



Sam Webb Continuation High School

522 West Eighth Street • Holtville, CA 92250 • 760-356-1304 • Grades 9-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Holtville Unified School District

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Mitchell W. Dye

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**Local Control and Accountability
Plan Coordinator**

School Description

Sam Webb Continuation High School is located in the rural, agricultural community of Holtville, which is located 120 miles east of San Diego, 40 miles west of the California/Arizona border and 20 miles northeast of Mexicali, Baja California, Mexico.

Sam Webb Continuation High School serves students from Holtville High School, assisting them in their ability to get their high school diploma, or catch up on units and receive a GED. Sam Webb Continuation High School provides instruction in English, math, science, and other core subject areas. Sam Webb Continuation High School is instrumental in giving students, who were unable to learn, in the standard high school environment, a second chance in developing the necessary skills to be successful in high school, and life. It is rewarding to see students succeed with help from Sam Webb Continuation High School. Sam Webb students receive support in instruction in either graduation goals, and or career goals. We expect our students to take full advantage of the program, and because they have, we have a great history of students who have been able to graduate with their fellow classmates, or within a year of their scheduled graduation date. We have also seen many go on to experience a successful career, on the job, with the skills they learned at Sam Webb Continuation High School.

Mission Statement:

The Sam Webb Continuation High School takes pride in valuing excellence, individuality, diversity, and creativity. We are committed to the intellectual achievement and emotional and social development of each student in a caring, collaborative, supportive environment.

Vision Statement:

The Sam Webb Continuation High School prepares students for their futures, which may include college, technical institutions, and/or careers. We will provide an environment that supports quality instructional programs and empowers students to become independent, resourceful and successful citizens and scholars.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	3
Grade 11	3
Grade 12	12
Total Enrollment	18

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	83.3
Native Hawaiian or Pacific Islander	0.0
White	16.7
Socioeconomically Disadvantaged	72.2
English Learners	33.3
Students with Disabilities	0.0
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Sam Webb Continuation High School	16-17	17-18	18-19
With Full Credential	2	1	1
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Holtville Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	78
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Sam Webb Continuation High	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks are ordered at the end of each year on an as needed basis. All students have the required textbooks. Teachers have the necessary instructional materials for their classes. on September 17th of 2018 the board approved resolution 2018/19-006 that all schools had sufficient instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: 2018, September	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson, My Perspectives 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math Visions Project 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Globe Science Series, Life Science, 1996 Globe-Fearon The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
History-Social Science	History of the World by Steck-Vaughn, 2003 U.S. History 1987 Globe Fearon The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Foreign Language	Merrill, 2006 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Glencoe, 2005 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sam Webb High School is located just adjacent to Holtville High School. The facility is constantly inspected by the maintenance and custodial staff and by site and district administration. All damages caused by the earthquake in 2009 have been repaired.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2018, November		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None Needed
Interior: Interior Surfaces	Good	Stained ceiling tiles, replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None Needed
Electrical: Electrical	Good	None Needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None Needed
Safety: Fire Safety, Hazardous Materials	Good	None Needed
Structural: Structural Damage, Roofs	Good	None Needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None Needed
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	--	--	51.0	54.0	48.0	50.0
Math	--	--	39.0	42.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the

total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational program at Sam Webb High School. Parents are always invited to volunteer on campus, chaperone events, and participate in fund raising efforts.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of Sam Webb High School. To safeguard the safety and well-being of students and staff, a comprehensive School Site Safety Plan was most recently updated in December 2018. It was discussed with the entire faculty and support staff at the beginning of school in September and again at the end of the semester in January. Procedures for what to do in case of an earthquake, fire, or a lockdown are practiced at the site on a quarterly basis. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before and after school, during lunch and it breaks. Supervision is a responsibility shared among teachers and administrators. Safety plans are published on each school's web site and made available to all stakeholders. A printed copy of the Comprehensive School Safety Plan is available at each school site.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.9	6.3	7.4
Expulsions Rate	0.0	3.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.2	4.5	5.7
Expulsions Rate	0.0	0.2	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	2.0	2.0	2.0	5	9	11						
Mathematics	2.0	1.0	2.0	7	11	10						
Science	1.0	1.0	1.0	7	6	9						
Social Science	1.0	1.0	2.0	4	9	15						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Professional development is an on-going process in the Holtville Unified School District. Staff members participate in conferences and workshops throughout the school year. The District provides early release Wednesdays in order to provide all staff with training in areas of need, curriculum development and alignment with the California Standards. The District has increased the number of days designated as staff development in order to keep pace with the changing state requirements and the implementation of the California State Standards (CCSS). Teachers are given release time to work with colleagues in order to look at student data and make changes, as needed, to their lessons in order to prepare all students to meet or exceed state proficiency levels. The focus of professional development continues to be in the areas of mathematics, English Language Arts, and EL improvement. Administrators work closely with other district administrators as well as with the Imperial County Office of Education. Teachers are provided feedback from administration.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,000	\$45,681
Mid-Range Teacher Salary	\$75,227	\$70,601
Highest Teacher Salary	\$95,859	\$89,337
Average Principal Salary (ES)	\$115,516	\$110,053
Average Principal Salary (MS)	\$108,899	\$115,224
Average Principal Salary (HS)	\$124,742	\$124,876
Superintendent Salary	\$151,723	\$182,466
Percent of District Budget		
Teacher Salaries	39.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Holtville Unified School District provides options for parents and students at four sites: Holtville High School (9th -12th); Holtville Middle School (6th – 8th); Pine School (K-8th); and Emmett S. Finley School (K-5th). In addition, we offer an alternative/continuation high school at Sam Webb High School and Freedom Academy, which is a school of choice. We offer many extra-curricular activities such as band, clubs and sports for our students.

Sam Webb is an alternative to a comprehensive high school. We offer one-on-one counseling while focusing on credit recovery.

The district also offers College Begins in Kindergarten (CBK) as a summer program. AVID (Advancement Via Individual Determination) strategies and college readiness skills have been implemented district wide. All sites within the district offer tutoring opportunities for all students.

Holtville Unified also has a very active Migrant Education Program, which allows students to receive extra tutoring, trips to colleges, and participation in activities such as the Migrant Speech and Debate teams. We have an adult education program which offers ESL, a high school diploma, citizenship and English classes. We have a full transportation department that transports students to and from school as well as our athletes to and from activities. We have a full time nurse for the students as well as two nurse's aides to provide for the health of our students. We are continually looking at the best uses for all funds to meet the needs of our students. Funds to meet the needs of our students.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$ 13,347.86	\$ 36.32	\$ 13,311.54	\$ 79,313.16
District	♦	♦	\$ 9,453.24	\$76,705
State	♦	♦	\$7,125	\$71,392
Percent Difference: School Site/District			444.94%	-200.0
Percent Difference: School Site/ State			-200.0	-200.0

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sam Webb Continuation High School	2014-15	2015-16	2016-17
Dropout Rate	--	--	9.1
Graduation Rate	--	--	45.5
Holtville Unified School District	2014-15	2015-16	2016-17
Dropout Rate	2.2	0.0	2.0
Graduation Rate	97.1	95.2	93.3
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	83.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	66.7

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	27.3	95.8	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	30.0	95.1	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	0.0	100.0	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	33.3	100.0	88.6
English Learners	33.3	68.8	56.7
Students with Disabilities	0.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

Career Technical Education Programs

Sam Webb High School does not have a Career Technical Education Program as it is an alternative/continuation high school.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.