Holtville Unified School District

CCSPP RFA, Cohort 3

CCSPP Plan – Sam Webb Continuation School

Sam Webb is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

School Overview, Needs and Assets:

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 100% Hispanic,
- 86.4% Socioeconomically Disadvantaged
- 68.2% English Learners
- 13.6% Migrant
- 4.5% Homeless
- 4.5% Students with IEPs

Summary of Assets Overview: We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- We have Beyond SST that by function brings together multi-skilled team members who collaborate to support students. We have tiered interventions for academics implemented but for CCSPP we rely on our district wide mental health person. Teachers, who because of weekly meetings with students know about their students and their needs. In addition, we rely of Synergy to communicate student information to all stakeholders.
- Part-time counselor to support students experiencing challenging personal and academic situations has been hired.
- We are exploring trainings and relying on District Lead instruction to help with trauma-informed practices training for all staff members.
- Site safety practices training for all staff members

Summary of Needs Assessment: However, we continue to have significant needs that we must address holistically:

- Significant difference in suspension rates compared to state (25% Sam Webb and 3.5% state, 2022-23)
- Significant difference in chronic absenteeism compared to state (61.5% Sam Webb and 24.3% state, 2022-23)
- Significant decrease in graduation rates (46.2% in 2022-23 and 58.3% in 2021-22.
- Significant decrease in graduation rates for socioeconomically disadvantaged students (58.3% in 2021-22 and 46.2% in 2022-23)

- Student climate survey results demonstrate significant needs in student emotional wellbeing
    - 40% of students say that staff treat students with respect
    - 40% of students say that they regularly receive encouragement from teachers, staff, and administrators.
    - 20% of students say that their school provides adequate academic tutoring services
    - 40% student say that their ELA/ELD class is helping them improve English language proficiency

Core Commitments: Describe the school's commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- ***Assets-Driven and Strength-Based Practice:*** We recognize that our community has significant strengths alongside needs. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to academic achievement.
- ***Racially Just and Restorative School Climates:*** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to provide all students the services they require, including ELD instruction. Sam Webb students continue the ELD instruction at Holtville High School. All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of English learners.
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council and English Language Advisory Committee.

Measurable Goals and Activities: Identify the school's goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time counselor / social worker / school psychologist to support the significant emotional needs of our student community.
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices (includes internal and external training opportunities).
- A mutual agreement of understanding with Imperial County Office of Education (ICOE) to engage staff in training on the expectations of integrated ELD based on the EL Roadmap Policy to support our EL Students.

We have established clear, measurable goals in support of our plan:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I emotional wellbeing support on a weekly basis. We will begin with a weekly emotional check-in and expand into academic check-ins and social-emotional skill-building. We will adjust the master schedule to include at least 20 minutes of SEL-focused learning time each week.
- 100% of students will have access to high quality Tier II and Tier II interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By 12th grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self-Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By 12th grade, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan.

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader = Community School Partnership Program Coordinator.
- Leadership Team = Projects Director, Principal, Counselor, Teacher
- Planned Implementation Structures
    - Weekly implementation meeting of key roles and leadership team
    - Monthly progress updates to Instructional Leadership Team
    - Quarterly progress updates to all staff

LCAP Connections: Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- LCAP Goal 1: Annual increase in student achievement for all students in all subject 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.
- LCAP Goal 2: 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.
- LCAP Goal 3: Provide an educational experience that promotes a culture of school connectedness and involvement, student health and wellbeing, and the safety and security of pupils, staff, and parents.