score	All Students	101.2 points below standard	+3 scale score points
	English Learners	167.1 points below standard	
	Foster Youth		
	Homeless	223.5 points below standard	
	Socioeconomically Disadvantaged	124.6 points below standard	
	Students with Disabilities	192.7 points below standard	
	African American	154.7 points below standard	
	American Indian		
	Asian	139.8 points below standard	
	Filipino		
	Hispanic	115.6 points below standard	
	Two or More Races	118.7 points below standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Pacific Islander		
	White	85.5 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.468%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.39%		+2%
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	All Students	40.2 Prepared	+2%
	English Learners	13.5 Prepared	
	Homeless	13.6 Prepared	
	Socioeconomically Disadvantaged	32.4 Prepared	
	Students with Disabilities	6.3 Prepared	
	African American	35.3 Prepared	
	Asian	43.8 Prepared	
	Hispanic	35.4 Prepared	
	Two or More Races	42.4 Prepared	
	White	42.2 Prepared	

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide 2 sections of	X All Students English Learners			2024 - 2025 School Year

		Reading Intervention and Support classes for freshman students.	Low-Income Students Foster Youth Lowest Performing			
1.2		Provide Expository Writing class for nearly all Freshman students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
1.3		Purchase and provide high interest targeted books for all grade levels, especially EL students.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	2024 - 2025 School Year
1.4		Provide before and after-school tutoring for students in Math and English, and additional tutoring for EL and Foster Youth	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Hispanic, Students with Disabilities			2024 - 2025 School Year
1.5		Provide 4 sections of Integrated Math support for Freshman students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year

1.6	Provide 2 sections of Math Modeling to IM 2 Combo support.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
1.7	Provide Co-taught (push-in) support for students with IEPs in Math and Science	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities			2024 - 2025 School Year
1.8	Provide 2 sections of math to reduce class size	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
1.9	Provide newcomers with translation devices	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
1.10	Provide IXL for EL students	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
1.11	Extra Assignment pay for ELPAC testing, record keeping, curriculum development	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024 - 2025 School Year

1.12	Provide AVID for 9-12 grade students in order to close the achievement gap	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
1.13	AVID Tutoring	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities			2024 - 2025 School Year
1.14	School Related Busing (AVID, College Tours, ROTC, KHK)	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	5,000	2024 - 2025 School Year
1.15	Increase Enrollment in AP English classes using EOS	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
1.16	Add and use IXL in all English and Math classes	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
1.17	Integrate and use Go Formative in all English and Math classes	X All Students English Learners Low-Income Students Foster Youth			2024 - 2025 School Year

		Lowest Performing			
1.18	Integrate and use KUTA in all Math classes	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
1.19	Provide resources for 4 ELAC Meetings for ELL parents and students	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	850	2024 - 2025 School Year
1.20	Purchase "Turn-it-in" in order to support students needs in ELA and Social Studies.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	6991	2024 - 2025 School Year

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Student Information System, surveys, Counseling office data collection.

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

Attendance rates have maintained above 90% average for the school from before COVID-19 through this school year. We see class attendance as fine overall for our students.

Students have access to additional AP, Dual-Enrollment, and World Language courses to increase the depth and breadth of their academic experience and knowledge. With forty classes over four years, Del Campo students have access to courses and programs that allow them to take additional English, Math, Science, and Social Studies classes. We have also integrated a 35-minute dedicated

Academic Assistance and Extended Learning period four days a week and Homeroom on Fridays to help students with academic and social growth.

We will encourage using UDL, Grading for Equity, and teaching on-the-block strategies.

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

In addition to the overall attendance, mid-year 22-23, we instituted a new tardy policy to help our students get to all classes on time. 23-24 will be our full-year baseline for the new policy and the data we intend to track. Homeroom is by grade level, and the class stays as stable as possible through all four years that the students are with us.

Finally, we aim to increase the number of courses within the department that share a common curriculum and key assessments. The courses include Math Modeling, financial math, and English elective courses with standard practices such as Children's Literature and Film and Literature.

2023-24
Identified Need

Continue to support student engagement through culturally responsive pedagogy and activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Asian Filipino Hispanic Two or More Races Pacific Islander	
Attendance: Percentage of the school year attended for students in TK-12	91.31%	+ .5%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	6.60%	- .5%
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students — 92.1% graduated English Learners — 75.7% graduated Foster Youth Homeless — 77.3% graduated Socioeconomically Disadvantaged — 90.2% graduated Students with Disabilities — 85.4% graduated African American — 88.2% graduated American Indian Asian — 87.5% graduated Filipino Hispanic — 93.9% graduated Two or More Races — 90.9% graduated Pacific Islander	+1%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	White 91.7% graduated	

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Dedicate School Social Worker to attendance improvement as part of increased contract PC 33286	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	48,113 16,304	2024 - 2025 School Year
2.2	Translate attendance documents and letters for families	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
2.3	Develop incentive program for attendance	X All Students English Learners Low-Income Students Foster Youth			2024 - 2025 School Year

		Lowest Performing			

2.4	Assign caseloads of struggling students to College and Career Tech and School Community Specialist to reduce dropout rate and increase graduation rate.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
					2024 - 2025 School Year

2.5	Discuss struggling students in Intervention Team. Addresses both dropout rate and graduation rate.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
					2024 - 2025 School Year

2.6	Provide Link Crew class for students to support Freshmen throughout the year.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Other		2024 - 2025 School Year

2.7	Provide funds for printing, refreshments, classroom supplies, transportation for Link Crew. Includes t-shirts.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	850	2024 - 2025 School Year

2.8	Provide students with various books for library that support student interest and well-being.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	2024 - 2025 School Year
2.9	Explore various school-wide interventions, ELL interventions, and at-risk interventions through conferences.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	17,000	2024 - 2025 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Yearly and periodic surveys, Student Information System, Intervention Committee, and Unified Insights.

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

We reduced the number of African-American student home suspensions from 13.38% to 9%, representing the school demographics. Although no data was available for 20-21 due to COVID-19, we achieved a reduction to 9% in 21-22 and a decrease to 10.19% in 22-23. We also wanted to reduce the number of Special Education student home suspensions from 11.6% to 10%, representing a 1% change, an achievable goal given the SPED population of 13.2%. Again, no data was available for 20-21 due to COVID-19, but we achieved a reduction to 4.89% in 21-22, and we were at 11.31% in 22-23.

We will continue to use essential communication devices such as Outlook, Catapult EMS, the Principal's Weekly Newsletter to staff, DC Daily, our student-run Daily Broadcast, Homeroom, the DC App, a Monthly Newsletter to Parents, Mass Emails Home in our Student Information System, Google Classroom, a shared school meeting calendar, and an electronic hub that has all important links and documents for the school site.

Del Campo will work towards more comprehensive involvement and responsibility of staff and students to promote a secure and comprehensive learning atmosphere and engage students. This includes improving staff and student involvement in extra-curricular and co-curricular classes and activities, outlining crystal-clear expectations regarding student behavior and attendance, including increasing general student attendance, and recognizing, halting, and rectifying incidents of harassment, bullying, racism, bias, and sexual harassment. Furthermore, we will utilize the homeroom period to develop relationships, get school-wide communication out, and collect data.

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

Additionally, we have implemented specific classes to address/support our most at-risk students, including APEX, an online credit recovery program, In-Seat recovery classes, student advocacy class, reading support, IM 1 support, Math Modeling to IM 2 (year-long support class), a push-in model for students with special needs, restructure of DCAAEL - priority period for struggling students, freshman wheel, college/career dual enrollment, ELD classes, expository writing for Freshman, EverFi and Stanford Health lessons for BIC, and college and career techs going into classrooms (advocacy and expo) to support students. Furthermore, we have a teacher tutoring program and teacher-librarian who teaches digital content in English classes to help our students further.

Talking Points, a new text-based app the district provides, will be used to communicate directly with parents through texting.

We will also increase practices of gathering student and parent voices through surveys and meetings. We will use student groups such as SWAV and Student Senate to create a more comprehensive and supportive school environment. Additionally, we will prioritize Professional Development, NIDs, Staff Meetings, IEPs, 504s, DC Daily, and Homeroom, among other school-wide responsibilities, to boost staff participation and professionalism. Our dedication will ensure that all students have an equitable opportunity to flourish and prosper in our school community.

2023-24
Identified Need

Continue to improve family engagement, safety, and school connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	5.7% suspended at least one day	-0.3%
	English Learners	7.9% suspended at least one day	
	Foster Youth		
	Homeless	8.3% suspended at least one day	
	Socioeconomically Disadvantaged	8.2% suspended at least one day	
	Students with Disabilities	11.8% suspended at least one day	
	African American	10.7% suspended at least one day	
	American Indian	11.8% suspended at least one day	
	Asian	9.9% suspended at least one day	
	Filipino	0% suspended at least one day	
	Hispanic	5.1% suspended at least one day	
	Two or More Races	6.6% suspended at least one day	
	Pacific Islander	0% suspended at least one day	
	White	4.7% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.22%		-.01%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	47.9%		+3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	44.5%	+3%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	3.8%	+2%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Develop caseload of students that have previous suspensions or that have escalated behaviors and assign to School Community Specialists.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American & Students with Disabilities			2024 - 2025 School Year
3.2	Fund IYT program to develop relationships that create opportunities for positive and productive activities and mentorship.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	7,500	2024 - 2025 School Year

3.3	Fund smaller class sizes in Behavior Intervention Center so that students have positive alternatives to school suspension	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American & Students with Disabilities			2024 - 2025 School Year
3.4	Decrease expulsions by addressing behaviors through caseloads that will prevent pervasive expulsions.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American & Students with Disabilities			2024 - 2025 School Year
3.5	Continue to develop clubs on campus that create sense of belonging	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
3.6	Create Cultural Week that allows students to share their culture and understand more about other cultures	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
3.7	Utilize campus staff engaged with students in	X All Students English Learners Low-Income Students			2024 - 2025 School Year

	athletics, clubs, and special programs to promote increased student engagement	Foster Youth Lowest Performing			
3.8	Complete fencing project to enclose campus	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
3.9	Provide clear expectations and growth opportunities around student behavior. Recognize, interrupt, and repair harassment, bullying, racism, bias, sexual harassment, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
3.10	Increase parent support through Boosters, Site Council, Principal Advisory Board, Culture Week Committee, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
3.11	Guest speakers for school assemblies	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	5,000	2024 - 2025 School Year

			5000-5999: Services And Other Operating Expenditures		
3.12	Assess availability of AEDs on campus and ensure they are accessible within 3 minutes	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
3.13	Offer training with AED, First Aid, and CPR	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
3.14	Review and update Safety Plan annually	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 - 2025 School Year
3.15	School Improvement Team	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2499.70	2024 - 2025 School Year

3.16	Technology and Athletic Equipment as needed.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Cell Tower (High School ONLY)	22650	2024 - 2025 School Year

3.17	Provide additional funding for course that require supplies to supplement those costs.	All Students
		  English Learners
		X Low-Income Students
		  Foster Youth
		  Lowest Performing
			LCFF Supplemental Site Allocation	19852.30	2024 - 2025 School Year

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

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

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
8 Sections (1.33 FTE) of EL instruction	08/2024	EL Teachers	1000-1999: Certificated Personnel Salaries		
Provide language translation	08/2024	Bilingual Instructional Assistant	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide direct support for College and Career readiness	08/2024	College and Career Technician	2000-2999: Classified Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

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
Increase School Social Worker from 60% to 100%	08/2024	Social Worker	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	96,625

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
		Social Worker	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	64,417
Provide additional School Counselor to better support students	08/2024	School Counselor	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	161,042
Assign struggling students to School Community Specialist that need support with grades and attendance	08/2024	School Community Specialist	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
Safe School Specialist to provide Safe Schools support	08/2024	Community Safety Specialist		LCFF Rec Aide Allocation	

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	$159,610.00

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)	$22,650.00
LCFF Supplemental Site Allocation	$136,960.00

Subtotal of state or local funds included for this school: $159,610.00

Total of federal, state, and/or local funds for this school: $159,610.00

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	136,960	0.00
Cell Tower (High School ONLY)	22,650	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	22,650.00
LCFF Supplemental Site Allocation	136,960.00

Expenditures by Budget Reference

Budget Reference	Amount
	42,502.30
1000-1999: Certificated Personnel Salaries	48,113.00
3000-3999: Employee Benefits	16,304.00
4000-4999: Books And Supplies	10,349.70
5000-5999: Services And Other Operating Expenditures	37,341.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Cell Tower (High School ONLY)	22,650.00
	LCFF Supplemental Site Allocation	24,852.30
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	48,113.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	16,304.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	10,349.70

| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 37,341.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,841.00
Goal 2	84,267.00
Goal 3	57,502.00

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 21, 2024.

Attested:

	Principal, Greg Snyder on 5/22/2024
	SSC Chairperson, Sean Carson on 5/22/2024

Budget By Expenditures

Del Campo High School

Funding Source: Cell Tower (High School ONLY)   **$22,650.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Technology and Athletic Equipment as needed.		$22,650.00	Engaging Academic Programs	

Cell Tower (High School ONLY) Total Expenditures:		$22,650.00		
Cell Tower (High School ONLY) Allocation Balance:		$0.00		

Funding Source: LCFF Supplemental Site Allocation   **$136,960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional funding for course that require supplies to supplement those costs.		$19,852.30	Engaging Academic Programs	
School Related Busing (AVID, College Tours, ROTC, KHK)		$5,000.00	Connected School Communities	
Guest speakers for school assemblies	5000-5999: Services And Other Operating Expenditures	$5,000.00	Engaging Academic Programs	
School Improvement Team	4000-4999: Books And Supplies	$2,499.70	Engaging Academic Programs	
Purchase and provide high interest targeted books for all grade levels, especially EL students.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	
Provide resources for 4 ELAC Meetings for ELL parents and students	4000-4999: Books And Supplies	$850.00	Connected School Communities	
Purchase "Turn-it-in" in order to support students needs in ELA and Social Studies.	5000-5999: Services And Other Operating Expenditures	$6,991.00	Connected School Communities	

Del Campo High School

Dedicate School Social Worker to attendance improvement as part of increased contract PC 33286	1000-1999: Certificated Personnel Salaries	$48,113.00	Healthy Environments for Socio-Emotional Growth
Provide funds for printing, refreshments, classroom supplies, transportation for Link Crew. Includes t-shirts.	5000-5999: Services And Other Operating Expenditures	$850.00	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
Explore various school-wide interventions, ELL interventions, and at-risk interventions through conferences.	5000-5999: Services And Other Operating Expenditures	$17,000.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	$16,304.00	Healthy Environments for Socio-Emotional Growth
Fund IYT program to develop relationships that create opportunities for positive and productive activities and mentorship.	5000-5999: Services And Other Operating Expenditures	$7,500.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: $136,960.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Del Campo High School Total Expenditures: $159,610.00