



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Campolindo High School	07 61630 0731125	April 23, 2024	May 1, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Campolindo High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Campolindo High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Schoolwide Program: Campolindo High School's Single Plan for Student Achievement will guide the school's efforts at continuous school improvement. The goals and strategies outlined in this SPSA align with the goals and strategies of the Local Control Accountability Plan of the Acalanes Union High School District, and this alignment will foster targeted, effective, and sustainable school improvement efforts. These focus groups played a critical role in the development of the school's goals and action steps.

## Educational Partner Involvement

How, when, and with whom did Campolindo High 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

The development of Campolindo's SPSA was an inclusive process that relied on active participation by all staff members (classified and certificated) as well as student leaders and representatives from the parent community. Staff, student leaders, and parent representatives served on one of five focus groups: Organization, Curriculum, Learning and Teaching, Assessment and Accountability, and School Culture and Student Support.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Curriculum Development

Campolindo High School will engage in curriculum development in order to provide all students access to an equitable, engaging, and relevant learning experience.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (High Quality Programs).

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Curriculum development is needed for all departments to ensure that lessons and experiences are equitable, engaging, and relevant. Though we are finding some successes, our findings show that curricular and instructional strategies are not reaching all students and we need to ensure that we are providing an "equitable learning environment," as our Mission states. Student surveys also report that they prefer learning when the class includes activities such as discussions, debates, experiments, projects, games, etc. (Stanford Survey of School Experience, 2022).

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SMARTER BALANCED ASSESSMENT: English Language Arts / Literacy -- Percentage of students achieving "Standard Met" or "Standard Exceeded"	87% (Spring 2023)	90% (Spring 2025)
SMARTER BALANCED ASSESSMENT: Mathematics -- Percentage of students achieving "Standard Met" or "Standard Exceeded"	72% (Spring 2023)	80% (Spring 2025)
COLLEGE AND CAREER READINESS: Percentage of graduates completing the UC/CSU a-g course requirements (Aeries Analytics)	87% (Spring 2023)	90% (Spring 2025)

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p><b>1.1</b></p>	<p>Increase teacher capacity through PD and PLCs in order to better provide students with equitable, engaging and relevant learning experiences.</p> <p>1. Well trained, empowered, and cohesive professional learning communities will lead to horizontal and vertical curriculum alignment, engaging and relevant curriculum, and equitable grading practices.</p> <p>A. Horizontal alignment will happen across course-alikes at the curriculum/assessment level, and across grade level with shared skills and themes. Vertical alignment will happen within departments as knowledge and skill spirals upwards through specific courses; and as students develop higher order skills while they progress toward graduation.</p> <p>2. Provide additional professional development in developing PLCs for department chairs and key instructional leaders</p> <p>3. Support teachers in integrating culturally relevant pedagogy into lessons.</p> <p>4. Continued use of Friday morning collaboration time</p>	<p>All Students with a particular focus on students with disabilities</p>	<p>10000 Other 1000-1999: Certificated Personnel Salaries Curricular Team Leads 2000 Other 3000-3999: Employee Benefits Curricular Team Leads 10000 District Funded 5000-5999: Services And Other Operating Expenditures PLC Professional Development</p>
<p><b>1.2</b></p>	<p>Curriculum and instruction will include more projects and student-driven activities.</p> <p>1. Further work on developing engaging and relevant lessons and curriculum will build on existing courses and teacher best practices in these areas. Ways to support this work include:</p> <p>A. Use of PD sessions to identify and share best teaching methods amongst the staff that engage students.</p> <p>B. Redesigning lesson plans to include more PBL.</p> <p>C. Identifying potential new courses.</p> <p>D. Aligning current courses both horizontally and vertically.</p> <p>E. Training/PD in culturally relevant teaching pedagogy and project based learning.</p>	<p>All Students with a particular focus on students with disabilities</p>	
<p><b>1.3</b></p>	<p>Support policies and procedures across all departments and grade levels by increasing communication with all staff and partner groups.</p> <p>1. By adopting well communicated, cross-campus policies and procedures, students in all grade levels will experience a cohesive school culture with clear expectations. Clearly communicated policies and procedures will:</p> <p>A. Emphasize school rules and give students clear guidelines of behavior, homework expectations and grading policies.</p> <p>B. Emphasize clear guidelines that give classroom teachers continuity.</p>	<p>All Students with a particular focus on students with disabilities</p>	

	C. Align home to school expectations. (Parents will learn to appreciate the continuity between classrooms and grade levels.)		
1.4	<p>Align assessments and grading policies.</p> <p>1. Equitable grading practices will continue to emerge across all curricular areas and grade levels. Through further adoption of the Grading for Equity strategies, our work will:</p> <p>A. Require teachers to develop equitable grading practices.</p> <p>B. Further teacher participation in the Grading for Equity 2-day training.</p> <p>C. Coalesce the strategies from Grading for Equity, standardizing at the district/school site as such :</p> <p>i. Grades must be mathematically accurate and accurately represent mastery of standards</p> <p>ii. Grades must be equitable and free from subjectivity and bias</p> <p>iii. Grades must be motivational and support a growth mindset.</p> <p>2. Develop and implement common assessments and summative projects using essential standards.</p> <p>3. Increase subject-level district-wide common assessments in English, math, social studies and science. This will guide teachers toward an equitable education across all classrooms.</p> <p>4. Provide PD and teacher release time to create assessments that are equitable, engaging and measure essential standards.</p>	All Students with a particular focus on students with disabilities	

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### High Levels of Achievement

Campolindo High School will refine and develop intervention processes and strategies to foster high levels of achievement for all students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (Access and Equity).

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Specific interventions are needed in order to best reach every student. While our school Dashboard findings for 2023 remain "very high" and 11th grade CAASPP scores are well above the state average, not all students are excelling in academics. Additionally, many students require extra support after returning to school from the pandemic. These post-COVID years have shown us that students need additional skills that will allow them to succeed in high school and beyond. Specialized interventions are needed across all grade levels to foster high levels of curricular achievement and a desire for life-long learning.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SMARTER BALANCED ASSESSMENT: English Language Arts / Literacy -- Percentage of students with a reported disability achieving "Standard Met" or "Standard Exceeded"	75% (Spring 2024)	80% (Spring 2025)
SMARTER BALANCED ASSESSMENT: Mathematics -- Percentage of students with a reported disability achieving "Standard Met" or "Standard Exceeded"	40% (Spring 2023)	50% (Spring 2025)
SEMESTER ACHIEVEMENT GRADES: Percent of students in the 9th grade earning one or more semester grades below a "C" per Aeries Analytics	20.2% (2022-2023 School Year)	15% (2024-2025 School Year)
COLLEGE AND CAREER READINESS: Percentage of graduates with disabilities completing the UC/CSU a-g course requirements per Aeries Analytics	30% (Spring 2023)	40% (Spring 2025)

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Curricular Leads to utilize PLC structure to build and implement regular common formative assessments. Curriculum teams will identify specific standards that require timely intervention; interventions will incorporate different types of support depending on student need and lead to the development of individual student support plans:</p> <ol style="list-style-type: none"> <li>1. Direct teacher-student support -- Teacher meeting with student to identify student needs and possible barriers to accessing learning.</li> <li>2. Collaboration with additional adults which could include any combination of: Parent, Counselor, Case manager, TOSAs, Wellness staff, Administrator.</li> <li>3. Engagement with support programs such as: Academy, Wellness, Peer tutoring, Intervention TOSA, Student Resource Team (SRT).</li> </ol> <p>This integrated and organized program could be supported by:</p> <ol style="list-style-type: none"> <li>A. PD for key staff and instructional leaders in RTI and/or additional programs such as AVID.</li> <li>B. Development and implementation of staff training to implement the school wide intervention program.</li> </ol> <p>Increase effectiveness of Academy interventions by:</p> <ol style="list-style-type: none"> <li>A. PD for all staff.</li> <li>B. Review state standards and essential standards that are the core of each curricular area. Create a clear focus for learners.</li> <li>C. Involve intervention TOSA in school-wide implementation of tier 1, 2 and 3 intervention strategies.</li> <li>D. Engage all teachers in the process of identifying and working with at-risk learners.</li> <li>E. Counselors use D/F lists and Canvas to identify and direct students to Academy sessions.</li> <li>F. Expand peer tutoring during Academy to increase academic support.</li> <li>G. Student lessons on purpose and use of Academy</li> </ol>	All Students with a specific focus on students with disabilities	
2.2	<p>Practice close collaboration between special education teachers and core classroom teachers in order to build effective accommodations and develop IEP goals.</p> <p>In order to close the achievement gap between special education students and regular education</p>	All students with a specific focus on students with disabilities	



	<p>students, clear and focused intervention processes need to be expanded by:</p> <ol style="list-style-type: none"> <li>1. Providing PD to classroom teachers about how to manage: <ol style="list-style-type: none"> <li>A. Accommodations for assignments and assessments.</li> <li>B. Extra time for student assessments (IEPs and 504s).</li> <li>C. Collaborative best practices between SPED teachers and classroom teachers, and instructional assistants (I.A.s).</li> </ol> </li> <li>2. Practice regular and focused PLCs. This includes: <ol style="list-style-type: none"> <li>A. Monthly department meetings which include engaging conversations about individual learners.</li> <li>B. Cross-curricular collaborations between SPED teachers and classroom teachers</li> <li>C. Regular and robust conversations about student needs with all partner groups, including parents and support staff.</li> </ol> </li> </ol>		
<p><b>2.3</b></p>	<p>Provide student support services to foster mastery of the California mathematics and English language arts standards and ensure college and career readiness for all students.</p> <ol style="list-style-type: none"> <li>1. Examine assessments and surveys, such as quarterly report cards, CAASPP results, and bi-annual CHS Pulse data, in order to provide targeted interventions. By analyzing quantitative and qualitative data we can better differentiate strategies for special education students. Regular analysis will lead to targeted interventions by: <ol style="list-style-type: none"> <li>A. Counselors use D/F lists and Canvas to identify and direct students to Academy sessions.</li> <li>B. Intervention TOSA uses strategies to direct students toward interventions and track and refine interventions.</li> <li>C. Direct targeted student to peer tutoring during Academy to increase academic support related to English and mathematics standards.</li> </ol> </li> <li>2. Incorporate daily resilience and empowerment practices in all classrooms to encourage students to: <ol style="list-style-type: none"> <li>A. Be self-disciplined.</li> <li>B. Practice resilience.</li> <li>C. Advocate for themselves when seeking clarification or extra help.</li> <li>D. Practice organization with study skills and planning ahead for absences.</li> <li>E. Practice academic honesty.</li> </ol> </li> </ol>	<p>All students with a specific focus on students with disabilities.</p>	<p>26000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention TOSA 11000 LCFF - Supplemental 3000-3999: Employee Benefits Intervention TOSA</p>
<p><b>2.4</b></p>	<p>Provide all incoming ninth grade students with skills and support as they transition into high school.</p> <ol style="list-style-type: none"> <li>1. Familiarize and train all students on communication protocols and systems used at Campolindo</li> </ol>	<p>Specific focus on all 9th grade students</p>	<p>26000 Foundation 1000-1999: Certificated Personnel Salaries 9th Grade Transition TOSA 11000</p>

<ul style="list-style-type: none"> <li>A. How to use Canvas</li> <li>B. Review and uphold the school tech policy as outlined in the student handbook</li> <li>C. Peer-led walkthrough of the Campus to learn where all resources can be found.</li> <li>D. Open House presentations for 8th graders led by upperclassmen to ease minds regarding the high school transition.</li> <li>E. Programming for 9th graders to learn about various elective options.</li> <li>F. Programming for 9th graders prior to major high school events such as Final Exams.</li> </ul> <ul style="list-style-type: none"> <li>2. Provide students access and academic support to bolster engagement and achievement <ul style="list-style-type: none"> <li>A. Academic Intervention TOSA</li> <li>B. How to utilize Academy sessions</li> <li>C. Lessons that address executive functioning</li> <li>D. Goal setting</li> <li>E. AVID strategies implemented in daily lessons</li> </ul> </li> </ul>		Foundation 3000-3999: Employee Benefits 9th Grade Transition TOSA
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

This is a continuation of last year's Goal 2. Noting the need for 9th grade students to become acclimated and feel a sense of belonging, a 9th Grade Transition Team was instituted. The team thus provided academic support, approached the need to refine executive functioning skills, and re-enforce policies and expectations. The hope is that this coming academic year the team will be able to refine the work done this academic year to bolster the curriculum moving forward and help 9th grade students better assimilate.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Wellness and Connectedness

Campolindo High school will further develop a culture and climate that includes an emphasis on the social-emotional wellness of all students in order to create a safe environment and increase connectedness to their school community.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students. (School Climate and Socioemotional Development)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The social-emotional wellness of our students and staff reflects on their overall achievement in school and in life. It is imperative that we support our school community to enhance wellness focusing on social, emotional, and mental health strategies and support. By working toward an inclusive culture and climate we can increase students' feeling of belonging and engagement in all learning opportunities.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate and Culture -- Connectedness  Average of students reporting "Agree" or "Strongly Agree" on five "School Connectedness" items; CA Healthy Kids Survey	65% 9th Grade (Spring 2024) 71% 11th Grade (Spring 2024)	75% 9th Grade (Fall 2025) 74% 11th Grade (Fall 2025)
School Climate and Culture -- Belonging  Percentage of students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; PULSE Survey	73% (Spring 2024)	75% (Spring 2025)
School Climate and Culture -- Academic Engagement  Percentage of ninth grade students indicating feeling stressed by "academic studying"; Stanford Survey of School Experiences	28% (Spring 2022)	31% (Spring 2026)

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Implement inclusive curriculum and utilize instructional strategies to increase social-emotional wellness of all students.</p> <p>1. Support new students and continuing students:            A. Specific campus policies and procedures will be taught and practiced via all core classes and academy periods to reach a feeling of belonging and integration into a successful campus culture.            B. Communication methods to teachers and peers will be taught and practiced. Boundaries about communication will be explained to students.            C. Exercises in building kindness and resilience will be practiced.            D. Integrate projects that are student-driven and project-based for the purpose of learning curricular content and creating community.</p> <p>2. Professional Development and collaboration for teachers and support staff:            A. To foster connectedness of staff as well as to foster methods of student connectedness and to develop social-emotional wellness for all students.            B. Support new teachers' integration of specific-site based policies, procedures and culture.            C. PD that includes practice on how to create community in classrooms while respecting students' differences.            D. Analyze qualitative data from students to assess their needs.</p>	All Students with a particular focus on historically marginalized students	
3.2	<p>Provide an integrated framework of student support services that foster a positive culture and climate in and out of each classroom. This includes an emphasis on the social-emotional wellness of all students everywhere, all the time.</p> <p>1. Align and increase collaboration between the following support programs:</p> <p>A. Academic Counselors            B. Wellness Center            C. Peer tutoring center            D. Library            E. College and Career Center</p> <p>2. Align and streamline the following support teams:</p> <p>A. SRT (Student Resource Team)            B. BIRT (Bias Incident Reporting Team)            C. Intervention TOSA</p>	All Students with a particular focus on historically marginalized students	2000 LCFF - Base 1000-1999: Certificated Personnel Salaries BIRT Chair 470 LCFF - Base 3000-3999: Employee Benefits BIRT Chair 65000 Foundation 1000-1999: Certificated Personnel Salaries Wellness Coordinator 65000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Wellness Coordinator 25000 Foundation

	<p>3. Define and integrate intervention strategies required in Academy period for the purpose of making sure all students receive the attention and support they require. Administrative support provided so that teachers and staff may focus on students.</p> <p>4. Staff collaboration and group analysis of student data in order to best serve individual students.</p> <p>5. Staff professional development in differentiated instruction to meet the academic and social-emotional needs of all students.</p>		<p>2000-2999: Classified Personnel Salaries Wellness Intake Specialist 25000</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries Wellness Intake Specialist 30000</p> <p>Foundation 3000-3999: Employee Benefits Benefits Wellness Staff 30000</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Benefits Wellness Staff</p>
<b>3.3</b>	<p>Increase collaboration with partner groups in order to foster effective communication, vertical matriculation, and healthy expectations.</p> <p>1. Create effective partner groups with middle schools, parents, community, and colleges to support our students.</p> <p>2. Improvement in creating clear and consistent policies that apply to all students. Creating climate of equity between all learners</p> <p>3. Improvement in creating clear and consistent policies and communicating them with parents for the purpose of aligning expectations which is in the best interest of all students.</p> <p>4. Educate parents on balanced long-term goals for their student(s).</p>	All Students with a particular focus on historically marginalized students	
<b>3.4</b>	<p>Increase feelings of connectedness to peers</p> <p>1. Orientation focus will be on transitioning to high school</p> <p>A. Provide information on how to get involved with athletics and co-curricular activities</p> <p>B. Navigating peer groups</p> <p>C. How to communicate with teachers</p> <p>D. Familiarizing students with resources available to all students - wellness center, counseling, academy</p> <p>2. Regularly survey the students in terms of their stress and wellness</p> <p>A. Share general survey results with students so they know they are not alone</p> <p>B. Provide support as needed by way of general sessions addressing connectedness concerns</p> <p>C. Informing teachers and counselors of survey results to be addressed when meeting with students.</p> <p>D. Wellness appointments for specific students in need.</p>	Particular focus on ninth grade students	
<b>3.5</b>	Create opportunities for students to feel connected and recognized through co-curriculars	All Students	26000 Foundation

<p>1. Provide activities that encourage students to get involved</p> <p>A. 9th Grade Orientation</p> <ul style="list-style-type: none"> <li>School centered and focused on building connections through class and small group activities</li> </ul> <p>B. Club Day and Club Education</p> <ul style="list-style-type: none"> <li>Opportunities for students to join clubs that are student created and driven</li> <li>Club variance includes: athletic, academic, service oriented, culture, pop culture based</li> </ul> <p>C. DEIB Student Group</p> <ul style="list-style-type: none"> <li>monthly meeting to help affinity groups connect with each other and support affinity months,</li> </ul> <p>D. Culture Fair</p> <ul style="list-style-type: none"> <li>Increase participation by highlighting the various ethnic and culture groups on campus</li> </ul> <p>E. Leadership Summit</p> <ul style="list-style-type: none"> <li>Senior leaders to speak to Sophomore and Junior leaders on what it means to be a leader and to contribute to belonging in sports, classes, on campus</li> </ul> <p>F. Leadership Class</p> <ul style="list-style-type: none"> <li>Create two classes to accommodate student interest</li> <li>Move away from just social activities and events to social-justice</li> </ul> <p>2. Create school-wide events that align with our mission statement</p> <p>A. Student Support Committee</p> <ul style="list-style-type: none"> <li>Create sessions for freshman (finals, etc) as well as recognize unsung heroes or students that were working on connections in their clubs</li> </ul> <p>B. School Dances (ie. Homecoming)</p> <ul style="list-style-type: none"> <li>Moved away from date driven to social events where all are welcomed</li> <li>Incorporate other activities for students during dances for those that want to socialize (movies in the gym, band in the MUR, photo booths, etc.)</li> <li>Focus on making events more accessible by minimizing the cost to attend</li> </ul> <p>C. Rallies and Spirit Events</p> <ul style="list-style-type: none"> <li>More focus on honoring clubs, organizations, and sports on campus</li> </ul> <p>D. Wellness Fairs</p> <ul style="list-style-type: none"> <li>Activities and awareness given</li> </ul>		<p>0001-0999: Unrestricted: Locally Defined Culture and Climate TOSA 11000 Foundation 3000-3999: Employee Benefits Culture and Climate TOSA</p>
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## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

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

This is a continuation of last year's Goals with the addition of strategies that are focused on student connectedness through co-curriculars. Our student leadership has evolved over the past few years moving away from solely building school spirit to more social justice practices. The class has since grown from one section to two, allowing more students to be involved in the planning and implementation of school wide programming such as Club Day and Education, Leadership Summit, and heavy involvement in the leading of 9th grade orientation. The strategy (3.5) is therefore important to the school site as we continue to develop a school culture that is in alignment with our mission statement and an overall feeling of inclusion and belonging.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$375,470.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
District Funded	\$10,000.00
Foundation	\$194,000.00
LCFF - Base	\$2,470.00
LCFF - Supplemental	\$157,000.00
Other	\$12,000.00

Subtotal of state or local funds included for this school: \$375,470.00

Total of federal, state, and/or local funds for this school: \$375,470.00



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
District Funded	10,000.00
Foundation	194,000.00
LCFF - Base	2,470.00
LCFF - Supplemental	157,000.00
Other	12,000.00

### Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	26,000.00
1000-1999: Certificated Personnel Salaries	194,000.00
2000-2999: Classified Personnel Salaries	50,000.00
3000-3999: Employee Benefits	95,470.00
5000-5999: Services And Other Operating Expenditures	10,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	10,000.00
0001-0999: Unrestricted: Locally Defined	Foundation	26,000.00
1000-1999: Certificated Personnel Salaries	Foundation	91,000.00
2000-2999: Classified Personnel Salaries	Foundation	25,000.00

3000-3999: Employee Benefits	Foundation	52,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000.00
3000-3999: Employee Benefits	LCFF - Base	470.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	91,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	41,000.00
1000-1999: Certificated Personnel Salaries	Other	10,000.00
3000-3999: Employee Benefits	Other	2,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,000.00
Goal 2	74,000.00
Goal 3	279,470.00

# 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
- 2 Other School Staff
- 2 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Pete Alvarez	Principal
Robyn Harrison	Other School Staff
Lauren Fitterer	Classroom Teacher
Paul Verbansky	Classroom Teacher
Jonathan Clark	Classroom Teacher
Cassie Santellan	Other School Staff
Debbie Purcell	Parent or Community Member
Rachel Erickson	Parent or Community Member
Cade Williamson	Secondary Student
Sarita Berkes	Secondary Student
Yovela Mesfin	Secondary Student
Reed Norton	Secondary Student

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**

Other: Campolindo Instructional Council

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 April 23, 2024.

Attested:



Principal, Pete Alvarez on April 23, 2024



SSC Chairperson, Robyn Harrison on April 23, 2024