



Santa Barbara Unified School District

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Student Achievement Workshop Report

School: McKinley Elementary School

Principal: Tia Blickley

School year: 2012-2013

1. What does the student achievement data tell you?

Student achievement has both increased and decreased depending on the grade-levels, areas and subgroups.

- 2nd grade students averaged 54% in ELA & 45% Math clusters except Writing strategies (E/LA). They decreased from 71% to 54% Proficient/Advanced in E/LA & from 71% to 45% in Math.
- 3rd grade students averaged 41% in E/LA, but 69% in math. They decreased from 32% to 23% Proficient/Advanced in E/LA & remained the same in Math (53%)
- 4th grade students averaged only 69% in E/LA & struggled in the Writing strategies cluster, but 86% average correct in Math. They increased from 39% to 64% Proficient/Advanced in E/LA & from 64% to 86% in Math.
- 5th grade students struggled in all E/LA, Math and %tScience content clusters. They decreased from 41% to 39% Proficient/Advanced in E/LA & increased from 32% to 40% in Math.
- 6th grade students also struggled in all E/LA and Math clusters. The average correct was 60% in both areas. They increased from 41% to 46% Proficient/Advanced in E/LA & from 35% to 41% in Math.

2. What are you doing in response?

- School wide creation of student learning goals
- Provide two 2-day Math Lesson Study Professional Development for all grade-levels
- Continue deep implementation of Open Court, EnVision and ELD
- Professional development of Academic Language and Common Core Implementation
- Provide Lesson Studies in Inquiry Based Science instruction and Science Note booking
- Administrative informal walk-throughs with feedback

3. In what ways is this different than last year's response?

- More instructional support to teachers in both Math and Academic Language
- More purposeful and focused evaluations
- Focus on student created learning goals and reflection on learning.

Single Plan for Student Achievement 2012-2013



The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

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CDS Code: 48-235464
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Date of this revision: 12/19/2012

Mission Statement(s)	Analyze Student Data	Conclusions from Parent, Teacher, Students
<p>The mission of the Santa Barbara Unified School District is to ensure the educational success of all students through high expectations and a commitment to excellence and to empower them to reach their full potential as responsible, ethical and productive citizens in a diverse and changing world.</p> <p>Core Beliefs and Commitments</p> <ul style="list-style-type: none"> We believe that the achievement of the district's mission is a shared responsibility requiring the cooperation and commitment of students, parents, staff, board members and the community. We will ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. We will effectively and transparently manage our financial and human resources to support our educational goals. We will maintain safe and orderly school environments for all students and employees. We will promote a culture of mutual trust and respect among students, parents, staff and community members. We value student and staff diversity in our schools and classrooms and will promote equal access across all educational programs and activities. <p>The McKinley faculty is committed to:</p> <ul style="list-style-type: none"> Making each student a grade level reader by the end of third grade. Implementing Open Court series to provide a strong foundation. Continuing a school wide assessment of reading and writing. Continuing the math program, EnVision, along with basic math skills and implementing units of Context for Learning Providing a strong ELD program that promotes academic English language development. Providing more ways to assist at-risk students and to meet individual needs, particularly in reading. Providing more ways to assist and inform parents about how they can help their children. Having students become computer literate and familiar with the Internet. 	<p>Summary of Data:</p> <p>An analysis of student performance data was conducted using the CST's in ELA and Math, CELDT, ADEPT and Benchmark Assessments. McKinley did 9 out of 17 AMO levels needed to make Adequate Yearly Progress. There was school-wide and subgroup growth in all proficiency levels as follows:</p> <p>English Language Arts</p> <ul style="list-style-type: none"> School-wide 47.2% (Last year: 49.6 %) Hispanic 47.4% (Last year: 49.2) Socio-Economically Disadvantaged 47.2% (Last year: 49.6%) English Learner 42.7% Students with Disabilities 31% <p>Math</p> <ul style="list-style-type: none"> School wide 55.6% (Last year 56.8%) Hispanic 55.1% (Last year: 56.5%) Socio-Economically Disadvantaged 55.6% (Last year: 56.8%) English Learner 51.3% (Last year: 57.5%) Students with Disabilities 52.4% (Last year: 46.7%) <p>• School wide API 788 (Last year: 775)</p> <p>• Hispanic API 787 (Last year: 771)</p> <p>• White API N/A</p> <p>• Socio-Economically Disadvantaged API 788 (Last year: 775)</p> <p>• English Learner API 771 (Last year: 771)</p> <p>• Students with Disabilities API 675 (Last year 690)</p>	<p>Conclusions Data Performance:</p> <p>The 2012 STAR federal and state data indicate that McKinley Elementary has shown growth in English Language Arts and Math. There was overall growth school wide but there are subgroups that need to continue to improve.</p> <p>This plan details improvement efforts for 2012-2013 that are being implemented collaboratively by all stakeholders. School-wide growth as measured by the State of California Academic Performance Index (API) also reflects the need for academic improvement on a school-wide basis, showing improvement from 748 in 2010 to 774 in 2011 and 788 in 2012, which is the highest score McKinley Elementary School has ever attained.</p> <p>Teachers and parents are very pleased to see a 13 point gain in our school's API. However, we will strive to meet the state target of 800 API. We do believe though that we will become a California Distinguished School by focusing of the following common elements of successful schools:</p> <ul style="list-style-type: none"> Focusing on achievement measurement honestly without excuses! Providing multiple opportunities for student success. Administering regular formative and summative assessments Using data to guide ELA and Math curriculum & instruction Continuing targeted EL academic language through Carousel of Ideas and Systematic Language Development. <p>We believe that targeting instruction to address gaps in student achievement and using data from common assessments to modify instruction will assure that we meet our academic achievement targets.</p>
	<p>Areas met:</p> <p>We met and exceeded our school wide API target of 780. We exceeded our goal by 8. We met our goal in the subgroups of Hispanic and Socio economically Disadvantaged.</p>	<p>Conclusion areas met:</p> <ul style="list-style-type: none"> We attribute much of our growth to our staff's use of assessment data and reading intervention support curriculum READ 180/System 44. Our targeted instruction in before/after school tutoring. Reviewing the data we obtain from our trimester benchmarks in our Professional Learning Communities.
	<p>Areas not met:</p> <p>McKinley did not meet our API target goals in English Learners as it did not change and Students with Disabilities declined 15 points. McKinley met none of the AYP goals in ELA and Math.</p>	<p>Conclusion areas not met:</p> <p>McKinley will continue to focus on EL language development through the Carousel of Ideas and Systematic Academic language instruction. With increased focus on Inclusion of Students with Disabilities and collaboration between staff and support staff we will address this year's decline.</p>

Analyze Educational Practices

Required Area	Description	Conclusion
Alignment of Curriculum, instruction and materials to content and performance standards	<ul style="list-style-type: none"> All students have standards aligned materials. Our teachers work in Professional Learning Communities to align and backwards map the curriculum as dictated by assessment data. 	Curriculum alignment is an ongoing process. Our school met the Williams Settlement Act.
Availability of standards-based instructional materials appropriate to all student groups	All students have access to standards-based instructional materials including state-adopted textbooks and district adopted materials, as well as extension activities for our Gifted students. In grades K-6, Open Court 2002 provides articulated, standards-based curriculum, materials and instruction for reading/language arts within and across all grade levels. The Open Court program offers a variety of strategies to pre-teach, re-teach and extend learning through experiences based on student needs. The systematic ELD program serves the needs of our English Language learners through the school's ELD curriculum: Carousel of Ideas and Language for Learning. The adopted EnVision math curriculum provides the basis for standards-based mathematics instruction with teacher-designated opportunities for enhanced and extended learning. Teachers collaborate in PLC's once a week for 90 minutes which allows for continuous assessments and modified instruction.	Our school met the Williams Settlement Act.
Alignment of staff development to standards, assessed student performance and professional needs	<p>Determining professional development is done through comprehensive data analysis, curriculum review, district ongoing focus on the most recently adopted materials and teacher surveys. All professional development activities are aligned to the standards, areas of improvement identified by summative and formative assessment results, professional needs identified by individual staff members in the annual goal-setting process and formal and informal classroom observations by the principal.</p> <p>The focus of staff development at McKinley in 2012 -2013 will be:</p> <ol style="list-style-type: none"> 1. Lesson studies in Context for Learning with UCSB 2. Inquiry Based learning through Science instruction with Jo Topps and West Ed. 3. Academic Language Development from Kate Kinsella 4. Common Core State Standards implementation with SBCEO and District Grade Level teams <p>Additional staff development programs include:</p> <ul style="list-style-type: none"> Edusoft Differentiated Instruction AVID Emergency response training EnVision Math support and training Technology support and training 	<p>Our staff has made the commitment to utilize and implement the following best practices from these resources:</p> <ol style="list-style-type: none"> 1. Kate Kinsella--READ 180 Read Strategies 2. Inquiry based Science Instruction with FOSS 3. AVID strategies 4. Edusoft training with Wayne Cole 5. English Language Development 6. Context for learning Math units with Bill Jacobs

Analyze Educational Practices

Required Area	Description	Conclusion
Services provided by the regular program to enable under performing students to meet standards	<p>During initial instruction, teachers use the explicit instructional strategies and techniques built into the school district's adopted programs. Teachers additionally use the components of the programs designed as stand-alone intervention tools for at-risk students. Specifically, teachers use the Open Court Intervention Guide and student materials to address the needs of students performing below grade level. Teachers support English learners' acquisition of English as a second language through focused grammar and vocabulary development as well as providing pre-teaching and scaffolding for the literature lessons. Systematic ELD instruction is provided for 30 minutes daily in homogeneous groups by grade level.</p> <p>Other services provided are the following: Library/Media Specialist, Apple TV in each classroom, Computer Assisted Learning in the Computer Lab, Roving IPAD cart, Differentiated Instruction, Individualized/small group instruction and Monthly Assemblies to recognize student success, effort and achievements, as well as to emphasize student attendance.</p>	<p>Since the principal facilitates teachers' initial identification of at-risk students, the administration of District critical standards benchmark assessments, and grade level end-of-unit assessments, as well as meetings at which necessary interventions are determined for benchmark, strategic, and intensive level students, student success is ensured.</p>
Services provided by categorical funds to enable under performing students to meet standards	<ul style="list-style-type: none"> - Developmental Reading Assessments are used to inform 1st-3rd grade reading instruction by identifying a students' instructional reading level and reading strategies which have been mastered. This information allows for a focused approach to reading intervention. Teachers intervene with Far Below Basic and Below Basic students during workshop or flexible grouping time in small groups or one-on-one. Far Below Basic in grades K-3rd are taught ELA in a small group setting by a specialized ELA teacher and two AmeriCorps specialists. - Our READ 180 and System 44 programs serve as an English Language Arts Intervention Curriculum to 60, 3rd-6th grade students, including 20 Special Education Students. We currently run 3 classes of READ 180 and 1 class of System 44. Students was carefully placed into each class based on teacher referral, CST scores and READ 180 assessments that determined each students lexile level. The READ 180 classes are taught by three fully credentialed teachers and the one System 44 classes does, as well. An instructional assistant is used to aid in the small group instruction for both the READ 180 and System 44 classes. Differentiated Instruction occurs across all grade levels ensuring all students are being equally challenged. - Six 3-hour daily tutors support all K-6th teachers with ELA and Math instruction. - Classroom teachers tutor at-risk students after school. - AmeriCorps volunteers work with at-risk students in the classroom, reading intervention and before and after school reading tutorial programs. - Teachers provide homework help and instructional assistance for students of non-English speaking parents. In conjunction with CBET funding and through a partnership with Santa Barbara City College the parents of these students participate in an adult education class for second language learners to acquire English. Childcare for non-school aged children is provided for families during the class. - Healthy Start Family Advocate provides students and families with information and support for accessing community services and acts as a liaison between the school and family. - Three FSA counselors provide social/emotional support to students and families. The counselors work with teachers and families to identify skills and strategies to improve academic achievement and school success. Counselors also work with social skills groups to improve social interactions and students abilities to get along with others. Students in social skills groups learn how to appropriately respond in a variety of social situations. FSA counselors also facilitate learning in the classroom when specific social/emotional issues arise. 	<p>These funds are used to meet the needs of educationally at-risk students, special education students and English learners. The funds provide small group and intensive intervention to under performing students to meet standards.</p>

Analyze Educational Practices

Required Area	Description	Conclusion
CONTINUED: Services provided by categorical funds to enable under performing students to meet standards	<ul style="list-style-type: none"> - Staff development opportunities for teachers and support staff through the purchase of professional development materials, working with consultants, providing time for collaboration and attending seminars and classes. - A Physical Education teacher provides instruction in all areas of Physical Education. This program not only addresses concerns of childhood obesity and inactivity, it also provides an opportunity for students to be active and learn skills needed throughout their life. - Technology- to provide adequate technology in the classroom as well as training, learning, support, and materials that are unavailable in economically disadvantaged homes. Outdated hardware and software replacement in order for teachers, students and administration to be effective. - Bilingual Clerical Support - to provide telephone and personal assistance to low-income and limited English families, such as attendance, meal applications, registration, school policies, etc. - School Health Assistant – site funds support an additional hour per day to ensure support is available the entire school day. - Parenting classes are offered to parents to improve parenting skills that directly effect student success and positive behaviors. - Parent Participation is facilitated by offering the MALDEF Parent School Partnership (PSP) Course to all parents. - CELDT coordinator is in charge of all English Language Learners CELDT/LAS testing, as well as official documents. She presents the staff and parents with timely and accurate test results for all of our English Language Learners. - STAR Coordinator in charge of all STAR tests as well as make-up tests. - Two Literacy Support Teachers provide support to all students in K-3 to ensure that at-risk students receive timely intervention. - The Quality Education Investment Act (QEIA) ensures K-3 classes remain at 20:1 and fourth through sixth maintain low class-size, as well. - An Instructional assistant is provided to each Kindergarten teacher and all other grade-levels share a tutor on a daily basis to ensure students receive consistent support during Universal Access and Workshop of their OCR time. 	<p>These funds are used to meet the needs of educationally at-risk students, special education students and English learners. The funds provide small group and intensive intervention to under performing students to meet standards.</p>

Analyze Educational Practices

Required Area	Description	Conclusion
Use of the state and local assessments to modify instruction and improve student achievement	Teachers in Professional Learning Communities triangulate the data they receive from the state with their district benchmarks, interim benchmarks and site specific benchmarks throughout the year to better guide instruction and interventions.	Teachers re-design instruction to meet individual student needs that are aligned to state standards and subgroup proficiency targets.
Number and percentage of teachers in academic areas experiencing low student performance	All teachers provide instructional services and support to students experiencing low performance.	Our professional development is supporting and training our teachers to meet the learning needs of all students.
Family, school, district and community resources available to assist these students	Our families, school district and community are very supportive of our instructional programs. We are supported by and appreciate the many different organizations, foundations and institutions of higher education that deepen and enrich our school mission.	In light of current economic challenges, these supports are vital to the academic success and personal growth of our students.
School, district and community barriers to improvements in student achievement	Our school has experienced some declines in state and federal funding to support at-risk students.	Despite our economic challenges, we continue to show achievement gains.
Limitations of the current program to enable under performing student to meet standards	As a result of the declines in state funding, support personnel decrease.	Again, despite our challenges we continue to show achievement gains.

Language Arts Action Plan										
Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	- General Education Teacher	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST	- Weekly PLC and staff meeting follow-up.	- August 27- June 6	- <i>Teach Like a Champion</i> by Doug Lemov	- Principal, Mrs. Blickley	- Informal Walk-Throughs, Evaluations and Observations	- Daily - Yearly	- AVID - Data trainings - Kate Kinsella--targeted academic vocabulary - District Academic Coherence Teams	- Title II (4035) -Quality Education Investment Act
Tier II	- Open Court K-6 th grade tutors and instructional assistants	- Small group instruction	Hire six instructional assistants for three hours as per district employment contracts - Set up PAR sheets for compliance.	- August 27- June 6	- RtI Model - Fuchs & Fuchs 1998 - Vaughn & Fuchs 2003	- Principal, Mrs. Blickley	- Benchmark assessments - Formative assessment	- Trimester - Weekly	- SB 472	-EIA (7091) - Title I
	- Carousel of Ideas - READ 180	- Small group instruction - Target 75% of students move up one proficiency level on CST	- Set schedule for SRI - Meet with READ 180 Team - Determine students who will be in the class - Assign teachers	- Spring - April - May - May	- AB1802 list of approved materials for ELs - State board approved replacement curriculum - Kinsella & Feldman 2005	- Principal, Mrs. Blickley	- ADEPT - SRI - SAM	- Trimester - Quarterly - Weekly	- ADEPT training - SB 472 - Cadre Meetings	- Title III (4203)

	- Summer School	- Extend the Academic School Year for incoming At-Risk K-6 grade students by 15 school days.	- Identify at-risk K-6 grade students.	- July	- <i>Early Childhood Intervention: Proven Results, Future Promise</i> by Karoly, Lynn, et.al,2005.	- Principal, Mrs. Blickley	- ADEPT	- Trimester	- ADEPT	-EIA (7091) -Hourly Intervention
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Language Arts Action Plan										
Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier III	- System 44	- Small group instruction	- Set schedule for SRI - Meet with READ 180 Team - Determine students who will be in the before school class - Assign teacher	- Spring - April - May - May	- AB1802 list of approved materials for ELs - State board approved replacement curriculum - Kinsella & Feldman 2005	- Principal, Mrs. Blickley	- ADEPT - SRI - SAM	- Trimester - Quarterly - Weekly	- ADEPT training - SB 472 - Cadre Meetings	-EIA (7091)
	- Based on STAR & benchmark data - K-2 grade reading intervention teachers	- Small group individualized instruction for at-risk students	- Identify all K- third grade students in need of intervention in reading. - Hire two reading intervention teachers as curriculum specialists.	- August 27- June 6	Rtl Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	- Principal, Mrs. Blickley	- DRA, Open Court Benchmark and Formative Assessments, DIBELS.	- Weekly - Trimester	- Differentiated instruction - Building vocabulary in EL students - Student engagement - <i>Teach Like a Champion</i>	Title 1 (3010)
	- K-2nd grade AmeriCorps tutors - System 44, READ 180 and 3D (Sixth Grade)	- Small group individualized instruction for at-risk students	- Hire two part-time AmeriCorps reading tutors at \$15,000 for the year. - Provide small group instruction for 3-6 th grade students as determined through ongoing assessments.	- August 27- June 6	Rtl Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	- Principal, Mrs. Blickley	- DRA - Open Court - Benchmark assessments - Formative assessments - DIBELS	- Weekly - Trimester	- Differentiated instruction - Building vocabulary in EL students - AmeriCorps PD at SBCEO - Student engagement	Title III (4203)

Math Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	- General Education Teacher	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST	- Weekly PLC and staff meeting follow-up.	- August 27- June 6	- <i>Teach Like a Champion</i> by Doug Lemov	- Principal, Mrs. Blickley	- Informal Walk-Throughs, Evaluations and Observations - Weekly PLC agenda and minutes	- Daily - Weekly - Yearly	- envision - Data trainings - Bill Jacobs-- Comprehensive math training - District Academic Coherence Teams	- Title II (4035)
Tier II	- Small group individualized instruction for at-risk students	- Intense instruction - Target 75% of students move up one proficiency level on CST	- Teachers identify students who are struggling in whole-class instruction.	- August 27- June 6	- RtI Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, - <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	- Principal, Mrs. Blickley	- Benchmark assessments - Formative assessment	- Trimester - Weekly - STAR		- Gen Ed.
Tier III	- After School EnVision Math Support	- Extended day - Target 75% of students move up one proficiency level on CST	- Pay teachers to tutor targeted students at contractual rate	August 27 June 6	- RtI Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	- Principal, Mrs. Blickley	- Benchmark assessments - Formative assessment	- Trimester - Weekly - STAR		- Hourly Intervention - EIA (7091)

English Learners Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	- General Education Teacher	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST and CELDT	- PLC and staff meeting follow-up.	- August 27- June 6	-	- Principal, Mrs. Blickley	- Informal Walk-Throughs, Evaluations and Observations	- Daily - Yearly	- AVID - Data trainings - Kate Kinsella--targeted academic vocabulary - District Common Core Grade Level Meetings	- Title II (4035)
	- Class size reduction for all students	- Small group, leveled, targeted Systematic English Language Instruction for all ELL students, 30 minutes a day. - Target 75% of students move up one proficiency level on CST and CELDT	Hiring Instructional assistants and Curriculum Specialist to reduce class size during ELD.	- August 27 - June 6	- Rtl Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, Class size reduction: Investigating the Influence of the Elementary School Principal (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	- Principal, Mrs. Blickley	- CELDT - ADEPT - DIBELS - CST results - Open Court assessments - Report cards - Weekly ELD lesson plans	- Trimester - Weekly - End of year	- Differentiated instruction - Building vocabulary in EL students - Student engagement	- Title I

English Learners Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
	- Title III committee	- Monitor progress of English Learners	-Monitor Progress of EL -Monitor progress of recent RFEP -Identify students who have met the district's RFEP criteria.	-Fall -Spring		- EL Committee	- District RFEP Criteria	- District RFEP timeline		EIA Title II
Tier III	- Carousel of Ideas - READ 180	- Small group instruction	-Set schedule for SRI -Meet with READ 180 Team -Determine students who will be in the class -Assign teachers	-Spring -April -May -May	-AB 1802 list of approved materials for ELs -State Board approved replacement curriculum -Kinsella & Feldman 2005	- Principal, Mrs. Blickley	- ADEPT - SRI - SAM	-Trimester -Quarterly -Weekly	ADEPT training SB 472 Cadre Meetings	Title II (4035) Title III (4203)

Successful, Safe and Healthy Students Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	- General Education Teachers	<ul style="list-style-type: none"> - Safe and Healthy Environment - Increase pro-social behavior by 75% 	<ul style="list-style-type: none"> - Schedule Too Good for Drugs – 18 lessons. - Provide Time to Teach training for all staff - Meet “No Place for Hate” requirements – 3 events - The first day of school review school-wide rules and expectations. - PLC and Staff meeting follow-up. - Plan disability awareness - Plan pro-social recognition program 	August 27 - June 6	<ul style="list-style-type: none"> - Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention 	<ul style="list-style-type: none"> - Principal, Mrs. Blickley 	<ul style="list-style-type: none"> - Completed lesson plans - Student work - Reduced number of suspensions - Reduced number of principal referrals - Increasing positive student behaviors - Official “No Place for Hate” award status - Monitor behavior referrals 	<ul style="list-style-type: none"> - Daily - Yearly 	Time to Teach	- Title I (3010)
Tier I	<ul style="list-style-type: none"> - Additional Playground Supervisors - Padres Adelante Parenting Sessions 	<ul style="list-style-type: none"> - Ensure the safety of all students during recess and lunch time - Ensure parent understanding of student advocacy & public school system 	<ul style="list-style-type: none"> - Hire 2 additional supervisors - Assign days, times, locations and responsibilities - Train core set of parents to deliver curriculum 	August 27- June 6 -TBD	-	<ul style="list-style-type: none"> - Principal, Mrs. Blickley 	<ul style="list-style-type: none"> - Reduced number of principal referrals 	<ul style="list-style-type: none"> - Weekly - Monthly 		- Title I (3010) -Title 1 (3010)

Tier II	<ul style="list-style-type: none"> - Parent-Teacher Conferences - Parent-Principal conference 	<ul style="list-style-type: none"> - Intervention for students who are at risk - Target 75% of students move up one proficiency level on CST - Decrease by 20% parent-teacher-principal conferences 	<ul style="list-style-type: none"> - Monitor student behavioral performance - Write behavior contract - Create SST monitoring protocol 	August 27 -June 6	<ul style="list-style-type: none"> - Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention 	<ul style="list-style-type: none"> - Principal - SST team 	<ul style="list-style-type: none"> - Monitor data from student behavior plans - Monitor suspension data 	- Weekly	PLC	
Tier III	<ul style="list-style-type: none"> - Family Advocacy - Suspensions 	<ul style="list-style-type: none"> - Intensive intervention for at risk students - Target decrease by 20% FSA referrals and suspensions 	<ul style="list-style-type: none"> - Monitor implementation of behavior plan - Make outside agency referrals - Create suspension monitoring protocol 	August 27 -June 6	<ul style="list-style-type: none"> - Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention 	<ul style="list-style-type: none"> - Principal - FSA - Counselor 	<ul style="list-style-type: none"> - Monitor data from student behavior plans - Monitor suspension data - Monitor FSA caseload 	- Weekly	PLC	- EIA (7091)

School Site Council Membership

	Parents	
Name	Phone Number	e-mail
Isabel Vazques	319-0993	
Areli Peneda	722-9574	
Maria Martinez	884-8339	
Maribel Canales	570-9437	
	Teachers	
Name	Phone Number	e-mail
Amy Damron	805-966-9926	adamron@sbsdk12.org
Amber Frederickson	805-966-9926	afrederickson@sbsdk12.org
Laura Lewis Rodriguez	805-966-9926	llewisrodriguez@sbsdk12.org
	Classified Staff	
Name	Phone Number	e-mail
Irma Camarrillo	805-966-9926	icamarrillo@sbsdk12.org
	Community Members	
Name	Phone Number	e-mail
	Principal	
Name	Phone Number	e-mail
Tia Blickley	805-966-9926	tblinkley@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

English Learner Advisory Committee Membership

Parents		
Name	Phone Number	e-mail
Maribel Canales	570-9437	
Maricela Luna		
Gabriela Martinez		
Isabel Vazquez		
Idolina Bernabe		
Teachers		
Name	Phone Number	e-mail
Daisy Estrada	966-9926	destrada@sbsdk12.org
Classified Staff		
Name	Phone Number	e-mail
Irma Camarrillo	805 966-9926	icamarrillo@sbsdk12.org
Community Members		
Name	Phone Number	e-mail
Principal		
Name	Phone Number	e-mail
Tia Blickley	805-966-9926	tblickley@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

Successful, Safe & Healthy Students

Safety Team	Name	e-mail
Campus Supervisor	Silvia DeRobles	
Campus Supervisor	Rosalia Garcia	
Campus Supervisor	Eva Camarillo	
Campus Supervisor	Agustin Camarillo	
Campus Supervisor	Carmen Camarillo	
Campus Supervisor	Lucy Perez	
Incidence Response Team	Name	e-mail
Liason	Elizabeth Brooks	
First Aid	Luz Galvan	
First Aid	Tracy Schifferns	
Utilities	Mike Rosales	
Utilities	Kelly Avina	
Search & Rescue	Daisy Estrada	
Search & Rescue	Christina Mavaro	
Search & Rescue	Lisa Baum	
Search & Rescue	Heather Young	
Other:	Name	e-mail

Leadership Data Committee Membership (Optional)

[illegible]

Santa Barbara Unified School District Single Plan for Student Achievement Budget

School: McKinley Elementary School

Date: 01/08/13

Code	Category	Title I	EIA	LEP Title III	AB 825 SIP	CBET*	Lottery	QEIA	Total
1110	Teacher Salary							\$225,000.00	\$225,000.00
1120	Teacher Hourly		\$15,000.00						\$15,000.00
1140	Teacher Subs								\$0.00
1024	Professional Development	\$9,000.00							\$9,000.00
2120	Inst. Aide Hourly		\$63,000.00	\$10,000.00		\$2,469.00			\$75,469.00
2410	Clerical Salary						\$7,500.00		\$7,500.00
2420	Clerical Hourly			\$1,816.00			\$3,000.00		\$4,816.00
3000	Benefits								\$0.00
	Sub total		\$78,000.00	\$11,816.00	\$0.00	\$2,469.00			\$336,785.00
1022	Textbooks								\$0.00
4310	parental Involvement	\$1,560.00							\$1,560.00
4340	Computer Software & Supplies	\$5,000.00	\$4,433.00						\$9,433.00
4350	Office Supplies	\$2,000.00			\$16,483.00		\$12,219.00		\$30,702.00
4380	Misc. Supplies								\$0.00
5210	Mileage								\$0.00
5220	Travel/Conf.								\$0.00
5230	Inservice Training								\$0.00
5900	Telephone								\$0.00
5810	Contracted Services	\$56,700.00	\$36,000.00	\$15,000.00			\$9,000.00	\$57,000.00	\$173,700.00
5816	Field Trips								\$0.00
6400	Equipment								\$0.00
	Sub total	\$74,260.00	\$40,433.00	\$15,000.00	\$16,483.00	\$0.00	\$31,719.00	\$282,000.00	\$459,895.00
	TOTAL BUDGET	\$74,260.00	\$118,433.00	\$26,816.00	\$16,483.00	\$2,469.00	\$31,719.00	\$282,000.00	\$796,680.00

*Applies only to Adams, Cleveland, Franklin, Harding, and McKinley.