School Year: **2024-25**

School Plan for Student Achievement (SPSA)

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

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

- Schoolwide Program
- Comprehensive Support and Improvement

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 that 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. The plan will also address the school climate indicator for all student groups based on CSI findings.

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

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Plan Description

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

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

- Schoolwide Program
- Comprehensive Support and Improvement

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 that 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. The plan will also address the school climate indicator for all student groups based on CSI findings.

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. The plan also includes the goalss under their CSI (Comprehensive Support and Improvement - Title I, Part A) program.

Educational Partner Involvement

How, when, and with whom did Sam Webb Continuation High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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 2023 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. 2022-23 CAASPP scores has shown groth in Language Arts but a decline or poor performance in Math.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Sam Webb is not an accredited school.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sam Webb Continuation High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	%	0%	%	0	0	
Asian	%	0%	%	0	0	
Filipino	%	0%	%	0	0	
Hispanic/Latino	94.44%	100%	100.00%	17	22	14
Pacific Islander	%	0%	%	0	0	
White	5.56%	0%	%	1	0	
Multiple/No Response	%	0%	%	0	0	
			Total Enrollment	18	22	14

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10	1	2	1
Grade 11	4	8	5
Grade 12	13	12	8
Total Enrollment	18	22	14

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 any earlier than 9th grade, but almost always 10th-12th grades.
3. Our hispanic population continues to grow year after year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	16	15	11	75.0%	88.9%	78.6%
Fluent English Proficient (FEP)	0	3	0	0.0%	0.0%	0.0%
Reclassified Fluent English Proficient (RFEP)				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. Three off 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 quarterly.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

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	6	7	11	6	7	11	6	87.5	100.0	100.0
All Grades	8	11	6	7	11	6	7	11	6	87.5	100.0	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	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*

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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	*	*	*	*	*	*	*	*	*

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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, the student population is decreasing.
3. More than half the students taking the test peformed below standard, our students are in the Sam Webb program because they perform poorly and in most cases take very few things seriously like testing. I am hoping that with the inclusion of the STAR quarterly assesment testing we will get a better idea how they are truely doing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

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	6	6	11	6	6	11	6	75.0	100.0	100.0
All Grades	8	11	6	6	11	6	6	11	6	75.0	100.0	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	*	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	*

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Concepts & Procedures Applying mathematical concepts and procedures									
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	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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.
3. More than 80% of the students taking the test peformed below standard, our students are in the Sam Webb program because they perform poorly and in most cases take very few things seriously like testing. I am hoping that with the inclusion of the STAR quarterly assesment testing we will get a better idea how they are truely doing.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	4
12	*	*	*	*	*	*	*	*	*	9	7	5
All Grades										17	20	12

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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	33.33	17.65	25.00	0.00	47.06	35.00	33.33	29.41	30.00	33.33	17	20	12

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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	33.33	35.29	35.00	16.67	23.53	35.00	8.33	23.53	10.00	41.67	17	20	12

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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	8.33	0.00	25.00	25.00	70.59	35.00	8.33	23.53	40.00	58.33	17	20	12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	8.33	64.71	65.00	50.00	29.41	15.00	41.67	17	20	12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	50.00	52.94	45.00	16.67	23.53	15.00	33.33	17	20	12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	25.00	29.41	40.00	16.67	64.71	55.00	58.33	17	20	12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	8.33	82.35	65.00	50.00	17.65	30.00	41.67	17	20	12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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. Our students did not improve over last year and one was reclassifed RFEP.
2. The focus on our students is not necessary test scores it is getting necessary credits completed so they can return to HHS.
3. The results show, We believe that our last year level threes moved to four increasing the number of level fours, but it looks as though we may have had one or two of our level two fall back to level 1. We believe the actions that we are taking this year will improve these results greatly.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
22	**86.4**	**68.2**	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	15	68.2
Foster Youth		
Homeless	1	4.5
Socioeconomically Disadvantaged	19	86.4
Students with Disabilities	1	4.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	22	100

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. We are focusing a lot of counseling services to our student, and provide what services we can as well as research services locally that are offered to the community and encourage our families and students to use those servicecs.
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.
3. It is a fact, that a large number of our students and their familes suffer socially, and most live in less than favorable environments, with one that is homeless. We believe that our attendance rate is generally good for a continuation

school because our students don't like being home and find the classroom safe, clean, and they get food, this is bigh possitive for our students.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career No Status Level	**Chronic Absenteeism** No Performance Color	

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. Sam Webb was placed in CSI in 2022-23 because of a high suspension rate, these results do not surprise us. Under CSI we have emplemented several redirective activities giving students the opportunity to think before they

act and thus avoiding suspension activities. This number is already showing a possive reduction in the number of suspensions.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Less than 11 Students 5 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 5 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 3 Students	0 Students	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".
2. All students are treated equal and services are provided based on student needs.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Less than 11 Students 5 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 5 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 3 Students	0 Students	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".

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
63.6% making progress towards English language proficiency
Number of EL Students: 11 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.

2023 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
1	3	1	6

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. The results show, that 50% of our English Learners are progressing, we still have 22.2% that moved backwards but we feel the services we have started to offer our English learners this year will inprove these numbers in all areas.

School and Student Performance Data

Academic Performance

College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



Lowest Performance — Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	0

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
0 Prepared 12 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0 Students	0 Prepared 12 Students	Less than 11 Students 2 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0 Students	0 Students	0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 10 Students	0 Students	0 Students	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".
2. Many of our students attend IVC after graduating from Sam Webb. A small number take the Trade School rout. Most get jobs and enter the work force and most are successful.
3. Students are exposed while attending Sam Webb to colleges, going to field trips to IVC, and to trade schools, trade schools come to the class and provide presentation of what they offer.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 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".
2. Our population is very fluid so we do have a larger percentage of EL students than the average school site.
3. Once again, our attendance numbers are usually low, our tardies are high but the reason is students come from poor, and in many cases an unatractive home life. They find the classroom safe, clean, friendly and they get food, so most student prefer to be at school than at home.

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
46.2% graduated	Less than 11 Students	Less than 11 Students
Decreased Significantly -12.2	9 Students	1 Student
13 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	46.2% graduated	Less than 11 Students
No Performance Color	Decreased Significantly -12.2	2 Students
0 Students	13 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
45.5% graduated Decreased Significantly - 12.9 11 Students	No Performance Color 0 Students	No Performance Color 0 Students	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".
2. Last year three students graduated. We did not loose any students to drop outs.
3. Graduation rates for Sam Webb are a bit misleading because, our primary goal is to get students back to the traditional high school and many of our students make the return to HHS. For those who do not graduating from Sam Webb is our second goal and that is high as represented by the 58.3% and those who can't or wont function in a high school environment are directed to the Adult education and their results are about fifty percent.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
25% suspended at least one day Declined -19.1 28 Students	31.6% suspended at least one day Declined -14.6 19 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 2 Students	29.2% suspended at least one day Declined -19.2 24 Students	Less than 11 Students 2 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
25.9% suspended at least one day Declined -19.5 27 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 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".
2. Sam Webb is in the CSI program primarly because of the suspension rate. Interdiction activities have been put in place that so far has shown a very possitive effect on suspension numbers, not yet shown here. We continue to look at ways to redirect students to possitive activities in place of those activties that may result in a suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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)
By June 5, 2023 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 (As of 2023-24 Because of student confidentiality rules the information for Language Arts and Math is not provided. as for ELPAC test, the number of students testing at level 4 increased to 33.33 percent from 10 % an increase of 23.33%. this is a result of leve threes moving up to the level four. We had one reclassified to RFEP and onther one at the end of this year.), (Results are still under quarantine, will be available by the first of the year.), (Results are still under quarantine, will be available by the first of the year.)
Increase Student that move back to HHS	12% have moved back to HHS so far this year.	Increase by 5% (Students can't move back until the end of semester, currently we have three (3) on track to return in January of 2024 this is a 23% rate a growth so far of 11%)
Increase Students that graduate from SW	20% have Graduated from Sam Webb	Increase by 3% (As of 2024 1 has graduated)
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% (So far in 2023-24 0%percent of students have take any of these actions..)
The number of students who drop out	0% drop outs	Keep the drop outr rate at 0% (As of 2023-24 0% percent of students have taken these actions.)
Increase the number of students who are current with their A through G.	0%	Increase by 0% (No data as of yet)
Increase career exploration .	One career exploration experience	Increase by 100% (As of 2023 students have taken part in IVC career fair and a representatvies presentation from a trade school.)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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	All Students	244.44 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Staff Development and Inservice Days 800 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies

	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		Books and classroom supplies supplies 485 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Conferences Professional support 4200 EIA Funds 4000-4999: Books And Supplies Classroom supplies, laptop casses, ear buds, clear backpacks for students, technology repair, replacement, upgrade, and more. 16000 EIA Funds 5000-5999: Services And Other Operating Expenditures Budgtets for subs, budget for tutoring and other exstended learning opportunities, College/tradel school field trips. 10000 EIA Funds 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 EIA Funds 5000-5999: Services And Other Operating Expenditures Licenses for Subject.com onlin e supplemental curriculum, Renaissance August PD (ELD) 900.56 Title III 4000-4999: Books And Supplies funds to supplement state language instruction educational programs, designed to assist EL students' achievement goals 2000 EIA Funds 1000-1999: Certificated Personnel Salaries

	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.		Prep work/extra hours for collaboration/needs assessment/root cause analysis/data analysis & Tutoring 896.33 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Supplimental materials for English Learners and books such as 3D

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Sam Webb will continue to provide a broad course of study to 9 to 12 gradce 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. .
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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. (Students are provided an additional two times a week of ELD services provide them using th new 3D curriculum)
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 00% (As of 2023-24 a minimum of four days of PD events have taken place), (Results are still under quarantine, will be available by the first of the year.)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All students	485 Title I Part A: Basic Grants Low-Income and Neglected 0001-0999: Unrestricted: Locally Defined Support tutoring and counseling activities 242 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Purchase apps to support core curriculum 2667 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. 388 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 EIA Funds 4000-4999: Books And Supplies SEI/Sown to Grow, supplies 10000 EIA Funds 5000-5999: Services And Other Operating Expenditures Support tutoring and counseling activities,

			Technology supports, expansion, 20000 EIA Funds 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) 274 Title III 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: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Promote "School connectedness" and "safety"
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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. (As of 2023-24 there is more than a 75% decrease in suspensions)
Work with the district to improve the number of cameras, and gate safety management, and safety equipment.	Six cameras and zero gate management systems, update safety supplies in the classroom.	Minimum of eight cameras and one gate management systems.(As of 2023-24 one additional camera has been installed making a total of fvie cameras). Classroom will have all necessary safety equipment like an emergency medical kit, water and more. Install defibulators and overdose control medication near or in the classroom.
Inprove, increase in classroom resources, actitivites to reduce the noice and movement in the classroom.	Flexible and standard seating.	Increase classroom tools by 10% (As of 2023-24 Flexible seeating has been installed in the classroom)

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. (As of 2023-24 steps were taken to combine the Sam Webb and Freedom Academy School Site council, this has resulted in a 70+% increase in attendance)
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 200 percent. (As of 2023-24 students have attended an IVC career fair and atleast one trade school has presented in the classroom)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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	All Students	485 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supplies, stamps, safety equipment and other necessary items. 145 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Provide resources to increase parent involvement, promote activities 100 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Training 727 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Purchase flexible seating options for the classroom. 42000 EIA Funds 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

	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!		enguagement) increase field trips, presenters and support items as well as support for parent involvment. 20800 EIA Funds 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 EIA Funds 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: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Under the Multiplyer Grant Sam Webb will increase growth in English Language Language Art for all students. Within three years, all students, , and particularyl low-income and EL students, at Sam EWebb Continuation High School witll demonstrate growth toewads meeting or exceeding standars in ELA as measured by CAASPP test reslutls and Local benchmark assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Through analyzing data from the 2023 CA School Dashboard, we determined a need to continue supporting ELA throughout the District, but specifically for low-income and EL students at Sam Webb Continuation High School, our Equity Multiplier school stie. this need is; confirmed by the consensus of educational partners, specifically the need for ongoing instructional support for ELA and ELD as well as improving the supplemental instructional materials provided to students, we plan to improve ELA performance through the actions included in the goal and will measure progress using CAASPP ELA results, local reading level assessment data, and student surveys.

Identified Need

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

Students at Sam Webb perform below on ELA by an average of 16% as measured bythe CAASPP test. Need ongoing support of ELD and Low-income students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4.1 The percentage of studens at Sam Webb who met or exceed standards in ELA on the CAASPP	16% of students in 2023.	By Year 3, 50% of students in 2026 will meet or exceed standardds in ELA on the CAASPP
4.2 the percentage of students at Sam Webb reading at high school level on the STAR Reading Assessment.	7.7% of students in 2023	By Year 3, 30% of students will be reading at High School level on the STAR Reading Assessment.
4.3 The percentage of students at Sam Webb who feel their ELA/ELD is helping them improve thir English Language proficiencey.	40% of students in 2023	By Year 3, 70% of students will feel thier ELA/ELD is helping them improve their English language proficiency.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Hire one part-time ELD intervention teacher at Sam Webb to implement small group instruction for low-income and EL students in improving English	All students, with a focus on low-income and EL students in need of	50000 None Specified

	language proficiency. In addition, this person will be available to provide tutoring type of services to students as needed.	improving English language proficiency.	#3182 Multiplyer Grant

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$10,531.58
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$214,839.33
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$6,768.44
Title III	$1,174.56
Title IV Part A: Student Support and Academic Enrichment	$896.33

Subtotal of additional federal funds included for this school: $8,839.33

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

State or Local Programs	Allocation ($)
EIA Funds	$156,000.00
None Specified	$50,000.00

Subtotal of state or local funds included for this school: $206,000.00

Total of federal, state, and/or local funds for this school: $214,839.33

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
EIA Funds	156,000.00
None Specified	50,000.00
Title I Part A: Basic Grants Low-Income and Neglected	6,768.44
Title III	1,174.56
Title IV Part A: Student Support and Academic Enrichment	896.33

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	485.00
1000-1999: Certificated Personnel Salaries	4,911.44
2000-2999: Classified Personnel Salaries	8,500.00
4000-4999: Books And Supplies	56,895.89
5000-5999: Services And Other Operating Expenditures	64,047.00
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	EIA Funds	2,000.00
2000-2999: Classified Personnel Salaries	EIA Funds	8,500.00
4000-4999: Books And Supplies	EIA Funds	52,700.00
5000-5999: Services And Other Operating Expenditures	EIA Funds	62,800.00
5800: Professional/Consulting Services And Operating Expenditures	EIA Funds	30,000.00
	None Specified	50,000.00

0001-0999: Unrestricted: Locally Defined	Title I Part A: Basic Grants Low-Income and Neglected	485.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	2,911.44
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2,399.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	973.00
4000-4999: Books And Supplies	Title III	900.56
5000-5999: Services And Other Operating Expenditures	Title III	274.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	896.33

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,526.33
Goal 2	40,556.00
Goal 3	72,757.00
Goal 4	50,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Mr. Mitchell W. Drye	Principal
Mr. Steve Lobstein	Classroom Teacher
Mrs. Amy Lansman	Classroom Teacher
Mr. Patrick De Lira	Classroom Teacher
Melissa Palacios	Other School Staff
Mr. Juan Bautista	Parent or Community Member
Mrs. Irma Suarez	Parent or Community Member
Miss. Maryan Abundes	Secondary Student
Miss. Naomi Still	Secondary Student
Mr. Joseph Meza	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12/06/2023.

Attested:



Principal, Mitchell W. Drye on 12/06/2023

SSC Chairperson, Juan Bautista on 12/06/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023