

School Year: **2020-21**



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
Sam Webb Continuation High School	13-631491337138	02/03/2021	02/16/2021

Purpose and Description

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)

Targeted Support and Improvement

Briefly describe 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 School plan for student achievement is shared with all stakeholders. We seek the input from the school site council, English Language Advisory Committee members and other stakeholders. Sam Webb's plan for meeting the ESSA requirements are based on the Local Control and Accountability Plan to provide all students with rigorous instruction with needed supports to ensure that all student reach grade level proficiency, so they can return to the Holtville High School and graduate from there or if needed remain with Sam Webb and complete their graduation requirements with Sam Webb.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Based on the parent surveys administered on November 2020 and from the previous school year, parents believed that Sam Webb is in good working condition and provides a quality education. A student survey was provided and the results showed that a majority of our students felt safe at Pine and were happy with the curriculum that was being offered. HUSD also provided a survey to its staff members and a majority of them were happy with the school site, happy with how things were going, and felt that students were getting the training and services they needed. Teachers felt that training were OK, but could use some changes in the future. Input from teachers were collected and future training will be adjusted to take into consideration the issues that were brought up. All survey respondents were very satisfy with the amount of resources the students and parents have, especially in the area of technology, grounds, classrooms and activities. The Imperial County Office of Education performed a Williams review of Sam Webb in the beginning of this year giving Sam Webb an overall rating of "good".

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observation occur based according to a set schedule. The schedule is determined by the number of years of experience, last time the teacher was evaluated and more. Observations may last between fifteen and forty-five minutes depending on what is being observed and what targeted areas the administration has identified needing to be observed. Administration provides feedback to teachers and staff according the rules set by the school board. The observations during the 2020-21 takes place by Zoom, and focuses on one, can students log on, are they getting a workable connection, project or subject base activities in the core subjects and how teacher embeds English Language Development into their lessons. All work will be checked for rigor, student engagement, and use of teaching strategies. Teacher observations are regulated by the school board.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Sam Webb is a small one room classroom and is measured as "insignificant". Because of this we use the individual student reports for ELPAC and CAASPP to determine if we need, and how we would change, modify, or improve on instruction. We had been able to test our students this year before COVID for the ELPAC but the CAASPP last year was waived. Since then we use the most current data available to help modify instruction and improve student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Sam Webb is a small one room classroom school and therefore we use individual student scores to determine progress on curriculum-embedded assessments and the modification of instruction. Assignments are completed by students at their speed and are reviewed by the instructor for areas that could be improved, and how a modified approach to doing the work could improve the students success and rate of improvement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Sam Webb High School are highly qualified and are teaching within their credential. We are a one teacher school so every morning before school starts the teacher, principal and secretary meet to discuss needs, areas that need change, how we can as a group help our teacher to perform for the benefit of the students. At that time we will discuss some of the new things that work with continuation students and review programs and training that will help the teacher and staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Sam Webb High School teachers have been identified as highly qualified and are provided with instructional material training on all curriculum used in their classroom. All teachers attend a minimum of 2 days of professional development per school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is developed based on the needs of the school site academic goals and the identified needs of our students within the LCAP and this document. Staff development is also determined based on the needs of the school and the input provided by the staff in regards to curriculum and instruction. Teachers and staff make recommendations for future staff development and based on the goals of the site and the grade levels that we currently have.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The school site principal provides ongoing instructional assistance and support for teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Sam Webb High School has only one teacher, collaboration between grade levels takes place on shortened Wednesdays by attending the collaborative activities of our primary high school. In addition, collaboration with other schools in the district takes place on different times of the year in order to collaborate between grade levels..

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers will be introduced to various teaching strategies and methods that promote the implementation of alignment of curriculum, instruction, and materials to content and performance standards. This year the teacher has taken part in training's with qualified Zoom trainings. Teacher collaboration days will be used to align curriculum and instruction and supplemental materials are developed to meet the content standards. Teacher and administrotor review each year the curriculum and instruction to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Sam Webb High School adheres to the recommended instructional minutes for English Language Arts and Math to ensure that we are meeting and exceeding the required minutes of instructions in all grade levels.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers using the pacing schedule are encouraged to make modification in order to provide necessary instruction for those students in who need special instruction.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have been assigned textbooks or workbooks that have been adopted by the State Department of Education and the Holtville Unified School District Board of Trustees. Sufficiency of curriculum materials have been identified and approved under the Williams Report with the Imperial County Office of Education. We are in the process of evaluating online, distant learning programs to give our students more options to take electives and to take different core subject presented in a different format.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All English Language Arts, Mathematics, Social Science, Science and English Language Development. curriculum has been approved by the California State Department of Education and the Holtville Unified School District Board of Trustees.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The teacher provides intervention in the classroom, and according to any 504, SST, IEP plans that have been agreed on. Teachers may provide small group instruction, one-on-one tutoring or make accommodations to assignments or assessments based on student needs in the classroom. At Sam Webb a retired teacher comes in twice a week to assist the teacher with small group or one-on-one instruction to enable underperforming students with meeting standards. Sam Webb School provides Special Education support with both a pullout and push in program no more than two times a day and no more than 90 minutes a day for those students who need it. Sam Webb School has a teacher and provides a retired teacher who comes in twice a week and provides EL support to our English learners in all grade levels. For ELD support students may be dual enrolled in both Sam Webb and the High School. Sam Webb is a one classroom school and because of that the students have several programs available to them to assist them with meeting the standards.

Evidence-based educational practices to raise student achievement

Sam Webb School and HUSD have purchased several new programs, and some have come with the new curriculum with newly researched and implemented engaging teaching strategies in implementing common practices throughout the school site. Teachers are using proven practices that have students engaged in hands on, project base activities. Our students, generally speaking our students are motivated to raise their achievement because they want to return to the high school in order to graduate with their students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school district has hired a Parent Liaison who helps the school sites better communicate with all of their parents and informs the school sites of the many resources that are available to parents. The District purchased a program called Remind that allows parents to communicate with teachers easier and more direct with no cost to the parent. With this program parents have a direct line to the teacher and can get information about their children.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Sam Webb school encourages parents to come to the classrooms and sit and watch their student learn. In addition, A School Site Council, English Learners Advisory Committee, Parent Teacher partnerships, Local Control Accountability Plan (LCAP) Committee, and many parents who step in and help on special events and activities throughout the school year

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Funding will be provided from various categorical funding sources. Local categorical funding sources will include previous year's EIA LCFF 0132 and LEP LCFF 0133, and federal funds. Other funding sources may include all the Title funds, and resources from special areas and grants. This year we have EIA LCFF 0132, and LEP LCFF 0133. Other funding sources include Title 1 3010, Title IIA4035, Title III 4203, Lotto6300 and this year we also have some special funding to help support our students through COVID-19 we have USDA 5821, 3210 Cares and 3215 Geer funds.

Fiscal support (EPC)

Sam Webb School 2020-21 Categorical and standard funding sources was used to determine funding for the purchase of personnel, services, equipment, materials, supplies and other necessary items needed to complete our goals and objectives set forth in this report.

Stakeholder Involvement

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

Stakeholders including teachers, counselor, support staff, students, principal, parents, School Site Council, and English Learner Advisory Committee members have been asked to review, update and monitor the School Plan for Student Achievement. During parent conferences in the Fall of 2019 parents completed surveys and again in November of 2020 included questions concerning the progress of increasing student achievement in both English Language Arts and Math, a sense of safety and school connectedness, a broad course of study for all students including English Learners, low-income, foster youth and students with exceptional needs. School Site Council and English Language Advisory Committee members, along with Sam Webb staff will continue to monitor the action plan and provide feedback throughout the school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As part of the LCAP ESSA we are required and have performed a resource inequities and have determine we have none district wide.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	%	0%			0
Asian	%	%	7.69%			1
Filipino	%	%	0%			0
Hispanic/Latino	83.33%	94.44%	76.92%	15	17	10
Pacific Islander	%	%	0%			0
White	16.67%	5.56%	15.38%	3	1	2
Multiple/No Response	%	%	0%			0
	Total Enrollment			18	18	13

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9		1	
Grade 10	3	1	1
Grade 11	3	8	4
Grade 12	12	8	8
Total Enrollment	18	18	13

Conclusions based on this data:

1. A high rate of our students are English Learners and because of that Sam Webb are identified as a targeted school on the Con App.
2. You will always see the lower numbers in at the 9th grade level because we do not liking sending students directly to the Sam Webb program at that early of an age.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners		11	6		61.1%	46.2%
Fluent English Proficient (FEP)		2	0		11.1%	0.0%
Reclassified Fluent English Proficient (RFEP)		0	0		0.0%	0.0%

Conclusions based on this data:

1. At Sam Webb our numbers of English Learners fluctuate and we determine their needs as they enroll and provide services as possible.
2. None of our English learners are FEP students.
3. None of our students are RFEP and because of that they will be taking the Summative test to determine individual growth.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	6	*	*	5	*	*	5			83.3
All Grades	*	*	6	*	*	5	*	*	5			83.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Sam Webb is a Continuation High School, and is very small, because of that we will not get numbers on our reports. In any case because of COVID our students have not been tested.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	6	*	*	5	*	*	5			83.3
All Grades	*	*	6	*	*	5	*	*	5			83.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Because of the size of our student population the results are always recorded as insignificant and therefore not provided. Testing for the 2019-20 year was suspended because of COVID-19.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9		*				*		*
Grade 10	*		*		*		*	
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							*	7

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		*	*	*	*	*	*	*	*	*
12	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	*	*	*	*	*	*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Because of the size of our student population the results are always recorded as insignificant and therefor not provided. Even wth COVID our stuendents were able to be tested before they closed the school. Our students did not improve over last year and none were RFEP'd.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
18	94.4	61.1	0.00

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	61.1
Foster Youth		0.00
Socioeconomically Disadvantaged	17	94.4
Students with Disabilities	3	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Hispanic	17	94.4
White	1	5.6

Conclusions based on this data:

1. Our students reside in the highest poverty area in California and this is why our numbers continue to be high than the average.
2. Holtville is located less than ten miles from the Mexicali boarder and we get a large number of students from Mexico as well as many Hispanic families who reside in the United States general live near Mexico's boarders so that they can visit family on the other side. Because of this, our English Learner populations are always the highest populations in our schools.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>No Performance Color</p>	<p>Graduation Rate</p>  <p>No Performance Color</p>	<p>Suspension Rate</p>  <p>No Performance Color</p>
<p>Mathematics</p>  <p>No Performance Color</p>		
<p>College/Career</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Because of the size of our student population that is tested the data is always too small to record. Our populations are considered "insignificant".

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p>English Learners</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>Foster Youth</p>  <p>No Performance Color 0 Students</p>
<p>Homeless</p>  <p>No Performance Color 0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	0 Students	Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. Because of the size of our student population that is tested the data is always too small to record. Our populations are considered "insignificant".

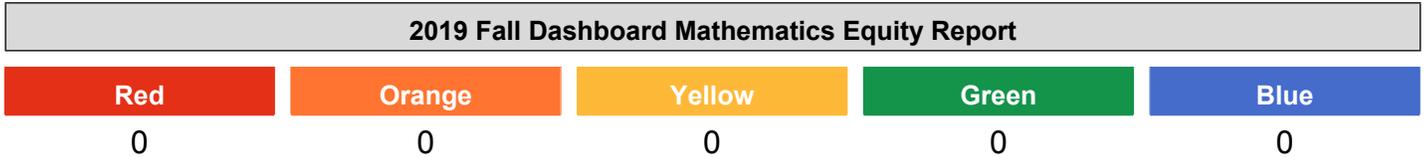
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p>Students with Disabilities</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2		Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

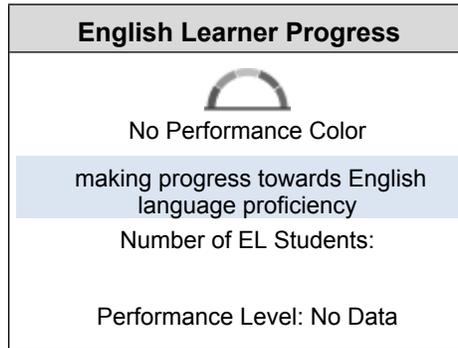
1. Because of the size of our student population that is tested the data is always too small to record. Our populations are considered "insignificant".

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
		0	

Conclusions based on this data:

1. Because of the size of our student population that is tested the data is always too small to record. Our populations are considered "insignificant".

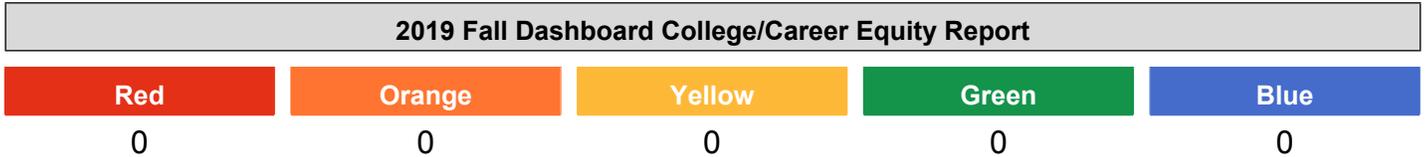
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8</p>	<p>English Learners</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Foster Youth</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>
<p>Homeless</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	Prepared	Prepared
0 Approaching Prepared	Approaching Prepared	Approaching Prepared
0 Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Because of the size of our student population that is tested the data is always too small to record. Our populations are considered "insignificant".
2. Because of COVID-19 Results and data are not available

School and Student Performance Data

Academic Engagement Chronic Absenteeism

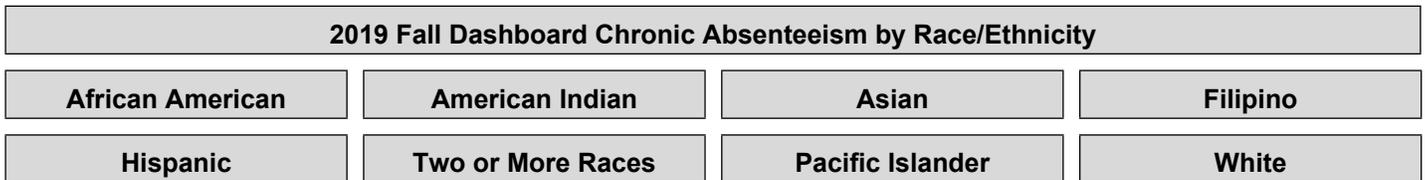
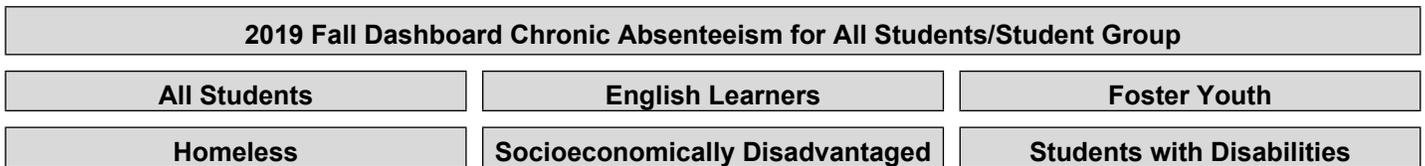
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

1. Because of the size of our student population that is tested the data is always too small to record. Our populations are considered "insignificant".
2. Because of COVID-19 Results and data are not available
3. Our population is very fluid so we do have a larger percentage of EL students than the average school site.

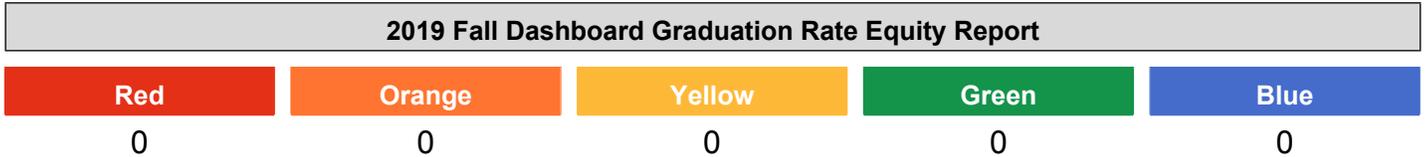
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4</p>	<p>Foster Youth</p> <p>No Performance Color 0 Students</p>
<p>Homeless</p> <p>No Performance Color 0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>	<p>Students with Disabilities</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
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Conclusions based on this data:

1. Because of the size of our student population that is tested the data is always too small to record. Our populations are considered "insignificant".
2. Because of COVID-19 Results and data are not available
3. Last year three students graduated. We did not lose any students to drop outs.

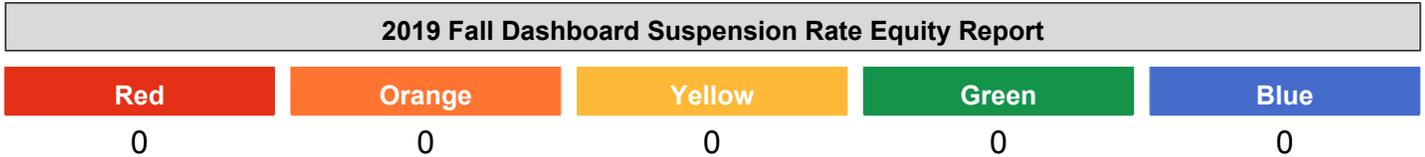
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>30.4</p> <p>Increased +23</p> <p>23</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>42.9</p> <p>Increased +33.8</p> <p>14</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>35</p> <p>Increased +30.5</p> <p>20</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 31.8 Increased +27.7 22			 No Performance Color Less than 11 Students - Data 1

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.4	30.4

Conclusions based on this data:

1. Because of the size of our student population that is tested the data is always to small to record. Our populations are considered "insignificant".
2. Because of COVID-19 Results and data are not available

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

Increase student achievement for "ALL" students in all academic areas with a focus to have them integrated back into Holtville High School to the state academic standards by highly qualified teachers. (LCAP goal 1)

LEA/LCAP Goal

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Goal 1

By June 5, 2021 95% or more of our teachers will report that they are prepared to teach in their assigned classroom as a result of training and support. Student's SBAC Assessment Scores will improve by 3% in both ELA and Math. 30% of students will be reading at grade level in 9th through 12th grade, as measured by STAR Reading Assessment. Increase in students learning English by 2% as measured on the ELPAC by June 2020, with an increase of 2% in students who met reclassification criteria, and 2% of total population moving up one level. By August 2021 have a greater number of students return back at Holtville High School.

Identified Need

Increase curriculum opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Increase % of students being enrolled back into Holtville High School

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1 LCAP Provide standards-aligned instructional materials for all students.
 1.2 LCAP In an effort to ensure that all teachers and paraprofessionals are prepared to be effective in the classroom, Sam Webb will provide high-Quality Professional Development- The School will provide professional development to teachers, administrator, and other school personnel to improve the education of all students with a focus on developing an improved approach to help our EL population. We will continue to provide professional development in these areas but not limited to these areas only.

- a: PD time for Administrator in areas of need.
 - b: Ongoing workshops, conferences and in-service for both administrators and teachers throughout the year.
 - c: Purchase programs such as Pearson, Learning, Fuel Products
 - d. Resources to support copies to communicate with parents, classroom supplies, program and project supplies, teacher need and etc.
- 1.6 LCAP Provide extended learning opportunities for all students, including English Learners, Low-Income, Foster Youth, Immigrant and students with exceptional needs, through tutoring, academics, maintaining summer school programs for intervention and/or enrichment to accelerate or maintain academic progress
- 1.7 LCAP Maintain/repair/replace/expand the technology to ensure students are being exposed to 21st Century Technology and innovative teaching methods.
- a. Maintain/repair/replace/expand technology equipment and software
 - b. Maintain technology staff to ensure students are being exposed to 21st Century technology and innovative teaching methods.
- 1.9 LCAP Provide students, teachers, and paraprofessionals with materials, programs, and services they need to meet student's needs in accordance to their IEP's.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Staff Development and Inservice Days
500	EIA Funds 1000-1999: Certificated Personnel Salaries Teacher Supports, tutors and aids.
1200	LCFF 1000-1999: Certificated Personnel Salaries Teacher Supports, tutors and aids.
1670	LCFF 2000-2999: Classified Personnel Salaries Tutor in classroom, additional supports
	LCFF 4000-4999: Books And Supplies Purchase of Standard-Aligned instructional materials for all grades, Online support programs.
1390.41	LCFF 5000-5999: Services And Other Operating Expenditures PD training for Admin and Teachers

Annual Review

SPSA Year Reviewed: 2019-20

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

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

The objective is to first have students achieve their goals and return to HHS to graduate with their fellow students or the following year. Identify online instructional materials that will increase student options, provide training for these tools to teachers and provide, tutoring as needed.

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

COVID-10 has affected the overall approach to achieving goals by using it to purchase items for distant learning.

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.

Focus on increase curriculum opportunities to better fit distant learning and provide greater opportunities to students success.

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

Provide the course studies for students to catch up on their credits and improve their GPA to be able to return to Holtville high School or to graduate and receive their diploma.

LEA/LCAP Goal

HUSD will continue to provide a broad course of study to TK-12 students, including English Learners, Low-Income, Foster Youth, and students with exceptional needs that will prepare them for college and career upon graduation.

Goal 2

All students will receive English Language Development instruction that will prepare students for high school graduation. Students will be given additional support as needed to support their ability to return to Holtville High School.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased % of students being returned To regular high schools.	Increased % of students being returned To regular high schools.	Increased % of students being returned To regular high schools.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.1 LCAP Sam Webb will support students by using High School counselors throughout the school year to provide supplemental services to allow all optimum guidance services to all students, including English Learners, low-income, Foster Youth and students with exceptional needs. Pine counselor will:

- a. Continue to provide support for all students to progress satisfactorily toward meeting all grade-level requirements, including attaining proficiency in ELA and math and achieve high school graduation.
- b Provide college and career, and trade schools, information
- b. Purchase ELA, Math, Social Science, History, Science, and resources to use in the classroom as core materials.
- b. Teachers, school counselors, and principals attend conferences/training.

- e. Implementing NGSS standards at Pine School and hands-on, project-based learning across all disciplines
 - f. Instructional resources
- 2.6 LCAP Promote college and career readiness through a variety of events, including but not limited to, higher ed week and site career days.
Resources for classrooms and office to help to provide services, communication with parents and more
- a. Communicate with all stakeholders.
 - b. Ink cartridges for classroom printers and special printers.
 - c. In classroom resources and supplies such as but not limited to pencils, pads, water-based markers, colored pencils, colored paper, and other items needed by the teacher to administer and deliver the lessons each and every day of school.
 - d. Purchase necessary items for P.E., Sports, 5th, and 7th-grade physical fitness testing and prepare teachers for the testing.
- Increase technology in the classroom to access software online programs
Promote "School connectedness" and "safety"

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
500	Lottery: Instructional Materials 6000-6999: Capital Outlay Purchase Core instructions materials to include but not limited to ELA, Math, Science, History, Social Science, and more
1000	LCFF 4000-4999: Books And Supplies Purchase apps to support core curriculum
1500	Unrestricted 4000-4999: Books And Supplies Supplies
1000	LCFF - Supplemental 4000-4999: Books And Supplies Computers and software for the classroom
603.35	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies Computers and support
4000	Unrestricted 4000-4999: Books And Supplies Technology, Programs or software

1414.0

Title IV Part A: Student Support and Academic
Enrichment
5700-5799: Transfers Of Direct Costs
Flexible Seating for students

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Promote "School connectedness" and "safety"

LEA/LCAP Goal

HUSD will provide an educational experience which promotes "school connectedness" and "sense of safety" of pupils, staff and parents.

Goal 3

•90% of parents, students and staff will communicate with Sam Webb and stakeholders that they feel safe while at Sam Webb and feel connected with the school. Sam Webb school will increase student attendance to 97% or more, and decrease absenteeism Sam Webb school will decrease the suspension rate by 50%, increase the percentage of parents that feel connected and safe at school. Sam Webb will increase the number of parents attending school site events, while also increasing the number of school events. Sam Webb will maintain a rating of "good" or higher as measured by the Williams review, our facilities inspection tool. Sam Webb school will continue to keep the safety plan updated to reflect all new and current changes, as mandated by the State, Federal and our local governing board. Students and parents will learn to use technology in a safe and secure manor.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

- 3.1 LCAP- Attendance and Student Engagement decreasing absenteeism.
- Assist the District in maintaining a district-wide attendance program including assisting the district SARB officer in improving student attendance to a district wide of 96.5%, including low income, English Learners, Foster Youth, and student with exceptional needs.
 - Monitor and inform staff, parents/Legal guardians of possible chronic absentees and /or possible dropouts to assist in providing intervention at Pine Elementary School.
 - Counseling intervention to assist in lowering suspension and increasing/monitoring student attendance and promotion of a cohesive school culture that encourages student connectedness.

Strategy/Activity

- 3.2 LCAP-Site Safety
- Ensure that Sam Webb has a safe school plan and provide staff with training opportunities.
 - Regularly inspect and maintain emergency kits, first aid kits, nurse's supplies, fire extinguishers, and emergency water supply. .
 - Continue to construct/repair/modify school facilities and ground to enhance campus security and school safety
- 3.3 LCAP Parent Involvement
- Maintain an up-to-date website for a. Ensure that Sam Webb has a safe school plan and provide staff with training opportunities.
 - Promote parent/community involvement through auto-dialer (ParentLink), parent E-mail access to teachers and administrators, Remind Software, mailings, report cards, advertisement, Open House, site activities, Web-based grading parent portal, Renaissance, etc., including low income, English learners, Foster Youth, and students with exceptional needs.
 - Survey parents of all students, including unduplicated students and students with exceptional needs to provide feedback to the District as to the services provided.
 - Maintain a percentage of the parent liaison time to work with parents, students, and administrators to support students in academics and attendance.
 - Provide parent support through parent nights and workshops.
 - Promote parent, family, and community involvement with Sam Webb through ceremonies, events, and activities.
- 3.4 LCAP Discipline
- Implement behavior intervention strategies from Responsibility Centered Discipline to help with discipline and reducing by 50% the number of students suspended at Pine School.
 - Provide professional development and training to staff members on effective discipline procedures.
- Office management resources
 - Printer cartridges for large poster printer
 - Phones
 - Office Paper to be used to communicate with parents, print student information, classroom projects.
 - General supplies
 - Purchase two-way radios for communication between the office staff and yard aides, janitor, and other staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
1900	Unrestricted 4000-4999: Books And Supplies Supplies, stamps,
500	LCFF 5000-5999: Services And Other Operating Expenditures Teacher and Principal training's

500

Unrestricted
5000-5999: Services And Other Operating
Expenditures
Training

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$18,677.76

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$1,000.00
Title III Part A: Language Instruction for LEP Students	\$603.35
Title IV Part A: Student Support and Academic Enrichment	\$1,414.00

Subtotal of additional federal funds included for this school: \$3,017.35

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 (\$)
EIA Funds	\$500.00
LCFF	\$5,760.41
LCFF - Supplemental	\$1,000.00
Lottery: Instructional Materials	\$500.00
Unrestricted	\$7,900.00

Subtotal of state or local funds included for this school: \$15,660.41

Total of federal, state, and/or local funds for this school: \$18,677.76

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
EIA Funds	500.00
LCFF	5,760.41
LCFF - Supplemental	1,000.00
Lottery: Instructional Materials	500.00
Title I	1,000.00
Title III Part A: Language Instruction for LEP Students	603.35
Title IV Part A: Student Support and Academic Enrichment	1,414.00
Unrestricted	7,900.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,700.00
2000-2999: Classified Personnel Salaries	1,670.00
4000-4999: Books And Supplies	10,003.35
5000-5999: Services And Other Operating Expenditures	2,390.41
5700-5799: Transfers Of Direct Costs	1,414.00
6000-6999: Capital Outlay	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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1000-1999: Certificated Personnel Salaries	EIA Funds	500.00
1000-1999: Certificated Personnel Salaries	LCFF	1,200.00
2000-2999: Classified Personnel Salaries	LCFF	1,670.00
4000-4999: Books And Supplies	LCFF	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,890.41
4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
6000-6999: Capital Outlay	Lottery: Instructional Materials	500.00
1000-1999: Certificated Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	603.35
5700-5799: Transfers Of Direct Costs	Title IV Part A: Student Support and Academic Enrichment	1,414.00
4000-4999: Books And Supplies	Unrestricted	7,400.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,760.41
Goal 2	10,017.35
Goal 3	2,900.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Mitchell W. Drye	Principal
Steve Lobstein	Classroom Teacher
Hortencia Medel	Other School Staff
Yaneth Vasquez	Parent or Community Member
Amy Gonzalez	Parent or Community Member
Raul Panalez	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

English Learner 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 02/03/2021.

Attested:

Principal, Mitchell W. Drye on 02/03/2021

SSC Chairperson, Yaneth Vasquez on 02/03/2021

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.

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder 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 (Stakeholder Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019