



Santa Barbara Unified School District

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www.sbsdk12.org

Student Achievement Workshop Report Open Alternative School

Principal: Karen MacDonald
School year: 2012-13

1. What does the student achievement data tell you?

The CST data reports that 56.1% of OAS students scored proficient or above on the ELA and that 45.8% scored proficient or above in Mathematics. We are below district averages in both areas (62.7% ELA, 61.9% Mathematics). OAS did not meet AYP (minimum percent proficient is 78.2% for white students) and we are not in program improvement. It is noteworthy that 109 students were tested and our demographics have shifted slightly:

Subgroup	All Students	Hispanic	White	Socioeconomic Disadvantaged	English Learner	Students with Disabilities
Number of Students	110	31	60	36	13	29
Percent Enrollment	100.0%	28.2%	54.5%	32.7%	11.8%	26.4%

However, both our English language learners and Hispanic students outperformed our white students in both ELA and Mathematics.

ELA

Subgroup	Number Tested	Number Valid Scores	Number Proficient or Above	Percent Proficient or Above
All Students	109	107	60	56.1
Asian	3	3	--	0.0
Hispanic	30	30	17	56.7
White	60	58	31	53.4
Two or More Races	16	16	11	68.8
Socioeconomic Disadvantaged	36	34	13	38.2
English Learner	13	13	8	61.5
Students with Disabilities	29	29	8	27.6

Mathematics

Subgroup	Number Tested	Number Valid Scores	Number Proficient or Above	Percent Proficient or Above
All Students	109	107	49	45.8
Asian	3	3	--	0.0
Hispanic	30	30	14	46.7
White	60	58	24	41.4
Two or More Races	16	16	10	62.5
Socioeconomic Disadvantaged	36	34	11	32.4
English Learner	13	13	7	53.8
Students with Disabilities	29	29	11	37.9

When reviewing grade level data, it was noted that grades 2 and 3 had the largest percentage of students either below basic or basic in ELA (64% and 69%) and grades 5 and 6 had the lowest percentage of proficient or above in Mathematics (39% each).

2. What are you doing in response?

The OAS community has reviewed the CST data and identified our below basic and basic students in both ELA and Mathematics. Our teachers are able to differentiate instruction to provide intervention and support to ensure these students have access to the core curriculum. We will individualize learning experiences to maximize meta-cognition and mastery of skills. OAS will provide targeted practice in engaged developmentally appropriate activities for these students. We have minimum days dedicated to collaborative PLC meetings. This time is used to monitor the progress of our students and to review student data. We use many classroom assessment tools to regularly chart student growth towards understanding and mastery of core curriculum.

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

OAS has delved deeper into the data and is able to better serve each student's need. We have identified each student who did not meet proficiency and reviewed individual data in order to personalize instruction and improve access to core curriculum. We will be using a system of multi-tiered interventions and supports along with data driven decision-making.

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.

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CDS Code: 42-10421
Plan Period: 8/27/2012-5/31/2013

Santa Barbara Unified School District S 720 Santa Barbara Street, Santa Barbara, CA 93101 S (805) 963-4338

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>OAS Elementary School Mission Statement OAS is committed to providing students a vigorous educational experience that results in the attainment of excellence in academic, social-emotional and artistic competencies. These skills will equip children to effect change in the world.</p>	<p>Summary of Data:</p> <p>An analysis of student performance data was conducted using the CST's in ELA and Math, CELDT, and Benchmark Assessments. While OAS did not meet all of the AMO levels needed to make Adequate Yearly Progress, our ELL doubled their proficiency levels in ELA since 2010. Proficient and above levels as follows:</p> <p>English Language Arts</p> <ul style="list-style-type: none"> Schoolwide 56.1% Hispanic 56.7% White 53.4% Socio-Economically Disadvantaged 38.2% English Learner 61.5% Students with Disabilities 27.6% <p>Math</p> <ul style="list-style-type: none"> Schoolwide 45.8% Hispanic 46.7% White 41.4% Socio-Economically Disadvantaged 32.4% English Learner 58.8% Students with Disabilities 37.9% <ul style="list-style-type: none"> 2011 Base API was 775. In 2011 OAS was ranked 4 statewide and had a 1 similar schools ranking. OAS target growth for 2011-12 was 780, we fell short by 6 at 769. <p>CELDT 2011-2012</p> <ul style="list-style-type: none"> 17 students participated less than 6% scored Beginning or Early Intermediate 94% scored Intermediate or above 	<p>Conclusions Data Performance:</p> <p>The 2011-2012 STAR federal and state data indicate that OAS has shown growth for English Language Learners, but that we have lost some ground regarding our white students. While OAS did not meet participation requirements to measure AYP or API, we did analyze the data to gather information to guide decision-making. OAS will be improving participation rates to ensure accurate data is reported on the CST. Overall, OAS needs to improve in grades 2-3 ELA and in grades 5-6 Mathematics.</p> <p>This plan details improvement efforts for 2012-2013 that are being implemented collaboratively by all stakeholders at OAS. OAS uses a shared leadership model in which parents, children and teachers work collaboratively to achieve success for all of our students. As a community OAS will be focusing of the following common elements of successful schools:</p> <ul style="list-style-type: none"> Using data driven instructional planning Increasing expertise in differentiated instructional strategies Holding high expectations for all students and providing multiple opportunities for students to meet those expectations Providing effective and timely interventions for at-risk students with intensive achievement monitoring Frequent and varied assessment followed by targeted instruction Professional Learning Community focus on effective instruction that utilizes differentiated instructional strategies to meet individual needs Using writing as a lever to support ELA <p>We believe that targeting instruction to address gaps in student achievement and using data from common assessments to modify instruction according to individual needs will assure that we meet our proficiency targets.</p>
	<p>Areas met:</p> <p>Even though OAS did not meet schoolwide API growth, several sub-groups showed significant improvement. English Learners API went from 593 to 724 in 2012. Two or more races went from 801 to 841. Hispanic went from 708 to 737.</p> <p>Areas not met:</p> <p>OAS had a death of a valued staff member last year right about the time of the CST. I believe this had a lot to do with test performance. OAS is working toward implementing the new CCSS and will be ready for the new 2014 mathematics test.</p>	<p>Conclusion areas met:</p> <p>OAS offers child-centered, developmentally appropriate curriculum and activities to engage each student at their level. We provide specific individualized support to ensure every child has access to the core curriculum. All of our teachers are highly qualified as defined in NCLB. Our classrooms are set up for multi-age inquiry based learning. Every child is actively engaged and is responsible for their own learning. We do not have grades and instead follow a rigorous evaluation process. All of our students, including the sub-groups, are taught how to be self advocates for their learning. We value each individual and teach respect and responsibility. We also focus on social-emotional development of each student which has a direct effect on self esteem and performance.</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. • Project based instruction as well as outdoor education is aligned to standards. • Instruction is informed, modified, and differentiated by teachers through the process of vertical and horizontal grade level teams analysis of student data. 	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 text books 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. In addition to Open Court, Words Their Way and Literature sets are also used to address district and state standards. Middle school students use Harcourt Brace, literature sets and Words Their Way. 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 PLCs to share student data and inform teaching practices. The PLCs allow for a collaborative effort to ensure that each student's instructional needs are met.	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 OAS in 2012-2013 will be:</p> <ol style="list-style-type: none"> 1. Exploring and Implementing the Common Core State Standards. 2. Increasing student use and comprehension of informational text aligned with the CCSS. 3. Use of achievethecore.org professional development modules in both ELA and Mathematics. <p>Additional staff development programs include:</p> <ul style="list-style-type: none"> Differentiated Instruction Using assessments to inform instruction Data analysis to inform instruction AVID Systematic ELD classroom support enVision Math support and training Technology support and training Standards based garden curriculum Edusoft 	<p>Our staff has made the commitment to utilize and implement the following best practices from these resources:</p> <p>achievethecore.org</p> <p>engageny.org</p> <p>use of instructional routines from READ 180</p> <p>Edusoft training with Wayne Cole</p> <p>Bill Jacobs--Comprehensive Math Strategies</p> <p>"Assignments Matter: Making the Connections That Help Students Meet Standards" by Eleanor Dougherty</p>

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 design individual plans for each student needing support. Differentiated instruction and materials to support specific needs. Teachers use the Open Court Intervention Guide and student materials to address the needs of students performing below grade level in language arts. Intervention strategies from the envision program are used to remediate underachieving students in both computational skills and conceptual acquisition. 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 and curricular support is provided by a credentialed curriculum specialist. Other services provided are the following: Library/Media Specialist, Computer Assisted Learning in the Computer Lab, Differentiated Instruction, Individualized/small group instruction. Student led parent teacher conference to review individual student progress.</p>	<p>Identification of at-risk students through the administration of standards benchmark assessments, and grade level end-of-unit assessments, as well as PLC's will ensure every child's needs are being met and that they have access and success with the core curriculum.</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 flexible grouping time in small groups or one-on-one. - Open Court programs serve as an English Language Arts Intervention Curriculum to K-6th grade students, including Special Education Students. - FSA counselors provide social/emotional support to students and families. The counselors work with teachers and families to identify skills and strategies to improve social emotional growth and effective communication skills, 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 mediate their emotions in a variety of social situations. FSA counselors also facilitate learning in the classroom when specific social/emotional issues arise. - 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. - Theater Arts instructors provide performance art experiences to all students. Instruction is aligned with standards based genre studies. Theater Arts have been shown to improve students understanding of literary devices. - 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. 	<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 curricular benchmarks, and student work 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	OAS was established as a parent participation school community. Parents support students both as volunteers in the classroom and as mentors for electives. The local business community supports our middle school program by offering work study experiences for our middle school. We are supported by and appreciate the many different organizations, (NAMI, ADL, Beyond Tolerance, Community Environmental Council, SBMA, Natural History Museum) and institutions of higher education (Antioch, UCSB) 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 significant declines in state and federal funding to support at-risk students. When the SBUSD changed its boundary policy, OAS 'lost' approximately 45 neighborhood students. OAS is located on the La Colina campus which is situated in the Hope Elementary School District. This dramatically inhibits our ability to truly be a neighborhood school.	Despite having lost nearly one-third of our students, OAS continues to provide a nurturing and productive environment for its students. We continue to work on systems and methodology to better address student instructional needs.
Limitations of the current program to enable under performing student to meet standards	As a result of the declines in state funding, class sizes continue to increase while support personnel decrease.	As class sizes increase the need to differentiate and individualize instruction becomes critical.

Language Arts Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Time-line	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding	Funding Source
Tier I	- General Education Teacher	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST - Small group instruction	- PLC and staff meeting follow-up - Individualized plans for student instruction - Grade level team meetings	- PLC and staff meeting follow-up - Individualized plans for student instruction - Grade level team meetings	- <u>Assignments Matter: Making the Connections That Help Students Meet Standards</u> by Eleanor Dougherty - <u>The Differentiated School: Making Revolutionary Changes in Teaching and Learning</u> (2008) by Carol Ann Tomlinson, Kay Brimijoin and Lane Narvaez.	- Principal - Teachers	- Informal Walk-Throughs, Evaluations and Observations - student achievement - Benchmark assessments - Formative assessment	- Daily - Weekly - Trimester - Yearly	- achievethecore.org - engageny.org - use of instructional routines from READ 180 - Edusoft training with Wayne Cole - Bill Jacobs-- Comprehensive Math Strategies - "Assignments Matter: Making the Connections That Help Students Meet Standards" by Eleanor Dougherty	- Title II (4035)	
Tier II	- Carousel of Ideas - Open Court Intervention Materials - Credentialed curriculum specialist	- Small group instruction - Target 75% of students move up one proficiency level on CST	- Set schedule for review of students data - Determine students who will need interventions	Bimonthly review of student data	- AB1802 list of approved materials for ELs - State board approved replacement curriculum - Kinsella & Feldman 2005	- Principal - Teachers	- ALS Benchmarks - DIBELS - CELDT	- Weekly - Trimester - Yearly	- Staff Meetings - PLC's	- Title III (4203)	
Tier III	Strategic placement of personnel to instruct small groups of students performing in the bottom quartile	Individualized small group instruction	Teachers, Special Education Instructional Assistants, community volunteers	- August 27-June 6	- Response to Intervention Model Fuchs & Fuchs 1998, Vaughn & Fuchs - rti4success.org/	- Principal - Teachers	Open Court Benchmark and Formative Assessments, DIBELS	- Weekly - Trimester	- Differentiated instruction - Building vocabulary in EL students - Student engagement	- EIA, Title III	

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	Funding Source
Tier I	- General Education Teacher	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST - Small group instruction	- PLC and staff meeting follow-up - Individualized plans for student instruction - Grade level team meetings	- August 27-June 6	- <u>Assignments Matter: Making the Connections That Help Students Meet Standards</u> by Eleanor Dougherty - <u>The Differentiated School: Making Revolutionary Changes in Teaching and Learning</u> (2008) by Carol Ann Tomlinson, Kay Brimijoin and Lane Narvaez.	- Principal - Teachers	- Informal Walk-Throughs, - Evaluations and Observations - student achievement Benchmark assessments - Formative assessment	- Daily - Weekly - Trimester - Yearly	- envision pacing and alignment of curriculum to maximize instruction of items on STAR test - Data trainings - Bill Jacobs-- Comprehensive math training - District CCSS Teams	- Title II (4035)	
Tier II	- Support in the Computer Lab - Small group instruction	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST - Small group instruction	- Individualized plans for student instruction and support	- 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> Bursch, P., Theoharis, G., Rauscher, E (2010) --rti4success.org/	- Principal - Teachers	- Evaluations and Observations - student achievement Benchmark assessments - Formative assessment	- Weekly - Trimester - Yearly	- envision pacing and alignment of curriculum to maximize instruction of items on STAR test - Data trainings - Bill Jacobs-- Comprehensive math training - District CCSS Teams	- SIP (0813)	
Tier III	Strategic placement of personnel to instruct students performing in the bottom quartile	- Small group instruction - individualized instruction	- Individualized plans for student instruction and support	- August 27-June 6	- RtI Model - Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, --rti4success.org/	- Principal - Teachers	- Evaluations and Observations - student achievement Benchmark assessments - Formative assessment	- Weekly - Trimester - Yearly	- envision pacing and alignment of curriculum to maximize instruction of items on STAR test - Data trainings - Bill Jacobs-- Comprehensive math training - District CCSS Teams	- EIA (7091) - Title III (4203)	

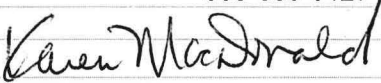

English Learners Action Plan

Tier	Intervention/P rogram	Goal	Action Steps	Action Timeline	Evidence/Res earch Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoin ts Timeline	Professional Development	Funding	Funding Source
Tier I	- General Education Teacher - EL/RFEP Committee to monitor ELs, monitor recent RFEPs and RFEP any ELs who qualify for redesignation	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST and CELDT	-ensure that ELD strategies are being used in every classroom -ELL's have access to core curriculum	- August 27- June 6	<u>Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners, 2nd Edition(2008)</u> edited by Robert W. Cole	-Principal -Teachers - EL/RFEP Committee	- CELDT - DIBELS - CST results - Open Court assessments - Report cards - Weekly ELD lesson plans	-Weekly -Trimester - Yearly	- Data trainings - Kate Kinsella-- targeted academic vocabulary and READ 180 instructional routines - District CCSS Teams	- EIA (7091) - Title III (4203)	
Tier II	- Carousel of Ideas -Systematic English Language instruction	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST and CELDT	-ensure that ELD strategies are being used in every classroom -ELL's have access to core curriculum	- August 27- June 6	<u>Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners, 2nd Edition(2008)</u> edited by Robert W. Cole	-Principal -Teachers	- CELDT - DIBELS - CST results - Open Court assessments - Report cards - Weekly ELD lesson plans	-Weekly -Trimester - Yearly	- Data trainings - Kate Kinsella-- targeted academic vocabulary and READ 180 instructional routines - District CCSS Teams	- EIA (7091) - Title III (4203)	
Tier III	- Intensive Systematic English Language instruction -Strategic Placement of personnel to instruct students performing in the bottom quartile	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST and CELDT	-ensure that ELD strategies are being used in every classroom -ELL's have access to core curriculum -individualize instruction to mastery of concepts	- August 27- June 6	<u>Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners, 2nd Edition(2008)</u> edited by Robert W. Cole	-Principal -Teachers	- CELDT - DIBELS - CST results - Open Court assessments - Report cards - Weekly ELD lesson plans	-Weekly -Trimester - Yearly	- Data trainings - Kate Kinsella-- targeted academic vocabulary and READ 180 instructional routines - District CCSS Teams -Annual District CELDT training	- EIA (7091) - Title III (4203)	

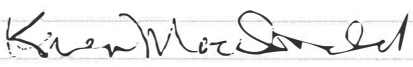

Successful, Safe and Healthy Students Action Plan

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding	Funding Source
Tier I	- General Education Teacher	- Safe and Healthy Environment - Target 75% of students move up one proficiency level on CST - Increase prosocial behavior by 75%	- Schedule Too Good for Drugs - Meet and surpass "No Place for Hate" - The first week school review of classroom agreements and all school expectations. - PLC and Staff meeting followup. - Integration of disability awareness and equity issues across the curriculum - Plan social justice projects for each classroom	- August 27-June 6	<u>Making Justice Our Project</u> 2004, Carol Edelsky <u>Simply Better: Doing What Matters Most to Change the Odds for Student Success</u> (2011) by Bryan Goodwin	-Principal -Teachers	- Completed lesson plans –Student work - Reduced number of suspensions expulsions - Reduced number of principal referrals - Increasing positive student behaviors - Official "No Place for Hate" award status - Monitor behavior referrals	-Weekly -Trimester - Yearly	PLC centered on Responsive Schools- Social Emotional Curriculums		
Tier II	Parent/Teacher/Student Conferences Parent/Principal conference	- Intervention for students who are at risk - Target 75% of students move up one proficiency level on CST - Decrease by 10% parent teacher student principal conferences	- Monitor student behavioral performance - Write behavior contracts,when necessary - Create SST monitoring protocol for BSP	- August 27-June 6	<u>Making Justice Our Project</u> 2004, Carol Edelsky <u>Simply Better: Doing What Matters Most to Change the Odds for Student Success</u> (2011) by Bryan Goodwin	-Principal -Teachers -SST team	- Monitor data from student behavior plans - Monitor suspension data	-Weekly -Trimester - Yearly	PLC centered on Responsive Schools- Social Emotional Curriculums		
Tier III	- Family Advocacy - Suspensions	- Intensive intervention for at risk students - Target decrease by 20% FSA referrals and suspensions	- Monitor implementation of behavior plan - Make outside agency referrals - Create suspension monitoring protocol	- August 27-June 6	<u>Making Justice Our Project</u> 2004, Carol Edelsky <u>Simply Better: Doing What Matters Most to Change the Odds for Student Success</u> (2011) by Bryan Goodwin	-Principal -Teachers -FSA counselor	- Monitor data from student behavior plans - Monitor suspension data - Monitor FSA caseload	-Weekly -Trimester - Yearly	PLC centered on Responsive Schools- Social Emotional Curriculums		

School Site Council Membership

Parents		
Name	Phone Number	e-mail
Eric Pedersen	805-962-7839	eric@pedersenarchitects.com
Judith Smith-Meyer	805-683-9615	judithsmithmeyer@msn.com
Jack Bailey	805-689-1580	baileyj@sbcc.edu
Teachers		
Name	Phone Number	e-mail
Brian Malcheski	805-683-3127	bmalcheski@sbsdk12.org
Susan Melican	805-683-3127	smelican@sbsdk12.org
Classified Staff		
Name	Phone Number	e-mail
Elizabeth Sandoval	805-683-3127	esandoval@sbsdk12.org
Community Members		
Name	Phone Number	e-mail
Marianne Caston	805-962-8179	mcaston@antioch.edu
Principal		
Name	Phone Number	e-mail
Karen MacDonald	805-683-3127	
Signature of Principal:		
Signature of SSC President:		

English Learner Advisory Committee Membership

Parents		
Name	Phone Number	e-mail
Maria Gil	805-563-0588	
Maria Cisneros	805-280-2402	
Luz Gonzales	805-218-4790	
Teachers		
Name	Phone Number	e-mail
Alex Tashma	805-683-3127	atahma@sbsdk12.org
Natalie Speer	805-683-3127	nspeer@sbsdk12.org
Classified Staff		
Name	Phone Number	e-mail
Elizabeth Sandoval	805-451-6574	Esandoval@sbsdk12.org
Community Members		
Name	Phone Number	e-mail
Principal		
Name	Phone Number	e-mail
Karen MacDonald	805-683-3127	
Signature of Principal:		
Signature of SSC President:		

Successful, Safe & Healthy Students

Safety Team	Name	e-mail
	Theresa Bartos	tbartos@sbsdk12.org
	Renee Dosch	rdosch@sbsdk12.org
	Ruben Garcia	rgarcia@sbsdk12.org
	Lisa Kirwan	lkirwan@sbsdk12.org
	Dennis Koski	dkoski@sbsdk12.org
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	Susan Melican	smelican@sbsdk12.org
	Elizabeth Sandoval	esandoval@sbsdk12.org
	Ann Silva	asilva@sbsdk12.org
	Alex Tashma	atahma@sbsdk12.org
Incidence Response Team	Name	e-mail
	Same as above	
Other:	Name	e-mail

Santa Barbara Unified School District Single Plan for Student Achievement Budget

School: Open Alternative School

Date: 12/17/2012

Code	Category	Title I	EIA	LEP Title III	AB 825 SIP	CBET*	PRBG	Total
1110	Teacher Salary							\$0.00
1120	Teacher Hourly		\$5,134.00	\$1,181.00				\$6,315.00
1140	Teacher Subs							\$0.00
2110	Inst. Aide Salary							\$0.00
2120	Inst. Aide Hourly							\$0.00
2410	Clerical Salary							\$0.00
2420	Clerical Hourly							\$0.00
3000	Benefits		\$561.00	\$129.00				\$690.00
	Sub total	\$0.00	\$5,695.00	\$1,310.00	\$0.00	\$0.00		\$7,005.00
4110	Textbooks							\$0.00
4210	Library Books and Instructional Materials				\$1,223.00			
4310	Instructional Materials		\$857.00	\$1,318.00				\$2,175.00
4340	Computer Software & Supplies							\$0.00
4350	Office Supplies							\$0.00
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							\$0.00
5816	Field Trips							\$0.00
6400	Equipment							\$0.00
	Sub total	\$0.00	\$857.00	\$1,318.00	\$1,223.00	\$0.00		\$3,398.00
	TOTAL BUDGET	\$0.00	\$6,552.00	\$2,628.00	\$1,223.00	\$0.00		\$10,403.00

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