School Year: **2026-27**

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 12, 2026	June 23, 2026

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

As part of the development, annual review, and update of the SPSA, Del Campo High School engaged multiple stakeholder groups throughout the 2025–2026 school year. During the first year of leadership at Del Campo HS, an emphasis was placed on building collaborative systems that encouraged meaningful input and shared ownership in the school improvement process. Consultation and feedback opportunities were provided through School Site Council (SSC), School Leadership Team (SLT), department chair meetings, staff collaboration time, student feedback opportunities, and parent/community engagement activities.

The School Site Council met regularly throughout the school year to review student achievement data, discuss schoolwide priorities, monitor progress toward established goals, and provide input on budget allocations and actions aligned to the SPSA. In addition, the School Leadership Team engaged in ongoing conversations related to instructional priorities, school culture and climate, attendance, intervention systems, and support structures for students. These meetings allowed for collaborative discussion around both strengths and areas of growth as part of the Annual Review and Update process.

Input from certificated staff was gathered during staff meetings, PLC collaboration, and department chair discussions, with a focus on identifying instructional needs, student support strategies, and opportunities to improve outcomes for all students. Parent and community feedback was also considered through ongoing communication, school events, and engagement opportunities throughout the year. Through these collaborative processes, Del Campo High School worked to ensure that the SPSA reflects the needs, priorities, and shared vision of the school community.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
American Indian	0.71%	0.71%	0.72%	11	11	11
African American	6.42%	6.46%	5.09%	100	100	78
Asian	5.20%	6.01%	6.40%	81	93	98
Filipino	1.22%	0.97%	1.11%	19	15	17
Hispanic/Latino	24.34%	25.00%	25.73%	379	387	394
Pacific Islander	0.71%	0.71%	0.72%	11	11	11
White	51.19%	50.58%	51.47%	797	783	788
Multiple/No Response	10.21%	9.50%	8.69%	159	147	133
			Total Enrollment	1557	1548	1531

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Grade 9	374		422
Grade 10	431		406
Grade 11	387		323
Grade 12	365		380
Total Enrollment	1,557		1,531

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	165	197	193	7.9%	10.6%	12.6%
Fluent English Proficient (FEP)	199	205	220	12.6%	12.8%	14.4%
Reclassified Fluent English Proficient (RFEP)	3				1.55%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1548	**53.7%**	**12.7%**	**0.1%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	197	12.7%
Foster Youth	1	0.1%
Homeless	58	3.7%
Socioeconomically Disadvantaged	832	53.7%
Students with Disabilities	202	13%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	100	6.5%
American Indian	11	0.7%
Asian	93	6%
Filipino	15	1%
Hispanic	387	25%
Two or More Races	147	9.5%
Pacific Islander	11	0.7%
White	783	50.6%

School and Student Performance Data

Overall Performance

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Red Lowest Performance	Orange	Yellow	Green	Blue Highest Performance

2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Orange		
College/Career Orange		

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.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
24 points below standard	125.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 66.5 points	Increased 29.8 points	8 Students
367 Students	47 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	81.8 points below standard	45.3 points below standard
1 Student	15 Students	Increased 58.2 points
		198 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
106.3 points below standard	80 points below standard	Fewer than 11 students - No Data for Privacy
Increased 31 points	Increased 41.3 points	3 Students
38 Students	23 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
85 points below standard	Fewer than 11 students - No Data for Privacy	26.4 points below standard
Increased 36.4 points	3 Students	Increased 77 points
25 Students		102 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
21.6 points below standard	Fewer than 11 students - No Data for Privacy	7.2 points below standard
Increased 65.7 points	2 Students	Increased 69.7 points
37 Students		172 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.

Based on the 2025 California School Dashboard data for Del Campo High School, the lowest performing student groups in English Language Arts (ELA) included Students with Disabilities, African American students, Hispanic students, and Socioeconomically Disadvantaged students. These student groups performed significantly below the schoolwide average on the CAASPP ELA Indicator, with Students with Disabilities demonstrating the largest distance from standard. Hispanic students and Socioeconomically Disadvantaged students also continued to perform below standard at rates lower than the overall student population, indicating ongoing achievement gaps in literacy, reading comprehension, academic vocabulary, and writing performance.

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

Reflection on the previous school year identified several factors that likely contributed to these ELA outcomes. Chronic absenteeism and inconsistent student engagement impacted access to grade-level instruction and intervention opportunities. Staff discussions also identified a need for more consistent literacy strategies across content areas, increased targeted reading intervention support, and stronger systems for monitoring student progress throughout the year. In some cases, students struggled with foundational reading and writing skills, academic stamina, and confidence in completing rigorous literacy tasks. Additionally, gaps in consistent intervention structures and limited opportunities for individualized support may have contributed to lower performance levels among targeted student groups.

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

To improve ELA outcomes for the school’s lowest performing student groups, Del Campo High School will continue to prioritize targeted literacy intervention supports and instructional resources. Additional staffing support, including intervention teachers, instructional aides, and academic support personnel, will help provide small-group and individualized assistance for students performing below grade level in reading and writing. Continued professional development focused on literacy instruction, differentiated support strategies, and culturally responsive teaching practices will support classroom instruction across all departments. Additional resources such as intervention curriculum, supplemental reading materials, tutoring opportunities, and dedicated PLC collaboration time for analyzing student data and planning interventions will also be necessary to improve achievement outcomes in ELA for identified student groups.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
113.2 points below standard	167.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 55.3 points	Increased 36.7 points	8 Students
367 Students	48 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	171.8 points below standard	126.8 points below standard
1 Student	15 Students	Increased 43.9 points
		198 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
179.4 points below standard	191.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 22.2 points	Increased 12.6 points	3 Students
38 Students	23 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
158.5 points below standard	Fewer than 11 students - No Data for Privacy	118.6 points below standard
Increased 43.9 points	3 Students	Increased 59.8 points
25 Students		102 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
110.7 points below standard	Fewer than 11 students - No Data for Privacy	94.7 points below standard
Increased 63 points	2 Students	Increased 58.9 points
37 Students		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.

Based on the 2025 California School Dashboard data for Del Campo High School, the lowest performing student groups in Mathematics included Students with Disabilities, African American students, Hispanic students, and Socioeconomically Disadvantaged students. Students with Disabilities demonstrated the greatest distance from standard on the CAASPP Mathematics Indicator, while Hispanic students and Socioeconomically Disadvantaged students also performed significantly below the overall school average. These results indicate persistent achievement gaps in mathematical reasoning, foundational skills, problem-solving, and overall proficiency in grade-level standards.

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

Reflection on the previous school year identified several contributing factors that may have impacted mathematics outcomes for these student groups. Inconsistent attendance and chronic absenteeism reduced students’ access to daily instruction and intervention opportunities, particularly in sequential math courses where missed instruction significantly affects learning progression. Staff discussions also identified a need for stronger intervention systems, more consistent use of data to monitor student progress, and increased opportunities for reteaching and academic support during the school day. Some students demonstrated gaps in foundational math skills, low academic confidence, and difficulty persisting through rigorous problem-solving tasks. Additionally, limited time for collaboration around instructional strategies and intervention planning may have contributed to inconsistent support for struggling learners.

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

To improve mathematics outcomes for the school's lowest performing student groups, Del Campo High School will continue to prioritize targeted math intervention supports and instructional resources. Additional support personnel, including intervention teachers, instructional aides, and tutoring support, are needed to provide small-group instruction and individualized academic assistance for students performing below grade level. Professional development focused on effective math instruction, engagement strategies, differentiated learning, and data-driven intervention practices will support improved classroom instruction. Additional resources such as intervention curriculum, supplemental math support programs, access to tutoring opportunities, and dedicated PLC collaboration time for analyzing student achievement data and planning targeted interventions will also be necessary to improve mathematics achievement outcomes for identified student groups.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	2	5	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
48.3 science points	35.1 science points	Fewer than 11 students - No Data for Privacy
Maintained -0.1 points	Maintained 0.9 points	10 Students
388 Students	61 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	37.6 science points	45.2 science points
1 Student	Maintained 0.8 points	Maintained 0.5 points
	16 Students	214 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
36.6 science points	36.6 science points	Fewer than 11 students - No Data for Privacy
Maintained -1 points	Maintained -1 points	3 Students
40 Students	25 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Yellow
41.3 science points	Fewer than 11 students - No Data for Privacy	47.2 science points
Increased 2.2 points	3 Students	Maintained -0.9 points
30 Students		107 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
45.7 science points	Fewer than 11 students - No Data for Privacy	52.3 science points
Declined 2.9 points	3 Students	Maintained 1.7 points
39 Students		178 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.

Based on the 2025 California School Dashboard data for Del Campo High School, the lowest performing student groups in Science included Students with Disabilities, Hispanic students, African American students, and Socioeconomically Disadvantaged students. These student groups performed below the overall school average on the California Science Test (CAST), with Students with Disabilities demonstrating the largest performance gaps. The data reflects ongoing challenges in scientific reasoning, literacy within science content, data analysis, and mastery of grade-level science standards for several student groups.

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

Reflection on the previous school year identified several factors that may have contributed to lower science achievement outcomes for these student groups. Chronic absenteeism and inconsistent engagement impacted students’ ability to participate in hands-on learning experiences, laboratory activities, and sequential instruction aligned to science standards. Staff discussions also identified a need for stronger literacy supports within science instruction, increased differentiation for students with diverse learning needs, and additional intervention opportunities for students struggling with foundational concepts. In some cases, students demonstrated difficulty applying scientific reasoning, interpreting data, and engaging in academic discourse connected to science content. Limited time for collaboration around intervention strategies and vertical alignment across science courses may also have contributed to inconsistent support systems for students performing below standard.

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

To improve science outcomes for the school’s lowest performing student groups, Del Campo High School will continue to prioritize targeted instructional supports, intervention opportunities, and professional learning for science teachers. Additional staffing support, including instructional aides, intervention personnel, and tutoring opportunities, will help provide individualized and small-group academic assistance. Professional development focused on NGSS-aligned instructional strategies, science literacy, differentiation, and culturally responsive teaching practices will support improved access to rigorous science instruction for all students. Additional resources such as laboratory materials, supplemental science curriculum supports, technology tools, and dedicated PLC collaboration time for reviewing student data and planning targeted interventions will also be necessary to improve achievement outcomes in science for identified student groups.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Orange	Yellow
31.5 making progress.	35 making progress.
Number Students: 146 Students	Number Students: 40 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.

2025 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
13.7%	54.8%	0%	31.5%

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

Based on the 2025 California School Dashboard data for Del Campo High School, English Learners identified within the English Learner Progress Indicator (ELPI) demonstrated areas of need related to progress toward English language proficiency. While some students made progress toward proficiency, a portion of English Learners did not meet expected growth targets or reclassification benchmarks at rates comparable to state expectations. Long-term English Learners and students with interrupted formal education continued to require additional support in academic language development, literacy skills, and access to rigorous grade-level instruction.

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

Reflection on the previous school year identified several factors that may have contributed to ELPI outcomes. Inconsistent attendance and gaps in student engagement impacted continuity of language development instruction and access to intervention supports. Staff discussions also identified a need for increased intentional integration of language supports across all content areas, stronger progress monitoring systems for English Learners, and additional collaboration between ELD and core content teachers. Some students demonstrated challenges with academic vocabulary, reading comprehension, writing development, and confidence in academic discourse. Additionally, limited opportunities for targeted small-group language instruction and intervention may have affected student progress toward English proficiency and reclassification goals.

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

To improve outcomes for English Learners and strengthen ELPI performance, Del Campo High School will continue to prioritize targeted language development supports and instructional resources. Additional staffing support, including ELD teachers, instructional aides, and intervention personnel, will help provide individualized and small-group support focused on language acquisition and literacy development. Professional development focused on integrated ELD strategies, scaffolding techniques, academic discourse, and culturally responsive instruction will support teachers across all content areas. Additional resources such as supplemental language development curriculum, intervention materials, tutoring opportunities, translation and family outreach supports, and dedicated PLC collaboration time for monitoring English Learner progress will also be necessary to improve student outcomes and increase reclassification rates.

School and Student Performance Data

Academic Performance
College/Career Report

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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.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
2	3	1	0	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
Prepared 29.6%	Prepared 6.5%	Prepared 0%
Declined 6.7%	Declined 6.9%	23 Students
368 Students	62 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Prepared 16%	Prepared 24%
	Declined 7.3%	Declined 7%
	25 Students	262 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
Prepared 7.4%	Prepared 13.8%	Fewer than 11 students - No Data for Privacy
Maintained 0.4%	Declined 17.8%	2 Students
54 Students	29 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Prepared 25%	Fewer than 11 students - No Data for Privacy	Prepared 20.4%
Declined 16.7%	1 Student	Declined 14%
24 Students		93 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
Prepared 31.3%	Fewer than 11 students - No Data for Privacy	Prepared 38%
Maintained 0.7%	3 Students	Maintained
32 Students		184 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.

Based on the 2025 California School Dashboard data for Del Campo High School, the lowest performing student groups within the College/Career Indicator included Students with Disabilities, Hispanic students, African American students, and Socioeconomically Disadvantaged students. These student groups demonstrated lower rates of college and career readiness compared to the overall student population, including lower completion rates of A–G coursework, Career Technical Education (CTE) pathway completion, dual enrollment participation, and other indicators tied to postsecondary preparedness. Students with Disabilities demonstrated the greatest gaps in overall college and career readiness measures.

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

Reflection on the previous school year identified several factors that may have contributed to lower College/Career Indicator outcomes for these student groups. Inconsistent attendance, credit deficiencies, and limited access to rigorous coursework impacted students’ ability to complete college and career readiness requirements. Staff discussions also identified a need for earlier intervention and monitoring of A–G completion progress, increased student awareness of postsecondary opportunities, and stronger systems to support students in accessing advanced coursework, CTE pathways, and dual enrollment opportunities. In some cases, students required additional academic support, counseling guidance, and individualized planning to successfully navigate graduation and postsecondary readiness requirements. Barriers related to engagement, confidence, and access to resources may also have contributed to lower participation and completion rates.

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

To improve College/Career Indicator outcomes for the school's lowest performing student groups, Del Campo High School will continue to prioritize expanded academic counseling, intervention supports, and postsecondary readiness opportunities. Additional counseling support, intervention personnel, and academic monitoring systems are needed to help students stay on track for graduation, A–G completion, and career pathway participation. Increased access to tutoring, credit recovery, dual enrollment opportunities, and CTE pathway supports will help provide students with multiple pathways toward postsecondary success. Professional development focused on equitable access to rigorous coursework and student support systems will also strengthen staff capacity to support all learners. Additional resources such as college and career planning tools, family outreach supports, field trip opportunities, and dedicated collaboration time for monitoring student progress will further support improved outcomes for identified student groups.

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.

2025 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.

2025 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.

Chronic Absenteeism remains a key challenge area, particularly for Students with Disabilities, Homeless students, and Socioeconomically Disadvantaged students. These groups demonstrate higher rates of missed instructional time, which directly impacts academic achievement and course completion. Attendance patterns remain closely tied to engagement, with evidence suggesting that students with lower school connectedness and higher external barriers are more likely to experience chronic absence.

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

The 23% chronic absenteeism rate at Del Campo High School indicates that nearly one in four students missed 10% or more of the school year, representing a significant barrier to academic achievement, engagement, and school connectedness. Reflection on this outcome suggests that absenteeism is not isolated to a single cause, but instead reflects a combination of academic, social-emotional, and external factors impacting student attendance patterns across the school community.

Contributing factors likely include inconsistent student engagement, transportation challenges, health and wellness needs, family or work responsibilities, and housing instability for some student groups. Data patterns suggest that Students with Disabilities, Socioeconomically Disadvantaged students, and Homeless youth are disproportionately impacted, indicating that systemic barriers are playing a major role in attendance challenges. In addition, students who are struggling academically or feel less connected to school may be more likely to disengage, further increasing absence rates over time.

From a systems perspective, reflection also points to the need for earlier identification and intervention when students begin showing patterns of missed school days. While attendance monitoring structures exist, they may not yet be consistent or responsive enough to prevent students from becoming chronically absent. Staff collaboration suggests that additional coordination between counseling, administration, attendance teams, and families is needed to ensure timely outreach and support.

Overall, the 23% chronic absenteeism rate highlights the importance of strengthening attendance systems, deepening family engagement, and expanding wraparound supports to address both the root causes and early warning signs of student disengagement.

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

To improve outcomes for the lowest performing student groups at Del Campo High School—particularly Students with Disabilities, Hispanic students, African American students, Socioeconomically Disadvantaged students, English Learners, and students experiencing chronic absenteeism—a coordinated set of additional resources is needed across personnel, programs, services, and instructional supports.

Personnel needs include expanded counseling support to provide more consistent academic, social-emotional, and postsecondary guidance; additional intervention staff such as instructional aides and academic support teachers to provide small-group and individualized instruction; and increased behavioral and mental health support staff (e.g., school psychologists, behavior intervention specialists, and wellness staff) to address barriers impacting attendance, engagement, and classroom success. An attendance intervention coordinator or case manager role would further strengthen early identification and outreach for chronically absent students.

Program needs include strengthened MTSS systems with clearly defined Tier 2 and Tier 3 interventions, expanded credit recovery options, and structured tutoring programs before, during, and after school. Additional targeted programs for English Learners (integrated and designated ELD supports) and literacy/numeracy intervention programs are needed to close achievement gaps in ELA, Math, and Science. Expanded CTE pathway access, dual enrollment opportunities, and college/career readiness programs will support underrepresented student groups in postsecondary preparation.

Service needs include increased family engagement and outreach services, including bilingual communication support, home–school liaisons, and community partnerships to address barriers such as transportation, housing instability, and access to care. Expanded mental health services, including counseling groups and individual supports, are needed to address attendance and engagement challenges tied to social-emotional needs. Coordinated attendance support systems with proactive outreach for at-risk students are essential to reduce chronic absenteeism.

Materials and supplies needed include supplemental instructional resources aligned to grade-level standards, intervention curriculum materials for reading, writing, math, and science, and technology tools that support differentiated instruction and progress monitoring. Attendance tracking and early warning system tools will also support more timely and targeted interventions.

Overall, improving outcomes for the lowest performing student groups will require a more integrated system of academic intervention, behavioral and attendance supports, and expanded access to enrichment and postsecondary readiness opportunities, ensuring that all students receive timely, targeted, and equitable support.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	3

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Orange	No Performance Color
92.7% graduated	82.5% graduated	95.7% graduated
Increased 6.4%	Declined 1.1%	23 Students
369 Students	63 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
0 Students	80% graduated	91.6% graduated
	Increased 5.8%	Increased 6.9%
	25 Students	262 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
74.1% graduated	93.1% graduated	Fewer than 11 students - No Data for Privacy
Increased 2.1%	Increased 3.6%	
54 Students	29 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
83.3% graduated	Fewer than 11 students - No Data for Privacy	89.2% graduated
Declined 12.7%		Increased 1.5%
24 Students	1 Student	93 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
96.9% graduated	Fewer than 11 students - No Data for Privacy	95.1% graduated
Increased 5.2%		Increased 12.4%
32 Students	3 Students	185 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.

Based on the 2025 California School Dashboard data for Del Campo High School, the lowest performing student groups on the Graduation Rate Indicator included Students with Disabilities, Homeless students, African American students, Hispanic students, and Socioeconomically Disadvantaged students. These student groups graduated at rates below the overall school average, with Students with Disabilities and Homeless students demonstrating the most significant gaps. The data indicates ongoing challenges related to credit completion, attendance, engagement, and access to intervention supports needed to remain on track for graduation.

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

Reflection on the previous school year identified several contributing factors that may have impacted graduation outcomes for these student groups. Chronic absenteeism, mobility, social-emotional challenges, and gaps in academic support systems affected students’ ability to consistently earn credits and remain connected to school. Staff discussions also identified a need for earlier identification of at-risk students, stronger progress monitoring systems, and more consistent intervention structures to support students experiencing academic or attendance concerns. Some students faced barriers related to transportation, family responsibilities, mental health needs, and inconsistent engagement in school. Additionally, limited opportunities for individualized academic planning and intervention may have contributed to students falling behind in graduation requirements.

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

To improve graduation rate outcomes for the school’s lowest performing student groups, Del Campo High School will continue to prioritize targeted intervention systems, counseling support, and student engagement efforts. Additional resources are needed to expand credit recovery opportunities, academic intervention programs, attendance supports, and case management services for students identified as at risk of not graduating. Increased counseling and social-emotional support personnel will help provide individualized graduation planning, progress monitoring, and family outreach. Professional development focused on relationship-centered practices, restorative approaches, and equitable student support systems will strengthen staff capacity to support student persistence and engagement. Additional resources such as tutoring programs, alternative pathways for credit attainment, mentoring opportunities, and dedicated collaboration time for monitoring student progress will further support improved graduation outcomes for identified student groups.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	3	3	1

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	Orange
4.2% suspended at least one day	7.2% suspended at least one day	5.6% suspended at least one day
Declined 1.5%	Increased 1.4%	Increased 1.1%
1657 Students	249 Students	54 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Yellow	Green
Fewer than 11 students - No Data for Privacy	9.9% suspended at least one day	5.2% suspended at least one day
2 Students	Declined 5.2%	Declined 1.9%
	81 Students	977 Students

Students with Disabilities	Yellow	8.3% suspended at least one day	Declined 3.1%	228 Students
African American	Green	5.6% suspended at least one day	Declined 9.8%	108 Students
American Indian	No Performance Color	9.1% suspended at least one day	Increased 1.4%	11 Students
Asian	Yellow	8.1% suspended at least one day	Declined 0.8%	111 Students
Filipino	No Performance Color	6.3% suspended at least one day	Declined 3.8%	16 Students
Hispanic	Green	2.9% suspended at least one day	Declined 1.8%	408 Students
Two or More Races	Blue	0.6% suspended at least one day	Declined 7.3%	158 Students
Pacific Islander	No Performance Color	8.3% suspended at least one day	Maintained 0%	12 Students
White	Orange	4.6% suspended at least one day	Increased 0.7%	833 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.

Based on the 2025 California School Dashboard data for Del Campo High School, the student groups with the highest suspension rates included African American students, Students with Disabilities, Homeless students, and Socioeconomically Disadvantaged students. African American students and Students with Disabilities were identified at the Red performance level on the Suspension Indicator, demonstrating suspension rates significantly above the overall school average. These trends indicate a continued need to strengthen systems of behavioral support, student engagement, and restorative practices to reduce disproportionality and improve school connectedness for identified student groups.

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

Reflection on the previous school year identified several factors that may have contributed to elevated suspension rates among these student groups. Inconsistent implementation of restorative practices, limited access to proactive behavioral interventions, and gaps in social-emotional support systems impacted student behavior outcomes. Staff discussions also identified a need for increased consistency in classroom management practices, stronger relationship-building strategies, and earlier intervention for students demonstrating behavioral concerns. Chronic absenteeism, disengagement from school, and unmet social-emotional or mental health needs may also have contributed to increased behavioral incidents. Additionally, some students experienced difficulty with self-regulation, conflict resolution, and maintaining positive connections to school, which impacted suspension outcomes.

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

To improve suspension outcomes for the school's lowest performing student groups, Del Campo High School will continue to prioritize restorative practices, social-emotional supports, and proactive behavioral intervention systems. Additional staffing support, including counselors, behavior intervention personnel, campus support staff, and mental health providers, will help provide targeted support for students experiencing behavioral or emotional challenges. Professional development focused on restorative practices, trauma-informed strategies, culturally responsive classroom management, and de-escalation techniques will strengthen staff capacity to support positive student behavior. Additional resources such as intervention programs, mentoring opportunities, student wellness supports, and structured alternatives to suspension will further support efforts to reduce suspension rates and improve school connectedness for all 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: 2025-26

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)

Del Campo High School has made important strides in strengthening targeted academic supports, particularly for students with specialized learning needs. The SPED department has been intentional in refining co-teaching partnerships, allowing general education and special education teachers to better align instruction and support student learning in mathematics. This collaborative approach is beginning to build a stronger instructional model aimed at improving outcomes for students with disabilities. Additionally, the school has responded proactively to an increase in newcomer and English Learner (EL) students by expanding supports and services, demonstrating a commitment to meeting the needs of a changing student population.

Despite these efforts, significant structural and instructional challenges remain, particularly in mathematics. The current placement system requires all incoming freshmen to enroll in Integrated Math 1 or higher, even though many students enter high school performing well below grade level. This misalignment creates immediate barriers to success and contributes to ongoing achievement gaps. Compounding this issue is the absence of benchmark assessments at both the school and district levels, limiting the ability to accurately place students or monitor readiness for progression. Additionally, inconsistencies between state testing expectations and graduation requirements—such as SBAC assessments including higher-level math concepts while students are only required to complete Integrated Math 2 or Financial Math—create further misalignment in instructional focus.

Instructional coherence within the math department is another area of concern, as a lack of consistent collaboration around curriculum, assessment, and grading practices leads to variability in student experience and outcomes. Testing practices have also presented challenges, particularly when students were allowed to leave immediately after completing assessments, potentially impacting test performance and school-wide data quality. Beyond math, declining English performance among incoming students signals a broader need to strengthen foundational literacy skills. Moving forward, addressing these systemic issues through improved placement practices, aligned assessments, and stronger departmental collaboration will be critical to ensuring more equitable and effective academic outcomes for all students.

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

Del Campo High School is taking a comprehensive and strategic approach to strengthening academic support systems, particularly in mathematics and for incoming ninth-grade students. Plans to implement Integrated Math 1 support classes, expand tutoring opportunities, and provide push-in support for Special Education students reflect a commitment to meeting students where they are and addressing skill gaps early. In addition, the introduction of a required Freshman Foundations course is designed to support students in their transition to high school, helping them build the academic habits, organizational skills, and understanding of the 4x4 block schedule necessary for success.

At the systems level, the school is prioritizing greater alignment and consistency in instruction and assessment. Summer Professional Learning Community (PLC) conferences will provide dedicated time for both math and English departments to collaborate with district colleagues to develop common assessments and shared instructional practices. This focus on coherence aims to reduce variability across classrooms and ensure that all students have access to high-quality, standards-aligned instruction. The development of a clearer pathway from Integrated Math 2 to Integrated Math 3 for the 2026–27 school year further demonstrates an effort to create more intentional and accessible academic trajectories for students.

Efforts are also being made to improve student engagement and performance in statewide assessments. A redesigned testing schedule embedded within the school day is intended to increase participation and focus, while incentive systems—such as recognition or rewards for students who meet or exceed grade-level standards—may help motivate stronger effort and performance. Collectively, these initiatives reflect a coordinated plan to improve academic outcomes through targeted support, stronger instructional alignment, and a more structured and engaging learning environment.

2025-26

Identified Need

Del Campo High School is strengthening its academic support systems in English Language Arts through a multi-tiered approach designed to meet the diverse needs of incoming ninth-grade students. Targeted interventions such as tutoring and a Reading Support class for Tier 2 freshmen provide additional time and structured support for students who require skill development in foundational literacy. At the same time, Tier 1 students are being enrolled in the Expository Reading and Writing course, which emphasizes critical thinking, analytical reading, and college-ready writing skills. Together, these supports create a more intentional pathway to address varying levels of student readiness.

Instructional quality is also being enhanced through the adoption of a new ELA curriculum, aimed at aligning classroom instruction more closely with state standards and improving consistency across classrooms. This shift provides teachers with updated resources and a clearer framework for delivering rigorous, standards-based instruction. By pairing curriculum improvements with targeted intervention courses, the school is working to both elevate core instruction and close achievement gaps.

In addition, operational improvements have been implemented to support better student outcomes on state assessments. A newly developed proctoring schedule embedded within the school day is designed to increase student engagement and participation during testing. This more structured approach ensures that testing conditions are consistent and that students are better supported throughout the process. Collectively, these efforts reflect a focused strategy to improve literacy outcomes, strengthen instructional practices, and enhance overall student performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	24 points below standard	+3 scale score points
	English Learners	125.4 points below standard	
	Foster Youth		
	Homeless	81.8 points below standard	
	Socioeconomically Disadvantaged	45.3 points below standard	
	Students with Disabilities	106.3 points below standard	
	African American	80 points below standard	
	American Indian		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Asian	85 points below standard	
	Filipino		
	Hispanic	26.4 points below standard	
	Two or More Races	21.6 points below standard	
	Pacific Islander		
	White	7.2 points below standard	
Math State Assessment: Change in scale score	All Students	113.2 points below standard	+3 scale score points
	English Learners	167.7 points below standard	
	Foster Youth		
	Homeless	171.8 points below standard	
	Socioeconomically Disadvantaged	126.8 points below standard	
	Students with Disabilities	179.4 points below standard	
	African American	191.7 points below standard	
	American Indian		
	Asian	158.5 points below standard	
	Filipino		
	Hispanic	118.6 points below standard	
	Two or More Races	110.7 points below standard	
	Pacific Islander		
	White	94.7 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	31.5	+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 Prepared 29.6% English Learners Prepared 6.5% Homeless Prepared 16% Socioeconomically Disadvantaged Prepared 24% Students with Disabilities Prepared 7.4% African American Prepared 13.8% Asian Prepared 25% Hispanic Prepared 20.4% Two or More Races Prepared 31.3% White Prepared 38%	+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
1.1	Provide DIA for PLC Release days for teachers to develop common assessments and	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic, Students with Disabilities, White	LCFF Supplemental Site Allocation 1000-1999: Certificated	30000	School Year 2026-2027

	planning to enhance student learning		Personnel Salaries		
1.2	Provide 12 Hours of Solution Tree PD to DCHS Staff for 2026-2027	All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	24,500	School Year 2026-2027
1.3	Provide before school, lunch, and after-school tutoring for students in Math and English	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic, Students with Disabilities, White	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	9,000	School Year 2026-2027
1.4	Provide Freshman Foundations course for all DCHS 9th graders to	All Students X English Learners Low-Income Students X Foster Youth Lowest Performing			School Year 2026-2027

	support transition from MS to HS, especially as a 4x4 Block School.				
1.5	Provide Expository Reading and Writing class for nearly all Freshman students.	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
1.6	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	2,500	School Year 2026-2027
1.7	Provide 4 sections of Integrated Math support for Freshman students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
1.8	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			School Year 2026-2027
1.9	Provide an additional 6 sections of math	X All Students English Learners Low-Income Students			School Year 2026-2027

	to reduce class size.	Foster Youth Lowest Performing			
1.10	Provide IXL for EL students.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,400	School Year 2026-2027
1.11	Provide AVID for 9-12 grade students in order to close the achievement gap.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing			School Year 2026-2027
1.12	AVID Tutoring	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with Disabilities			School Year 2026-2027
1.13	School Related Busing (AVID, College Tours, ROTC)	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	8500	School Year 2026-2027

1.14	Increase enrollment of underrepresented student groups in AP and Dual Enrollment classes using EOS.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing			School Year 2026-2027
1.15	Add and use IXL in all English and Math classes.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School Year 2026-2027
1.16	Integrate and use Go Formative in all Core classes.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,100	School Year 2026-2027
1.17	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	850	School Year 2026-2027

			4000-4999: Books And Supplies		
1.18	Provide subs for teachers during WASC meetings.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3093	School Year 2026-2027

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: 2025-26

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, SJUSD Surveys, Counseling office data collection, CA Dashboard

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

Over the past year, one of the most effective strategies for increasing student engagement has been leveraging the strong connections that staff members have built with students through athletics, clubs, and specialized programs. These relationships have created meaningful entry points for students to feel connected to campus life, resulting in higher levels of participation and a greater sense of belonging. Staff who are actively involved beyond the classroom continue to play a critical role in fostering engagement and building a positive school culture.

At the same time, several challenges have emerged that highlight areas for growth. Students have expressed difficulty accessing counseling services, noting confusion around how to schedule appointments and a general lack of awareness about the process. Additionally, many students are not fully informed about the range of elective courses available to them, which limits their ability to make informed decisions about their academic pathways and engage in areas of interest.

From a staff perspective, there are concerns about declining participation in school initiatives and decision-making groups, which impacts collaboration and shared ownership of school improvement efforts. There is also a need for increased support in using data to identify students in need of targeted interventions, particularly in improving attendance. Strengthening systems and structures to support staff in this work will be essential moving forward.

Finally, maintaining consistent opportunities for connection and communication remains a priority. Continuing to build out effective Homeroom and Intervention periods can help strengthen relationships and improve school-wide communication. However, ongoing challenges with student behavior and suspension rates continue to disrupt learning and engagement. Addressing these issues will be key to ensuring a more stable and supportive environment where all students can fully participate and succeed.

The California School Dashboard data for Del Campo High School reflects a mixed performance profile, with clear strengths in student outcomes alongside ongoing challenges in academic achievement and systems implementation. Notably, the school demonstrates strong results in graduation rate, earning a Blue rating with 92.7% of students graduating—well above the state average—and showing continued improvement over time. Suspension rates are also a relative strength, with a Green rating and a decline in incidents, suggesting progress in maintaining a safe and supportive campus environment. These indicators point to effective systems in student retention, engagement, and overall school climate.

However, academic performance remains an area of concern. Both English Language Arts and Mathematics are rated Yellow, with students performing below standard despite notable gains in recent years. While growth trends are positive—particularly with significant increases in distance from standard—the overall performance indicates that many students are still not meeting proficiency benchmarks. English Learner progress and College/Career readiness are rated Orange, highlighting gaps in preparing students for postsecondary success, especially among key student groups such as English learners, socioeconomically disadvantaged students, and students with disabilities. The College/Career indicator is particularly concerning, as performance has declined and remains significantly below the state average.

In addition to student outcomes, systemic challenges are evident in the Local Indicators, where all categories—including implementation of academic standards, parent and family engagement, school climate, and access to a broad course of study—are marked as “Standard Not Met.” This suggests a need for stronger coherence in instructional practices, improved family engagement strategies, and more effective systems to ensure equitable access to programs and supports. Overall, while Del Campo High School shows promising progress in key areas like graduation and school climate, targeted efforts are needed to accelerate academic achievement, strengthen college and career readiness, and improve organizational systems to better support all students.

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

Del Campo High School continues to build on its strengths in student engagement by leveraging staff involvement and peer leadership structures. With over 20 teachers actively coaching sports, the school has created strong connections between students and staff beyond the classroom, fostering a sense of belonging and school pride. In addition, the continued expansion of Link Crew has strengthened support systems for incoming freshmen, helping ease their transition to high school while promoting a positive and inclusive student culture. Efforts to further enhance school culture remain a priority, particularly through intentional student-led programming and mentorship opportunities.

To address communication gaps and improve student access to resources, the school is implementing more structured and visible systems. Counselor schedules and appointment procedures will be integrated into Homeroom presentations to ensure all students understand how and when to access support services. Awareness of academic opportunities will also be expanded by pairing the Elective Fair with ongoing promotion through the school's daily news program, DC Daily, allowing students to engage with course offerings in a more dynamic and accessible format. These efforts aim to improve student agency and ensure more equitable access to information.

At the staff level, there is a renewed focus on increasing participation, professionalism, and shared responsibility across school-wide initiatives. Expectations around engagement in professional development, meetings, student support plans (IEPs and 504s), and school programs like Homeroom and DC Daily are being reinforced to strengthen collective efficacy. At the same time, the school is continuing to build on progress in reducing chronic absenteeism through targeted interventions, while also working to systematize the delivery of Homeroom lessons to ensure consistency and impact across classrooms.

Finally, the school is prioritizing a more proactive and restorative approach to student behavior. Clear expectations, consistent accountability, and opportunities for growth are being emphasized to support a positive learning environment. This includes a commitment to recognizing, interrupting, and repairing incidents of harassment, bullying, racism, bias, and sexual harassment through established frameworks such as the "6 A's." Together, these strategies reflect a comprehensive effort to improve student experience, strengthen staff alignment, and create a more inclusive and supportive school community.

2025-26

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Chronic Absenteeism:	All Students English Learners	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	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 92.7% graduated English Learners 82.5% graduated Foster Youth Homeless 80% graduated Socioeconomically Disadvantaged 91.6% graduated Students with Disabilities 74.1% graduated	+1%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	African American 93.1% graduated American Indian Asian 83.3% graduated Filipino Hispanic 89.2% graduated Two or More Races 96.9% graduated Pacific Islander White 95.1% 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 Community Intervention Specialist to support attendance, behavior, and student support initiatives.	X All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	13,500 12,407	School Year 2026-2027
2.2	Translate attendance	All Students X English Learners			School Year 2026-2027

	documents and letters for families	Low-Income Students Foster Youth Lowest Performing			
2.3	Develop incentive program for attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
2.4	Assign caseloads of struggling students to College and Career Tech and School Community Intervention Specialists to address behavior, reduce dropout rates, and increase graduation rates.	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing			School Year 2026-2027
2.5	Discuss struggling students in Intervention Team. Addresses both dropout rate and graduation rate.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing			School Year 2026-2027
2.6	Provide Link Crew class for students to support Freshmen	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027

	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	1,250	School Year 2026-2027
2.8	Provide students with various books for library that support student interest and well-being.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School Year 2026-2027
2.9	Explore various school-wide interventions, ELL interventions, and at-risk interventions through CABE conference.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5981	School Year 2026-2027

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: 2025-26

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)

In terms of school climate, there have been notable successes in fostering student engagement and strengthening campus culture. Athletic programs have continued to drive student involvement and competitiveness, while maintaining a safe and positive campus environment. Signature events such as Every 15 Minutes, Culture Week, and the Career Fair have enriched the student experience and promoted awareness, connection, and future readiness. Partnerships with organizations like Easley and Co., along with support programs such as IYT and GEMS, have further enhanced the network of resources available to students. School-wide activities including SAR, Spring Fling, and Homecoming Halls have also contributed to a strong sense of community and school spirit.

Family engagement has shown strengths in specific areas, particularly through the continued support of booster programs and active parent involvement in athletics and major school events like Homecoming Halls and Sports-a-Rama. These partnerships have played a vital role in supporting extracurricular programs and building connections between families and the school.

However, there are areas that require continued attention and improvement. Concerns related to campus landscaping and ongoing maintenance issues have been raised multiple times and there has some visible improvement this year. From a climate perspective, challenges persist with low attendance at Back to School Night, limited access to translation services, increased bathroom traffic concerns, and incidents of campus break-ins. Additionally, the growing Muslim student population has highlighted the need to better accommodate prayer time during the school day. Family engagement also remains an area for growth, as participation in school meetings and responsiveness from families has been lower than desired. Addressing these challenges will be critical in continuing to strengthen our school community moving forward.

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

In response to the challenges identified, several targeted actions have been implemented to address both operational and community needs. A Campus Beautification Committee has been established to improve the overall appearance of the school while also creating clearer channels for communication and feedback. To increase family participation, Back to School Night was rescheduled to an earlier time in the evening, making it more accessible for working families. Safety concerns related to campus break-ins have been addressed through the installation of new security cameras, while the implementation of the Five Star App has helped manage hallway traffic and reduce misuse of restroom facilities.

Efforts to improve inclusivity and student support have also been prioritized. A new Farsi/Dari Bilingual Instructional Assistant has been added to better serve and communicate with families who speak these languages. Additionally, recognizing the needs of the growing Muslim student population, a dedicated prayer room has been established to provide appropriate access for daily prayer. These changes reflect a commitment to creating a more inclusive and responsive school environment.

Communication with families and staff has also been strengthened through the adoption of the Talking Points platform, including training on its use and the integration of AI tools to enhance outreach and engagement. Collectively, these efforts represent a strategic response to identified areas of growth, with a focus on improving school climate, safety, accessibility, and meaningful connections with the broader school community.

2025-26

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	4.2% suspended at least one day	-0.3%
	English Learners	7.2% suspended at least one day	
	Foster Youth		
	Homeless	9.9% suspended at least one day	
	Socioeconomically Disadvantaged	5.2% suspended at least one day	
	Students with Disabilities	8.3% suspended at least one day	
	African American	5.6% suspended at least one day	
	American Indian	9.1% suspended at least one day	
	Asian	8.1% suspended at least one day	
	Filipino	6.3% suspended at least one day	
	Hispanic	2.9% suspended at least one day	
	Two or More Races	0.6% suspended at least one day	
	Pacific Islander	8.3% suspended at least one day	
	White	4.6% 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%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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	Fund IYT to develop relationships that create opportunities for positive and productive activities and mentorship.	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Two or More Races, Hispanic	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	17519	School Year 2026-2027
3.2	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			School Year 2026-2027

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			School Year 2026-2027
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			School Year 2026-2027
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			School Year 2026-2027
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			School Year 2026-2027
3.7	Utilize campus staff engaged with students in athletics, clubs, and special programs to	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027

	promote increased student engagement.				
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			School Year 2026-2027
3.9	Increase parent support through Boosters, Site Council, Principal Advisory Board, Culture Week Committee, ELAC	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
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		School Year 2026-2027

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			School Year 2026-2027
3.12	Offer training with AED, First Aid, and CPR.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
3.13	Review and update Safety Plan annually.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
3.14	School Improvement Team sup[plies and materials.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		School Year 2026-2027
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)		School Year 2026-2027

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		School Year 2026-2027

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
9 Sections (1.5 FTE) of EL instruction	08/2026	EL Teachers	1000-1999: Certificated Personnel Salaries		
Provide direct support for College and Career readiness	08/2025	College and Career Technician	2000-2999: Classified Personnel Salaries		
Provide language translation	08/2025	Bilingual Instructional Assistant	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
Provide additional School Counselor to better support students	08/2026	School Counselor	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	161,042

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
Assign struggling students to School Community Intervention Specialist that need support with grades and attendance	08/2026	School Community Intervention Specialist	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	64,000

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
School Community Intervention Specialist to provide Safe Schools support	08/2026	School Community Intervention Specialist		LCFF Supplemental Site Allocation	25,000

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
LCFF Supplemental Site Allocation	145,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	55,593.00
3000-3999: Employee Benefits	12,407.00
4000-4999: Books And Supplies	19,850.00
5000-5999: Services And Other Operating Expenditures	57,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	55,593.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	12,407.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	19,850.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	57,750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	92,943.00
Goal 2	35,138.00
Goal 3	17,519.00

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

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Michael Magliola	Principal
CS	Secondary Student
CW	Secondary Student
NT	Secondary Student
Joe Ellis	Classroom Teacher
Amber Yamanaka	Classroom Teacher
Jennifer Benner	Classroom Teacher
Renee Nicholson	Parent or Community Member
Sean Maguire	Parent or Community Member
Chris Ivey	Parent or Community Member
	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 5/19/26.

Attested:

	Principal, Michael Magliola on 5/12/26
	SSC Chairperson, Christina Willams on 5/12/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Del Campo High School

Funding Source: LCFF Supplemental Site Allocation **$145,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide DIA for PLC Release days for teachers to develop common assessments and planning to enhance student learning	1000-1999: Certificated Personnel Salaries	$30,000.00	Connected School Communities	
Provide 12 Hours of Solution Tree PD to DCHS Staff for 2026-2027	5000-5999: Services And Other Operating Expenditures	$24,500.00	Connected School Communities	
Provide before school, lunch, and after-school tutoring for students in Math and English	1000-1999: Certificated Personnel Salaries	$9,000.00	Connected School Communities	
Provide accessible curriculum to EL students through online applications.	4000-4999: Books And Supplies	$2,500.00	Connected School Communities	
Provide IXL for EL students.	4000-4999: Books And Supplies	$1,400.00	Connected School Communities	
Integrate and use Go Formative in all Core classes.	4000-4999: Books And Supplies	$10,100.00	Connected School Communities	
Provide resources for 4 ELAC Meetings for ELL parents and students.	4000-4999: Books And Supplies	$850.00	Connected School Communities	
Provide subs for teachers during WASC meetings.	1000-1999: Certificated Personnel Salaries	$3,093.00	Connected School Communities	
Dedicate School Community Intervention Specialist to support attendance, behavior, and student support initiatives.	1000-1999: Certificated Personnel Salaries	$13,500.00	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	

Del Campo High School

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 CABE conference.	5000-5999: Services And Other Operating Expenditures	$5,981.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	$12,407.00	Healthy Environments for Socio-Emotional Growth
Fund IYT to develop relationships that create opportunities for positive and productive activities and mentorship.	5000-5999: Services And Other Operating Expenditures	$17,519.00	Engaging Academic Programs
School Related Busing (AVID, College Tours, ROTC)	5000-5999: Services And Other Operating Expenditures	$8,500.00	Connected School Communities
Add and use IXL in all English and Math classes.	4000-4999: Books And Supplies	$3,000.00	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:	$145,600.00