Sam Webb

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	06/14/2023	06/20/2023

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)

Schoolwide Program

Sam Webb Continuation took to the board a request to become a School Wide Title 1 school. This decision was made because 88.9% of our student population are English Learners, 94.4% are Socioeconomically Disadvantaged, a 58.3% Graduation Rate and a 44.1% overall suspension rate. These numbers have been consistent for the last few years and we believe given these numbers it was more productive for us to address the issue by providing services to as many students as possible. The number of students makes targeted assistance time consuming and not as productive as it would be under a School Wide approach.

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.

Each SPSA is aligned with the goals of the HUSD Local Control and Accountability Plan (LCAP). They are aligned with the district LCAP through collaboration with the district in examining state and local data as part of a comprehensive needs assessment. The process includes developing goals, measurable outcomes, and strategies, actions, and services that are aligned with those of the district. Then, each school implements supplemental services that support improved performance for high-need students and develop a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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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 2023 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 it's 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 2021-22 takes place in the class room observing of project or subject base activities in the core subjects and how teacher embeds English Language Development into their lessons. All work is 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 befor 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. Assigments 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 improvment.

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 secretarty meet to discuss needs, areas that need change, how we can as a group help our teacher to perform for the benifit of the students. At that time we will discuss some of the new things that work with continuation students and review programs and trraining that with 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 basoned on the needs of the school and the imput provided by the staff in regards to curriculum and instruction. Teacher s 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 teachers and staff supporting Sam Webb will be provided necessary time to get ongoing instructional assistance and support from the agency providing the new online instruction program.

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

Sam Webb Teacher will be provided time, by use of subs to be able to collaborate with teachers from the High School, and other schools using the new online program that has been acquired and approved by Sam Webb.

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 and very few in person training. Teacher collaboration days will be used to align curriculum and instruction and supplemental materials are developed to meet the content standards. Teacher and administrator 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. 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

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 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 2021-22 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.

Educational Partner 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. Parents completed surveys in November of 2022 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.

WASC Action Plan

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	%	%	0%		0	0
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	87.5%	94.44%	100%	14	17	22
Pacific Islander	%	%	0%		0	0
White	12.5%	5.56%	0%	2	1	0
Multiple/No Response	%	%	0%		0	0
Total Enrollment				16	18	22

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10		1	2
Grade 11	7	4	8
Grade 12	9	13	12
Total Enrollment	16	18	22

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	12	16	15	75.0%	88.9%	68.2%
Fluent English Proficient (FEP)	0	0	3	0.0%	0.0%	13.6%
Reclassified Fluent English Proficient (RFEP)	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 indivitual 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8	11		7	11		7	11		87.5	100.0	
All Grades	8	11		7	11		7	11		87.5	100.0	

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2479.		*	0.00		*	18.18		*	27.27		*	54.55	
All Grades	N/A	N/A	N/A	*	0.00		*	18.18		*	27.27		*	54.55	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

	Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. Class size is so small that the data is lacking.

2. The number of students who are English Learners is increasing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8	11		6	11		6	11		75.0	100.0	
All Grades	8	11		6	11		6	11		75.0	100.0	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2470.		*	0.00		*	9.09		*	9.09		*	81.82	
All Grades	N/A	N/A	N/A	*	0.00		*	9.09		*	9.09		*	81.82	

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Grade Level	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. Given the low number of students, the data presented here lacks and therefore is not of much value.

2. Our students come to SW with the need to catch up, many are not highly motivated to do well on their testing, this continues to be a challenge for SW.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	6	
11	*	*		*	*		*	*		7	7	
12	*	*		*	*		*	*		9	7	
All Grades										17	20	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	5.88	10.00		17.65	25.00		47.06	35.00		29.41	30.00		17	20	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	17.65	20.00		35.29	35.00		23.53	35.00		23.53	10.00		17	20	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*.		*	*		*	*	
All Grades	5.88	0.00		0.00	25.00		70.59	35.00		23.53	40.00		17	20	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	5.88	20.00		64.71	65.00		29.41	15.00		17	20	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	23.53	40.00		52.94	45.00		23.53	15.00		17	20	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	5.88	5.00		29.41	40.00		64.71	55.00		17	20	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	5.00		82.35	65.00		17.65	30.00		17	20	

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 wtih 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.

2. The focus on our students is not necessary test scores it is getting necessary credits completed so they can return to HHS.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
18	**94.4**	**88.9**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sam Webb Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	16	88.9
Foster Youth		
Homeless	1	5.6
Socioeconomically Disadvantaged	17	94.4
Students with Disabilities		

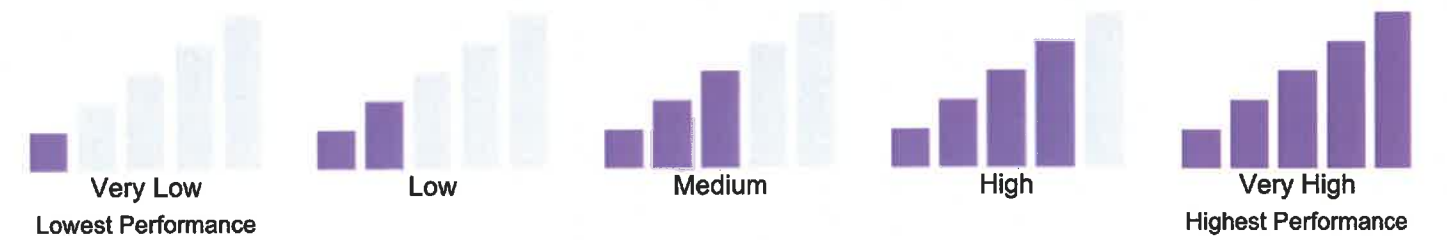| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian		
Filipino		
Hispanic	17	94.4
Two or More Races		
Pacific Islander		
White	1	5.6

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

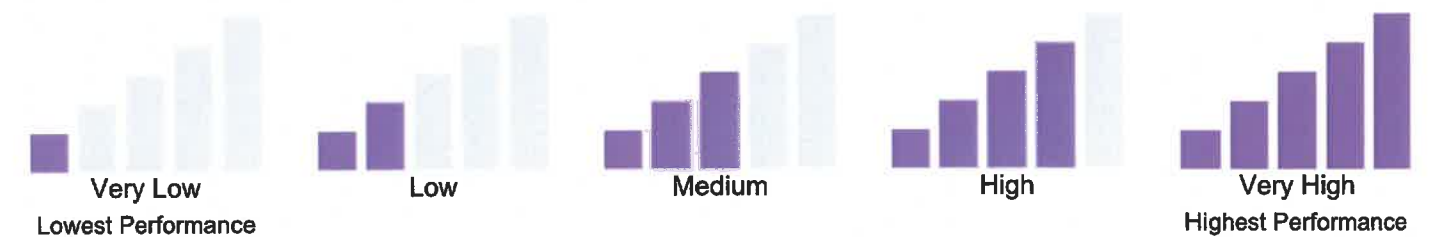| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	**Graduation Rate** No Performance Level	**Suspension Rate** Very High
Mathematics No Performance Level		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

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".

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status level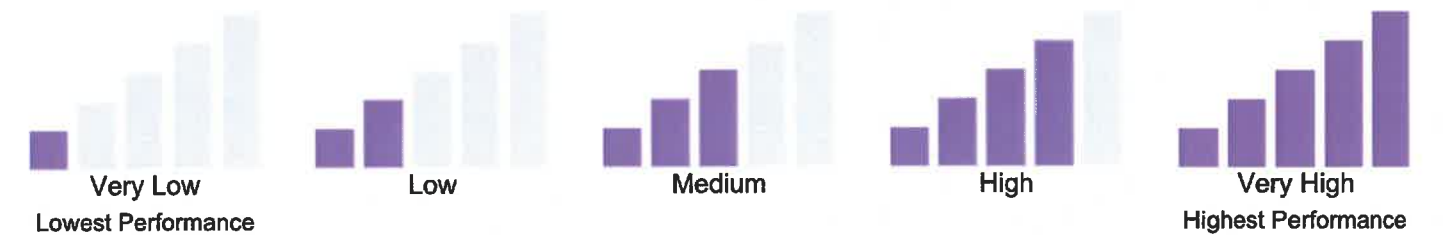s (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level 4 Students	No Performance Level 4 Students	No Performance Level 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Level 4 Students	No Performance Level 0 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino

Hispanic	Two or More Races	Pacific Islander	White

Hispanic

No Performance Level
4 Students

White

No Performance Level
0 Students
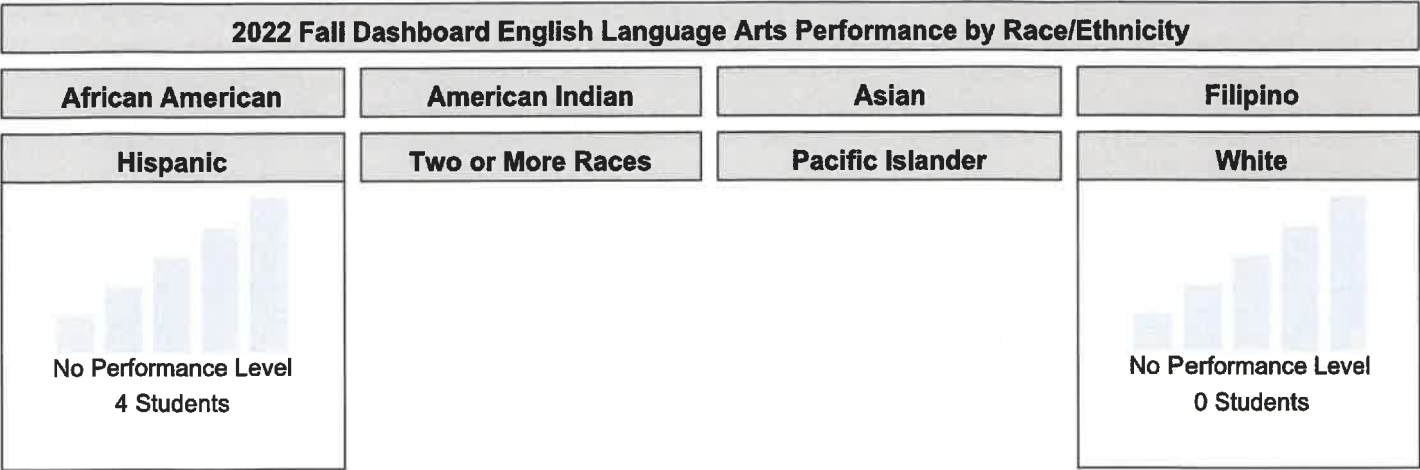
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
4 Students	0 Students	0 Students

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".

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
No Performance Level	No Performance Level	No Performance Level
4 Students	4 Students	0 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Level	No Performance Level
	4 Students	0 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

No Performance Level
4 Students

No Performance Level
0 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
4 Students	0 Students	0 Students

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".

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

55.6 making progress towards English language proficiency

Number of EL Students: 18 Students

Performance Level: No Performance Level
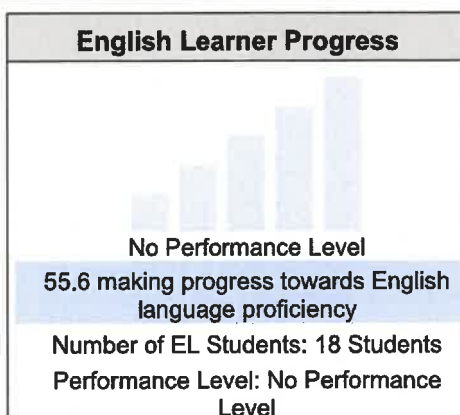
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
22.2%	22.2%	5.6%	50.0%

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".

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
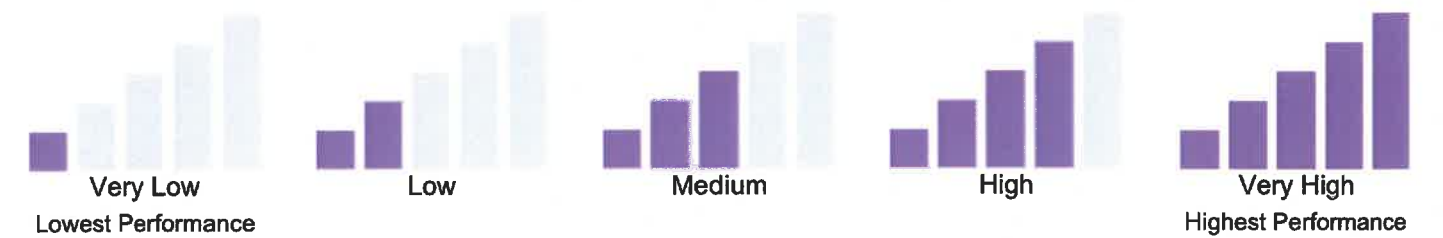
Conclusions based on this data:

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".

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

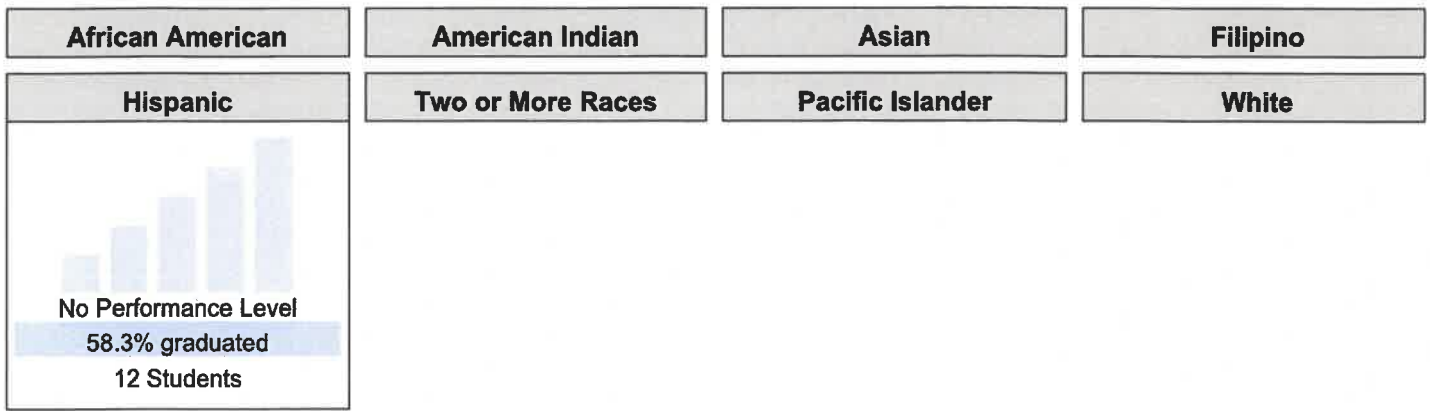Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

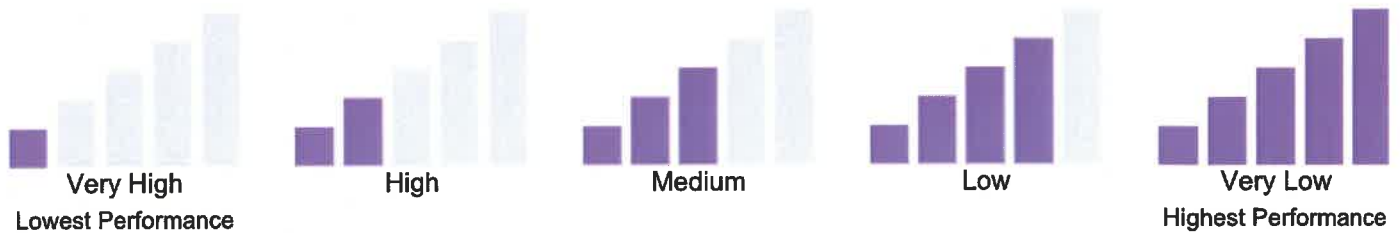| 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

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. 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level 58.3% graduated 12 Students	No Performance Level 54.5% graduated 11 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level Less than 11 Students 1 Student	No Performance Level 58.3% graduated 12 Students	

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

No Performance Level
58.3% graduated
12 Students

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. Last year three students graduated. We did not loose any students to drop outs.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
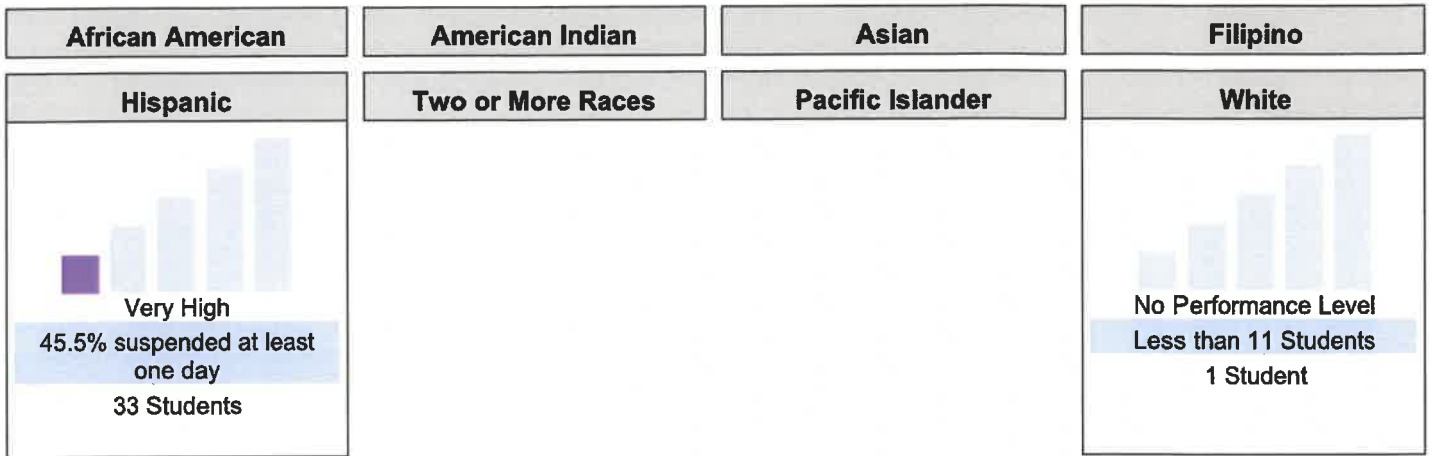
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
2	0	0	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
44.1% suspended at least one day	46.2% suspended at least one day	Less than 11 Students
34 Students	26 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	No Performance Level
Less than 11 Students	48.4% suspended at least one day	Less than 11 Students
2 Students	31 Students	1 Student

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic

Very High

45.5% suspended at least one day

33 Students

White

No Performance Level

Less than 11 Students

1 Student

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".

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 all academic areas, including English Language Arts, and Math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low-income pupils, and pupils identified as special education by providing students with instruction aligned to the state academic content and performance standards by highly qualified teachers.

Goal 1

By June 5, 2022 100% 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 CAASPP Reading Assessment. Increase in students learning English by 2% as measured on the ELPAC by June 2023, with an increase of 2% in students who met reclassification criteria, and 2% of total population moving up one level. By August 2023 have a greater number of students return back at Holtville High School. Increase the number of students who go back to HHS to complete their high school experience and graduate.

Identified Need

1- Updae supplimental curriculum preferably using an online program. Pilot Subject.com.
2- Increase student test performance outcomes.
3- Improve onf English Language Supports.
4: Implemet quarterly assesment tools.
5: Update and expand steps in coorective measures before the student gets to a suspension.
6: Need to find ways to increase more parent involvment.
7: Increasde career exploration experiences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Assessment CAASPP Math Assessment ELPAC Test Score	Because of the low number of students CAASPP scores used to determine growth will be taken individually to determine the growth, or no growth determination of a 3% increase.	Increase 2% of students being enrolled back into Holtville High School
Increase Student that move back to HHS	12% have moved back to HHS so far this year.	Increase by 5%
Increase Students that graduate from SW	20% have Graduated from Sam Webb	Increase by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students who move on to Adult Education, moved to the County Program or drop out.	8% have moved to Adult Ed., 3 % have moved to the County program, 0% Drop out,	Decrease by 5%
The number of students who drop out	0% drop outs	Keep the drop outr rate at 0%
Increase the number of students who are current with their A through G.	0%	Increase by 5%
Increase career exploration .	One career exploration experience	Increase by 200%

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 updated Standards-aligned on-line instructional materials for all students.
(CSI) Targeted Activities
a. Purchase of supplemental resources, Subject.com online, SEL and Sown to Grow.

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, administrates, counselors and staff and other school personnel as needed, to improve the education.
of all students with a focus on developing and 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 administrators, teachers and other school staff as needed throughout the year.
c. Resources to support copies to communicate with parents, classroom, supplies, programs and project supplies, teachers need etc.

(CSI) Targeted Activities
a. Increase PD time for teachers and Administrators around classroom management and discipline management
b. Purchase programs such as Subject.com, Renaissance August PD (I-ELD), SEL and Sown to Grow.
c. Purchase SEL programs and supplemental resources to address students' social emotional issues.

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 academic,

maintaining summer school programs for intervention and/or enrichment to accelerate or maintain academic progress.

(CSI) Targeted Activities
a. Provide budgets so that teachers and others can provide after-school tutoring.
b: Provide cases for computers so that students can take them home and do classwork at home after school.

1.7 LCAP Maintain/repair/replace/expand the technology to ensure students are being exposed to 21st century technology and innovating teaching methods, while using online learning methods.
a. Maintain/repair/replace/expand technology equipment and software.
b. Maintain technology staff to ensure students are exposed to 21st century technology and innovative teaching methods.

(CSI) Targeted Activities
a: Provide a budget to support the maintenance, repair, replacement, and expansion of technology.

1.9 LCAP Provide students, teachers, programs and paraprofessionals with materials, programs, and services they need to meet students' needs in accordance with their IEP's. Provide supplies and resources to the program support in all programs, all populations, and all objectives.

(CSI) Targeted Activities
a. Expand current budgets to help areas of need in the way of tools, supplies and materials for all programs, activities, goals, objectives, and other as needed to support all areas of instruction and instructional support.

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	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Staff Development and Inservice Days
1648.75	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Books and classroom supplies supplies
1000	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Conferences Professional support
4200	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

	Classroom supplies, laptop casses, ear buds, clear backpacks for students, technology repair, replacement, upgrade, and more.
16000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Budgtets for subs, budget for tutoring and other exstended learning opportunities, College/tradel school field trips.
10000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Purchase supplimntary software such as but not limited to Subject.com, Renaissance, August PD (L-ELD), transportation to colleges/trade schools, SEL.Sown to Grow, Discipline strategies cources/
16000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Licenses for Subject.com onlin e supplemental curriculum, Renaissance August PD (ELD)
3282.97	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies funds to supplement state language instruction educational programs, designed to assist EL students' achievement goals
2000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Prep work/extra hours for collaboration/needs assessment/root cause analysis/data analysis & Tutoring

Annual Review

SPSA Year Reviewed: 2022-23

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.

Purchase updated and current core and ellective curriculum, implement quarterly assessments, focus plans that are designed to get students back to HHS, and get parent more enguaged in the process to get help with motivating students.

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

Sam Webbs budget is limited, but we are getting additional support from the CSI grant that is allowing us the ability to purchase supplimental programs and online instruction to better meet the needs of our students. In addtiion we have time to better serve student needs, and provide support staff to deal with needs such as SEL and EL services.

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.

Their have already been two changes with very possitive outcomes. The first is, the piloting of supplimental software bring out posititve remarks by the students. The second is the coorective policies that have been expanded to include additional steps, students have a few extra opportunities to correct their actions, and they have been doing that, as shown by a reduction in suspensions already.

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

Sam Webb will continue to provide a broad course of study to 9 to 12 students that will prepare them for college and career upon graduation, with a focus on English Learners, Low-Income, Foster Youth, and students with exceptional needs. Provide the course studies for students to catch up on their credits and improve their GPA to 1: be able to return to Holtville high School or to graduate and receive their diploma, 2: Graduate from Sam Webb and 3: Encourage students who will not graduate to go on to Adult Education and Graduate. .

LEA/LCAP Goal

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

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

1- Teacher, Principal and Staff training and purchaase of resources and service to support English Learning, SEL, Classroom managment, and others.
2- Increase needed services to students.
3- Increase teacher, and staff training in the area of understanding assessments, and how to employ them.
4- Provide PD time for teachers and staff for training in Subject.com, Reading Plus, SEL support software, and other programs.
5- Increase available budgets for travel and cost related to professional development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student transcripts and grades	Because of the size of the school and the low number of students, individual assessment, grades, and schedules will be evaluated separately to determine growth.	Increase by 100% students having a plan as to how they will return to HHS in order to graduate from HHS. Provide classes that support their goals, as well as their ability to go to college.
CAASPP and ELPAC assessment scores	Because of the size of the school and the need for confidentiality all students will be evaluated individually to determine if they are in need of additional services.	Increase services as needed, provide classes from Sam Webb as well as HHS in order to address EL needs. Provide Counselor support to deal with other personal needs and career planning.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of school and career experiences to include trade schools	One event in 2023	Increase by 200%
Increase the number of PD events	4 events in 2023	Increase by 25%

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 achieving high school graduation.
b. Purchase ELA, Math, Social Science, History, Science, and resources to use in the classroom as core materials.
c. Teachers, school counselors, and principals attend conferences/training.
d. Instructional resources

(CSI) Targeted Activities
a. Explore programs to address student needs such as SEL, English Learner and more.
b. Implement quarterly assessments, collection of data on all students to develop individual student plans to improve CAASPP test scores.
c. Explore possible certificated Career Pathways so that students leave SW with a tool for employment.

(CSI) Targeted Activities
a. PD budgets provided so that teachers, administrators, and staff can get needed CTE Training, El training, SEI training, classroom management techniques, parent involvment techniques,
b. Prep work/extra hours for collaboration/needs assessment/root cause analysis/data analysis

Promote "School connectedness" and "safety"!

Purchase necessary classroom and operational supplies and resources as necessary to promote the overall process.

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 Part A: Basic Grants Low-Income and Neglected 0001-0999: Unrestricted: Locally Defined Support tutoring and counseling activities
500	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Purchase apps to support core curriculum
5500	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Provide support to students through counseling. Prep work/extra hours for collaboration/needs assessment/root cause analysis/data analysis, Professional Learning opportunities for teachers, admin and staff.
800	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Professional support and SEL services, trainings, promotion activities, career education and more.
6500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies SEI/Sown to Grow, supplies
10000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Support tutoring and counseling activities, Technology supports, expansion,
20000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures SEL/Sown to Grow, Dscipline strategies, transportation to college/trade school, August PD (I-ELD), Rensaunce,Subject.com (On-line supplemental curriculum)
1000	Title III Part A: Language Instruction for LEP Students 5000-5999: Services And Other Operating Expenditures

	Provide PD time for to staff to learn how to apply new funds to supplement state language instruction educational programs, designed to assist EL students' achievement goals

Annual Review

SPSA Year Reviewed: 2022-23

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.

Through CSI improvement funds we will be able to provide more PD services to our staff, increassing supplimental supports and software, and increase assessments of our students, staff, porgrams and programs.

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

This year we have an infusion of funds through the CSI ggrant that will allow us to make changes in all three of our goals, goal 1, goal 2 and goal three. In the past limited funds would prevent use from making the changes, and supplimental changes that we are making this year.

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.

In the past we have been limited in resources and unable to do many of the supplimental things we have wanted to do. This resource will allow us to provvide PD training for all of our staff in a multitude of areas that we have not been able to do in the past.

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 that promotes a culture of school connectedness and involvement, student health and well-being, and the safety and security of pupils, staff, and parents.

Goal 3

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. Provide flexible seating to improve the classroom environment.

Identified Need

Get parents more involved, decrease unaceptable behavior in the classroom by changing classroom managment, setup and proceedures. Increase safety by increasing the number of cameras and secuiryt locking system at the gates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
decrease Referals administered in the classroom, Increase steps in student redirective activites to decrease suspensions, purhcase items to help manage negiative student activities.	This years referrals	ten percent reduction in referrals administered.
Work with the district to improve the number of cameras, and gate safety management	Six cameras and zero gate management systems	Minimum of eight cameras and one gate management systems.
Inprove, increase in classroom resources, actitivites to reduce the noice and movement in the classroom.	Flexible and standard seating.	Increase classroom tools by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students, staff and parent involvment in all school activities.	School Site Council/ELAC 2, active parent involvement, and three meetings a year.	School Site Council/ELAC 4 or more, active parent involment, and a minimum of quarterly meetings.
Increase college/trade school field trip, and in classroom speakers	One in class speaker and one career exploration event at IVC	Increase number of events by 300 percent.

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

3.1 LCAP- Attendance and Student Engagement decreasing absenteeism and discipline.
a. 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.
b. Monitor and inform staff, parents/Legal guardians of possible chronic absentees and /or possible dropouts to assist in providing intervention at Sam High School.
c. Counseling intervention to assist in lowering suspension and increasing/monitoring student attendance and promotion of a cohesive school culture that encourages student connectedness.
d improve the classroom environment by providing some flexible seating in the classroom.

(CSI) Activity
a. Develop or modify corrective Discipline strategies to add extra steps, giving the opportunity for students to correct before suspension.
b. Develop a plan to keep students seated, reduce the need to get up and move around.
c. Develop, update Webb page to include discipline actions and expectations, responsibilities and corrective measure taken.
d. Promote Parent involvement so that parent support is part of the corrective process. (Include incentives, snacks and more to encourage parnet enguagement)
e. Implement behavior intervention strategies from Responsibility Centered Discipline to help with discipline and reducing by 50% the number of students suspended at Sam Webb
f. Provide professional development and training for staff members on effective discipline procedures.

3.2 LCAP-Site Safety
a. Ensure that Sam Webb has a safe school plan and provides staff with training opportunities.
b. Regularly inspect and maintain emergency kits, first aid kits, nurse's supplies, fire extinguishers, and emergency water supply.
c. Continue to construct/repair/modify school facilities and ground to enhance campus security and school safety.
d Have quarterly drills with students and staff to practice all areas of emergency situations.

(CSI) Activities

a. Purchase and install vaping sensors in both bathrooms. (Two new sensors one for each bathroom)

b. Add one or two cameras to improve visibility of active student areas.

c. Purchase see through backpacks to issue, to students to discurage bringing restricted items.

3.3 LCAP Parent Involvement in school councils

a. Maintain an up to date website

b Work with the District attendance officer to work with parents to increase student attendance and success.

c Promote parent/community involvement through auto-dialer (Parent Link), parent E-mail access to teachers and administrators, mailings, report cards, advertisement, Open House, site activities, Web-based grading parent portal, etc., including low income, English learners, Foster Youth, and students with exceptional needs.

d Survey parents of all students, including unduplicated students and students with exceptional needs to provide feedback to the district as to the services provided.

e. Maintain a percentage of the parent liaison time to work with parents, students, and administrators to support students in academics and attendance.

(CSI) Activities

a Promote parent/community involvement through auto-dialer (Parent Link), parent E-mail access to teachers and administrators, mailings, report cards, advertisement, Open House, site activities, Web-based grading parent portal, etc., including low income, English learners, Foster Youth, and students with exceptional needs.

e. Provide parent support through parent nights and workshops.

f. Promote parent, family, and community involvement with Sam Webb through ceremonies, events, and activities.

Purchase necessary resources, supplies, office tools, classroom tools and more to support school safety, discipline, and parent involvement!

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 Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supplies, stamps, safety equipment and other necessary items.
300	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Provide resources to increase parent involvement, promote activities

200	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Training
1500	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Purchase flexible seating options for the classroom.
42000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplies, resources, tools, two vape sensors for bacthroom, two security cameras to cover blind spots, Electronic locking gates, laptops & covers, clear back packs. Snacks, motivational ideas to encourage parent enguagement) increase field trips, presenters and support items as well as support for parent involvment.
20800	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Purchase and installation of VAP sensors, extra camera, and electronic gate lock system. Transportation to colleges, trade schools and Career exploration actvities.
8500	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Subs to be able to allow teachers and staff work on discipline plans and proceedurees.

Annual Review

SPSA Year Reviewed: 2022-23

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.

This year we have grand funding under CSI that will allow us to focus on a number of areas from updated core and electrive curreivulum, suplimnetal resources, safety upgrades, PD events for all staff members and more. Supplimental support will allow us to use online instruction to help support curriculum.

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

This year, because of our number of suspension we are under the rules of CSI, this gives us the abiliity to use funds in supplimental ways to increase student performance, reduce discipline issues, and provide an increase in safety both in and out of the classroom, making students feel more safe while at school.

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.

We will be upgrading our current curriculum with supplimental curriculum on line, we will be investing in SEL, and English Lerners supplimental supports, and increase safety and will provide proof of outcum by using quarterly assessments instead of only the yearly ones we are using now.

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

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	$10,531.58
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	$174,231.72

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 ($)
Comprehensive Support and Improvement (CSI)	$156,000.00
Title I Part A: Basic Grants Low-Income and Neglected	$13,948.75
Title III Part A: Language Instruction for LEP Students	$4,282.97

Subtotal of additional federal funds included for this school: $174,231.72

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 ($)

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

Total of federal, state, and/or local funds for this school: $174,231.72

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

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	156,000.00
Title I Part A: Basic Grants Low-Income and Neglected	13,948.75
Title III Part A: Language Instruction for LEP Students	4,282.97

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,000.00
1000-1999: Certificated Personnel Salaries	8,000.00
2000-2999: Classified Personnel Salaries	8,500.00
4000-4999: Books And Supplies	60,931.72
5000-5999: Services And Other Operating Expenditures	65,800.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	2,000.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	8,500.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	52,700.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	62,800.00

5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	30,000.00
0001-0999: Unrestricted: Locally Defined	Title I Part A: Basic Grants Low-Income and Neglected	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	6,000.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	4,948.75
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	2,000.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	3,282.97
5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,631.72
Goal 2	45,300.00
Goal 3	74,300.00

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

3 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Mitchell W. Drye	Principal
Steve Lobstein	Classroom Teacher
Melissa Palacios	Other School Staff
Lillian Aguirre	Other School Staff
Debbie Baro	Parent or Community Member
Robert Duenas	Secondary Student
Irma Suarez	Parent or Community Member
Yadira Garibay	Parent or Community Member
Eugemio Duenas	Parent or Community Member
Patrick De Lira	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

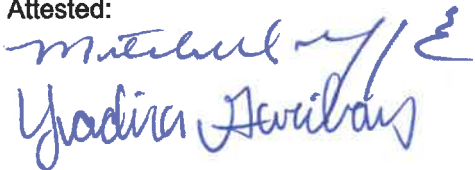| **Signature**	**Committee or Advisory Group Name**
	English Learner Advisory Committee
	Special Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 01/12/2023.

Attested:

	Principal, Mitchell W. Drye on 06/14/2023
	SSC Chairperson, Yadira Garibay on 06/14/2023