



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 20, 2025	June 24,2025

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

☒

Targeted Support and Improvement

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).

Del Campo has been identified as needing Targeted Support and Improvement for African American and Students with Disabilities.

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).

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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

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 Enrollment by Subgroup						
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

Student 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)			3	5.6%		1.55%

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,557	49.3%	10.6%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	165	10.6%
Foster Youth	0	0.0%
Homeless	61	3.9%
Socioeconomically Disadvantaged	768	49.3%
Students with Disabilities	188	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	100	6.4%
American Indian	11	0.7%
Asian	81	5.2%
Filipino	19	1.2%
Hispanic	379	24.3%
Two or More Races	159	10.2%
Pacific Islander	11	0.7%
White	797	51.2%

School and Student Performance Data

Overall Performance







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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Red</p></div>	<div>Graduation Rate</div> <div><p>Orange</p></div>	<div>Suspension Rate</div> <div><p>Yellow</p></div>
<div>Mathematics</div> <div><p>Red</p></div>		
<div>English Learner Progress</div> <div><p>Red</p></div>		
<div>College/Career</div> <div><p>Orange</p></div>		

School and Student Performance Data

Academic Performance English Language Arts

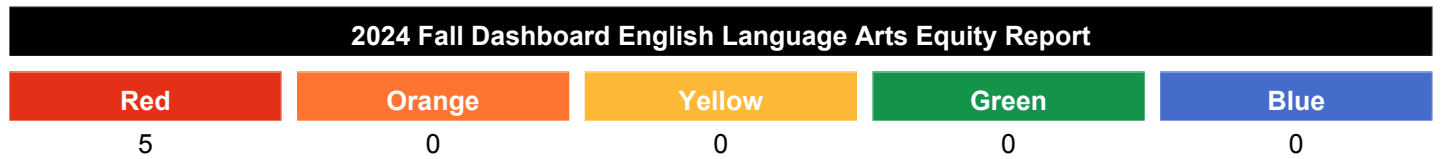
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>90.6 points below standard</div> <div>Declined 86.2 points</div> <div>331 Students</div>	<div>English Learners</div> <div> Red</div> <div>155.2 points below standard</div> <div>Declined 59.9 points</div> <div>40 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>152.4 points below standard</div> <div>12 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>103.5 points below standard</div> <div>Declined 71.2 points</div> <div>166 Students</div>

Students with Disabilities  Red 137.3 points below standard Declined 16.8 points 43 Students	African American  No Performance Color 121.2 points below standard Declined 51.1 points 26 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 121.4 points below standard Declined 90.7 points 17 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Red 103.4 points below standard Declined 105.5 points 86 Students
Two or More Races  No Performance Color 87.3 points below standard Declined 66.0 points 28 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Red 76.9 points below standard Declined 75.4 points 170 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:

90.6 points below standard with 331 Students tested and a decline of 86.2 points

English Learners:

155.2 points below standard with 40 Students tested and a decline of 59.9 points

Socioeconomically Disadvantaged:

103.5 points below standard with 166 Students tested and a decline of 71.2 points

Students with Disabilities:

137.3 points below standard with 43 Students tested and a decline of 16.8 points

*TSI - Students with Disabilities

Hispanic:

103.4 points below standard with 86 students tested and a decline of 105.5 points

White:

76.9 points below standard with 170 Students tested and a decline of 75.4 points

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The Junior class that tested in 2023 were all in 8th grade the year that our local school agency went to Independent Study due to the Covid Pandemic. In school-wide testing and grade date, this class performed lower in all areas of

grades, testing, and ability. This class received more remedial instruction than any class in our recent history and still struggled in overall reading and writing skills.

With this in mind, we believe that our greatest contributing factor was the testing environment. The testing environment was created outside of the school day with various proctor schedules and rooms. We noticed that student participation, engagement, and effort was not effective.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Tutoring

Reading Support Class for Tier 2 Freshman students

Expository Reading and Writing course for Tier 1 Freshman students

Newly adopted ELA curriculum for students

Change the Reading Support structure for Students with Disabilities to provide more targeted reading intervention

Newly created proctoring schedule during the school day with English and Social Studies instructors

School and Student Performance Data

Academic Performance Mathematics

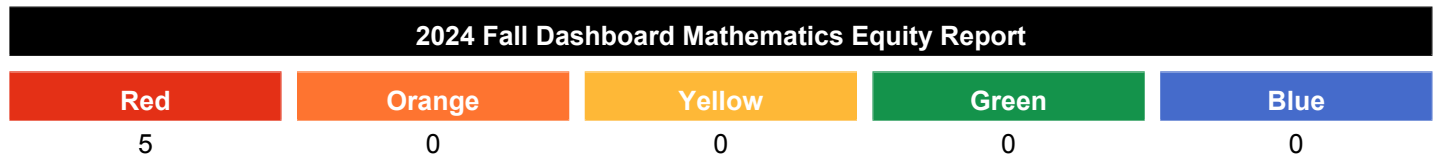
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>168.5 points below standard</div> <div>Declined 67.3 points</div> <div>335 Students</div>	<div>English Learners</div> <div> Red</div> <div>204.4 points below standard</div> <div>Declined 37.2 points</div> <div>44 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>224.3 points below standard</div> <div>12 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>170.7 points below standard</div> <div>Declined 46.1 points</div> <div>169 Students</div>

Students with Disabilities  Red 201.6 points below standard Declined 9.0 points 43 Students	African American  No Performance Color 204.3 points below standard Declined 49.6 points 27 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 202.4 points below standard Declined 62.5 points 17 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Red 178.4 points below standard Declined 62.8 points 86 Students
Two or More Races  No Performance Color 173.6 points below standard Declined 54.9 points 28 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Red 153.6 points below standard Declined 68.0 points 173 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:

168.5 points below standard with 335 Students tested and a decline of 67.3 points

English Learners:

204.4 points below standard with 44 Students tested and a decline of 37.2 points

Socioeconomically Disadvantaged:

170.7 points below standard with 169 Students tested and a decline of 46.1 points

Students with Disabilities:

201.6 points below standard with 43 Students tested and a decline of 9.0 points

*TSI - Students with Disabilities

Hispanic:

178.4 points below standard with 86 students tested and a decline of 62.8 points

White:

153.6 points below standard with 173 Students tested and a decline of 68.0 points

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The Junior class that tested in 2023 were all in 8th grade the year that our local school agency went to Independent Study due to the Covid Pandemic. In school-wide testing and grade date, this class performed lower in all areas of

grades, testing, and ability. This class received more remedial instruction than any class in our recent history and still struggled in overall reading and writing skills.

With this in mind, we believe that our greatest contributing factor was the testing environment. The testing environment was created outside of the school day with various proctor schedules and rooms. We noticed that student participation, engagement, and effort was not effective.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Tutoring

Integrated Math 1 Support Class for Tier 2 Freshman students

Newly adopted Math curriculum for students

Newly created proctoring schedule during the school day with English and Social Studies instructors

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
26.9% making progress.	19.4% making progress.
Number Students: 134 Students	Number Students: 36 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 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
22.4%	50.7%	3%	23.9%

Lowest Performing Group:

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

English Learner Progress: Only 26.9 % of students making progress out 134 students.
Long-Term English Learner Progress: Only 26.9 % of students making progress out 134 students.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Instruction Curriculum Assessment Schedule and Process School-wide Support and Plan
--

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Newly developed ELL Department (Vice Principal, Counselor, 3 Teachers)
CABE (California Association for Bilingual Instruction) Conference
New curriculum materials
New EL Instructor
Developed Assessment plan for reclassification

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

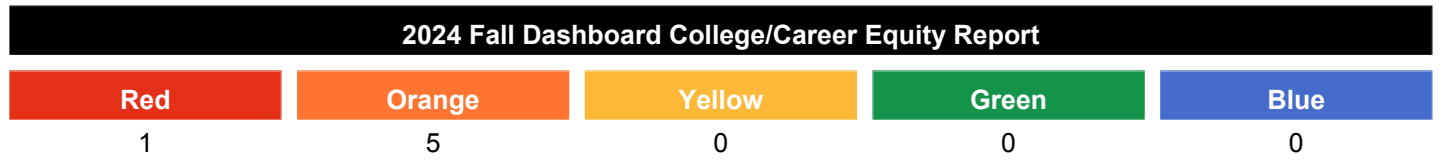
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>36 Prepared</div> <div>Declined 4.1</div> <div>383 Students</div>	<div>English Learners</div> <div> Orange</div> <div>13.3 Prepared</div> <div>Maintained 0.2</div> <div>45 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>9 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>23.3 Prepared</div> <div>Increased 9.7</div> <div>30 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>30.7 Prepared</div> <div>Maintained 1.8</div> <div>251 Students</div>

Students with Disabilities  Red 7 Prepared Maintained 0.8 57 Students	African American  No Performance Color 31.6 Prepared Declined 3.7 19 Students	American Indian  No Performance Color Less than 11 Students 0 4 Students
Asian  No Performance Color 41.7 Prepared Declined 2.1 24 Students	Filipino  No Performance Color Less than 11 Students 0 7 Students	Hispanic  Orange 34.4 Prepared Maintained 0.9 90 Students
Two or More Races  Orange 30.6 Prepared Declined 11.9 36 Students	Pacific Islander  No Performance Color Less than 11 Students 0 3 Students	White  Orange 37.5 Prepared Declined 4.7 200 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.

Students with Disabilities:

Only 7 out of 57 students students qualified as prepared for college.

In comparison, 36 of all students were prepared which was a decrease of 4.1 from the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Large Special Education population with 8 different programs on campus
3 population groups that are non-graduation track

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Evaluation of potential CTE Pathway Completers
More opportunity for IM 2 course completion
More opportunity for 3rd year of lab science course completion
More opportunity for World Language course completion

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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement Graduation Rate

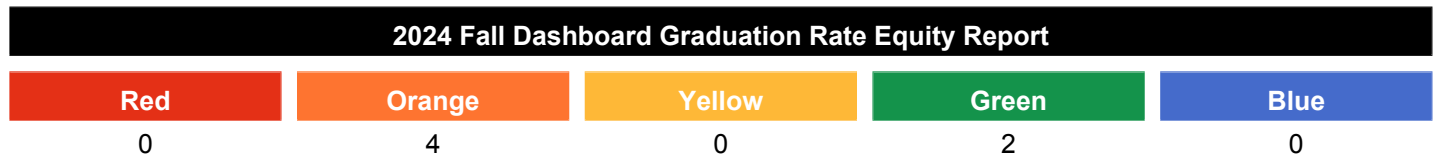
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>86.3% graduated</div> <div>Declined 5.8%</div> <div>387 Students</div>	<div>English Learners</div> <div> Green</div> <div>83.7% graduated</div> <div>Increased 8%</div> <div>49 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>74.2% graduated</div> <div>Declined 3.1%</div> <div>31 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>84.7% graduated</div> <div>Declined 5.5%</div> <div>255 Students</div>

Students with Disabilities  Orange 71.9% graduated Declined 13.5% 57 Students	African American  No Performance Color 89.5% graduated Increased 1.2% 19 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  No Performance Color 96% graduated Increased 8.5% 25 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Hispanic  Orange 87.8% graduated Declined 6.1% 90 Students
Two or More Races  Green 91.7% graduated Maintained 0.8% 36 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Orange 82.8% graduated Declined 9% 203 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:

83.3% of our students graduated out of 387 students, which included a 5.8% decline

Socioeconomically Disadvantaged:

84.7% of our students graduated out of 255 students, which included a 5.5% decline

Students with Disabilities:

71.9 % of our students graduated out of 57 students, which included a 13.5% decline

Hispanic:

87.8 % of our students graduated out of 90 students, which included a 6.1% decline

White:

82.8 % of our students graduated out of 203 students, which included a 9% decline

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

One of the major contributing factors to our declining graduation rates in our Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White populations was a large increase in our newcomer EL population. Often times, these students are enrolled in their Junior or Senior year with no ability to make up enough credits to graduate. These students are classified as "White" if they are from Russia, Ukraine, or the Middle East. Our Hispanic students also were impacted by this. We had 49 students that were new to the United States graduate in this class. While we

were more successful in supporting these students with graduation (we had an increase of 8%), we still only had 83.7% of our EL students graduate.

The Senior class that Graduated in 2023 were all in 9th grade the year that our local school agency went to Independent Study due to the Covid Pandemic. In school-wide testing and grade date, this class performed lower in all areas of grades, testing, and ability. This class received more remedial instruction than any class in our recent history and still struggled in overall reading and writing skills.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Newly developed ELL Department (Vice Principal, Counselor, 3 Teachers)
CABE (California Association for Bilingual Instruction) Conference
New curriculum materials
Math and ELA Tutoring
Credit Recovery Opportunities

School and Student Performance Data

Conditions & Climate Suspension Rate

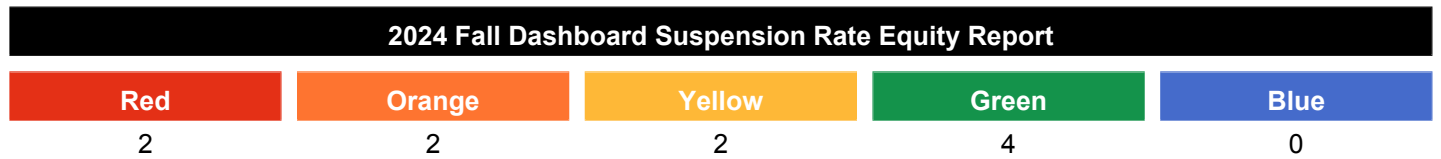
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



This section provides information about 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>5.6% suspended at least one day</div> <div>Maintained 0%</div> <div>1652 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>5.8% suspended at least one day</div> <div>Declined 2.1%</div> <div>190 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Green</div> <div>4.4% suspended at least one day</div> <div>Declined 4.3%</div> <div>45 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>Red</div> <div>15.1% suspended at least one day</div> <div>Increased 6.8%</div> <div>86 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>7.2% suspended at least one day</div> <div>Declined 1%</div> <div>922 Students</div>

Students with Disabilities  Orange 11.5% suspended at least one day Declined 0.3% 209 Students	African American  Red 15.4% suspended at least one day Increased 4.7% 104 Students	American Indian  No Performance Color 7.7% suspended at least one day Declined 4.1% 13 Students
Asian  Yellow 8.9% suspended at least one day Declined 1% 90 Students	Filipino  No Performance Color 10% suspended at least one day Increased 10% 20 Students	Hispanic  Green 4.8% suspended at least one day Declined 0.4% 400 Students
Two or More Races  Orange 8% suspended at least one day Increased 1.3% 163 Students	Pacific Islander  No Performance Color 8.3% suspended at least one day Increased 8.3% 12 Students	White  Green 3.9% suspended at least one day Declined 0.8% 850 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.

Homeless Students:

15.1% of 86 students were suspended, which was a 6.8% increase

African American Students:

15.4% of 104 students were suspended, which was a 4.7% increase

In comparison, 5.6% of all students were suspended at least one day which was similar to the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Student behavior

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Behavior Intervention Center
Alternatives to suspension
Assemblies addressing student behavior

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: 2024-25

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)

- What Worked:
- SPED department is actively working at refining the co-teaching pairs of teachers, so that they can continue to improve special ed/Math scores
 - Del Campo saw an increase of newcomer students in the school, and as the number of EL students has increased, supports for them increased as well.

What Didn't Work:

- All students no matter their skill level, freshmen year are required to start at Integrated Math 1 or higher (most students come in far below standard) not ready for their entry level course
- The school nor the district does not have bench mark exams to assess skill level for entry into the next course
- Testing format of 2023/2024 had students take test at end of school and were allowed to leave as soon as they complete the test
- The math tested on the SBAC includes lots of IM3, while graduation requirements allow for students to stop after IM2 or even Financial Math.
- The Math department does not have department wide collaboration in regards to curriculum, assessment, and grading.
- English scores are declining for our incoming students

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

- Provide Integrated Math 1 Support classes. Provide Tutoring. Push-in classes for Special Education students in math.
- Provide Summer PLC Conference for district schools to plan and implement common assessments.
- New testing schedule built into the school day to increase engagement and participation. Consider sashes or reward for students that test at or above grade level.
- Work to create IM 2 to IM 3 Pathway for 2026/27 school year.
- Work within the Math Department at the Summer PLC Conference for district schools to plan and implement common practices.
- Work within the English Department at the Summer PLC Conference for district schools to plan and implement common practices.

2025-26

Identified Need

Tutoring

Reading Support Class for Tier 2 Freshman students

Expository Reading and Writing course for Tier 1 Freshman students

Newly adopted ELA curriculum for students

Newly created proctoring schedule during the school day to increase engagement and participation on state testing

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	90.6 points below standard	+3 scale score points
	English Learners	155.2 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	103.5 points below standard	
	Students with Disabilities	137.3 points below standard	
	African American	121.2 points below standard	
	American Indian		
	Asian	121.4 points below standard	
	Filipino		
	Hispanic	103.4 points below standard	
	Two or More Races	87.3 points below standard	
	Pacific Islander		
	White	76.9 points below standard	
Math State Assessment: Change in scale score	All Students	168.5 points below standard	+3 scale score points
	English Learners	204.4 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	170.7 points below standard	
	Students with Disabilities	201.6 points below standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	African American	204.3 points below standard	
	American Indian		
	Asian	202.4 points below standard	
	Filipino		
	Hispanic	178.4 points below standard	
	Two or More Races	173.6 points below standard	
	Pacific Islander		
	White	153.6 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	26.9%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	1.55%		+2%
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	All Students	36 Prepared	+2%
	English Learners	13.3 Prepared	
	Homeless	23.3 Prepared	
	Socioeconomically Disadvantaged	30.7 Prepared	
	Students with Disabilities	7 Prepared	
	African American	31.6 Prepared	
	Asian	41.7 Prepared	
	Hispanic	34.4 Prepared	
	Two or More Races	30.6 Prepared	

Metric/Indicator

Baseline 2024-25

Expected Outcome 2025-26

White

37.5 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 Reading Intervention and Support classes for freshman students.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic, Students with Disabilities, White			2025 - 2026 School Year
1.2	Provide Expository Reading and Writing class for nearly all Freshman students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year
1.3	Provide accessible curriculum to EL students through online applications.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	2025 - 2026 School Year
1.4	Provide before School, lunch, and after-school	All Students X English Learners X Low-Income Students	LCFF Supplemental	13,157.00	2025 - 2026 School Year

	tutoring for students in Math and English	Foster Youth X Lowest Performing Hispanic, Students with Disabilities, White	Site Allocation 1000-1999: Certificated Personnel Salaries		
1.5	Provide targeted tutoring for EL and Foster Youth	All Students X English Learners Low-Income Students X Foster Youth Lowest Performing			2025 - 2026 School Year
1.6	Provide 4 sections of Integrated Math support for Freshman students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 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			2025 - 2026 School Year
1.8	Provide an additional 6 sections of math to reduce class size	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year
1.9	Provide newcomers with	All Students X English Learners Low-Income Students		2,000	2025 - 2026 School Year

	translation devices	Foster Youth Lowest Performing			
1.10	Provide IXL for EL students	All Students X English Learners Low-Income Students Foster Youth Lowest Performing		2,200	2025 - 2026 School Year
1.11	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			2025 - 2026 School Year
1.12	AVID Tutoring	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities			2025 - 2026 School Year
1.13	School Related Busing (AVID, College Tours, ROTC, KHK)	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	12,000	2025 - 2026 School Year
1.14	Increase Enrollment in AP and Dual	X All Students English Learners Low-Income Students			2025 - 2026 School Year

	Enrollment classes using EOS	Foster Youth Lowest Performing			
1.15	Add and use IXL in all English and Math classes	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		4400	2025 - 2026 School Year
1.16	Integrate and use Go Formative in all Core classes	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		9135	2025 - 2026 School Year
1.17	Integrate and use KUTA in all Math classes	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year
1.18	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	2025 - 2026 School Year
1.19		All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 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: 2024-25

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)

- What Worked
- Utilize campus staff engaged with students in athletics, clubs and special programs to promote increased student engagement.
- What Didn't Work
- Students have identified that they do not feel that they have access to appointments with their counselors or that they are confused about the process to set an appointment.

- Students are not familiar with what elective courses are available.
- Staff reports that teacher participation is down and that the number of staff involved in decision-making groups is lacking.
- Provide more staff support to identify students through data and provide interventions that improve attendance.
- Continue to Homeroom and Intervention periods to build relationship capacity and school-wide communication.
- Student behavior and suspension rates cause interruptions in student engagement.

Based on the 2024 California School Dashboard: Lowest Performing Student Groups, it indicates that suspension rates of Black/African American students are disproportionate in suspension rates. Also, the Dashboard states that our students with disabilities are not as college and career ready as the rest of the student population and that they struggle with both ELA and Math.

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

- Over 20 teachers that coach a sport.
- Continue to grow Link Crew to support Freshman students. Continue to support student culture through
- Counselor schedules and best way for students to schedule appointments will be added to Homeroom slides so all students will know the best time and way to schedule an appointment
- In addition to the Elective Fair, work with our daily news program (DC Daily) to host videos of elective classes.
- Increase staff participation and professionalism in school-wide responsibilities, including but not limited to Professional Development, NIDs, Staff Meetings, IEPs, 504s, DC Daily, Homeroom, etc.
- Our overall of chronic absenteeism has improved over the last 3 years as we focus on targeted students.
- Develop delivery of Homeroom lessons through a more systematic process.
- Provide clear expectations and growth opportunities around student behavior. Recognize, interrupt, and repair harassment, bullying, racism, bias, sexual harassment, etc. (6 AA)

2025-26

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Chronic Absenteeism:	All Students	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	
Attendance: Percentage of the school year attended for students in TK-12	92.0%	+ .5%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	11.2%	- .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 86.3% graduated English Learners 83.7% graduated Foster Youth Homeless 74.2% graduated Socioeconomically Disadvantaged 84.7% graduated	+1%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>Students with Disabilities</div> <div>71.9% graduated</div> <div>African American</div> <div>89.5% graduated</div> <div>American Indian</div> <div>Asian</div> <div>96% graduated</div> <div>Filipino</div> <div>Hispanic</div> <div>87.8% graduated</div> <div>Two or More Races</div> <div>91.7% graduated</div> <div>Pacific Islander</div> <div>White</div> <div>82.8% graduated</div>	

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	47,710 16,796	2025 - 2026 School Year

2.2	Translate attendance documents and letters for families	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year
2.3	Develop incentive program for attendance	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year
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			2025 - 2026 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			2025 - 2026 School Year
2.6	Provide Link Crew class for students to support Freshmen	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2025 - 2026 School Year

	throughout the 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	1250	2025 - 2026 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	2025 - 2026 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	2025 - 2026 School Year

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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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: 2024-25

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)

What worked:
School Conditions

- New gym floor
- New sound system in stadium and gym
- Retrofitted weight room
- New wrestling room
- New murals

- New Computer Animation course and computers
- Opportunities for Students with Disabilities (Playmakers, Sensory dance, SPED Graduation Ceremony, SPED SAR)

Climate

Athlete engagement and competitiveness

- Safety and climate of the campus
- Every 15 Minutes on campus
- Partnership with Easley and Co.,
- Support programs on campus (IYT and GEMS)
- Career Fair,
- Culture Week
- School events (SAR, Spring Fling, Homecoming Halls, etc.),

Family Engagement

- Boosters
- Parent involvement in sports, Homecoming Halls, and Sports-a-Rama

What didn't work:

School Conditions

- Multiple concerns directed to the district in regard to campus landscaping.
- Multiple concerns directed to the district in regard to maintenance that have not been properly addressed.

Climate

- Back to School Night attendance
- Translator support
- Bathroom traffic
- Campus Break-ins
- Increase in Muslim population has created access issues for prayer time

Family engagement

- Low family participation at BTSN and in school meetings
- Replies from families

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

- Campus Beautification Committee established and added access for communication
- BTSN scheduled earlier in the evening
- New cameras to address break-ins
- Five Star App used for hallway passes and closing bathrooms that are being abused
- New Farsi/Dari BIA
- Dedicated prayer room access for Muslim prayer time
- Training and installment of Talking Points communication (including AI training)

2025-26

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	5.6% suspended at least one day	-0.3%
	English Learners	5.8% suspended at least one day	
	Foster Youth		
	Homeless	15.1% suspended at least one day	
	Socioeconomically Disadvantaged	7.2% suspended at least one day	
	Students with Disabilities	11.5% suspended at least one day	
	African American	15.4% suspended at least one day	
	American Indian	7.7% suspended at least one day	
	Asian	8.9% suspended at least one day	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Filipino	10% suspended at least one day	
	Hispanic	4.8% suspended at least one day	
	Two or More Races	8% suspended at least one day	
	Pacific Islander	8.3% suspended at least one day	
	White	3.9% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	15.6%		+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	29.2%		+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).	30%		+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	All Students English Learners Low-Income Students Foster Youth			2025 - 2026 School Year

	escalated behaviors and assign to School Community Specialists.	X Lowest Performing African American & Students with Disabilities			
3.2	Fund IYT and Gems programs 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		2025 - 2026 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			2025 - 2026 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			2025 - 2026 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			2025 - 2026 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			2025 - 2026 School Year
3.7	Utilize campus staff engaged with students in athletics, clubs, and special programs to promote increased student engagement	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year
3.8	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			2025 - 2026 School Year
3.9	Increase parent support through	X All Students English Learners			2025 - 2026 School Year

	Boosters, Site Council, Principal Advisory Board, Culture Week Committee, etc.	Low-Income Students Foster Youth Lowest Performing			
3.10	Guest speakers for school assemblies	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	7500	2025 - 2026 School Year
3.11	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			2025 - 2026 School Year
3.12	Offer training with AED, First Aid, and CPR	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year
3.13	Review and update Safety Plan annually	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year

3.14	School Improvement Team	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3125	2025 - 2026 School Year
3.15	Technology and Athletic Equipment as needed.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY)		2025 - 2026 School Year
3.16	Provide additional funding for courses to supplement costs.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	21212	2025 - 2026 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	08/2025	EL Teachers	1000-1999: Certificated Personnel Salaries		
Provide language translation	08/2025	Bilingual Instructional Assistant	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide direct support for College and Career readiness	08/2025	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%	08/2025	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	08/2025	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	08/2025	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	08/2025	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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$163,335.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$17,735.00
LCFF Supplemental Site Allocation	\$145,600.00

Subtotal of state or local funds included for this school: \$163,335.00

Total of federal, state, and/or local funds for this school: \$163,335.00

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	145,600	0.00

Expenditures by Funding Source

Funding Source	Amount
	17,735.00
LCFF Supplemental Site Allocation	145,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	17,735.00
1000-1999: Certificated Personnel Salaries	60,867.00
3000-3999: Employee Benefits	16,796.00
4000-4999: Books And Supplies	30,187.00
5000-5999: Services And Other Operating Expenditures	37,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		17,735.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	60,867.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	16,796.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	30,187.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	37,750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,742.00
Goal 2	84,756.00
Goal 3	31,837.00

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
CS	Secondary Student
MEY	Secondary Student
KN	Secondary Student
Joe Ellis	Classroom Teacher
Amber Yamanaka	Classroom Teacher
Brian Weitzel	Classroom Teacher
Jennifer Benner	Classroom Teacher
Richele Bridges	Parent or Community Member
Renee Nicholson	Parent or Community Member
Catherine Johnson	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 5/20/2025.

Attested:

	Principal, Greg Snyder on 5/20/2025
	SSC Chairperson, Quintin Levesque on 5/20/2025

Budget By Expenditures

Del Campo High School

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide newcomers with translation devices		\$2,000.00	Connected School Communities	
Provide IXL for EL students		\$2,200.00	Connected School Communities	
Integrate and use Go Formative in all Core classes		\$9,135.00	Connected School Communities	
Add and use IXL in all English and Math classes		\$4,400.00	Connected School Communities	
Total Expenditures:		\$17,735.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation

\$145,600.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Guest speakers for school assemblies	5000-5999: Services And Other Operating Expenditures	\$7,500.00	Engaging Academic Programs	
School Improvement Team	4000-4999: Books And Supplies	\$3,125.00	Engaging Academic Programs	
Provide accessible curriculum to EL students through online applications.	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities	
Provide before School, lunch, and after-school tutoring for students in Math and English	1000-1999: Certificated Personnel Salaries	\$13,157.00	Connected School Communities	

Del Campo High School

Provide resources for 4 ELAC Meetings for ELL parents and students	4000-4999: Books And Supplies	\$850.00	Connected School Communities
Dedicate School Social Worker to attendance improvement as part of increased contract PC 33286	1000-1999: Certificated Personnel Salaries	\$47,710.00	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	\$1,250.00	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	\$16,796.00	Healthy Environments for Socio-Emotional Growth
Provide additional funding for courses to supplement costs.	4000-4999: Books And Supplies	\$21,212.00	Engaging Academic Programs
School Related Busing (AVID, College Tours, ROTC, KHK)	5000-5999: Services And Other Operating Expenditures	\$12,000.00	Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$145,600.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Del Campo High School Total Expenditures: \$163,335.00