



Santa Barbara Unified School District

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Student Achievement Workshop Report

School: Santa Barbara Community Academy

Principal: Alicia Santana-Saballa

School Year: 2012-13

1. What does the student achievement data tell you?

The breakdown by subgroups is as follows:

	API – 2011	API - 2012	AYP – ELA	AYP – Math	Met AYP criteria
Schoolwide	769	800	52.8	60.6	Yes
Hispanic/Latino	768	793	51.9	59.5	Yes
Socioeconomically Disadvantaged	754	798	51.9	63.4	Yes
English Learners	723	790	49.0	58.0	Yes
Students w/Disabilities	644	744	40.0	48.0	Yes

Overall, our school made a 31-point increase in our API, all of our subgroups also demonstrated gains. In our AYP, we met all 17 of 17 criteria. Our Hispanic/Latino subgroup made a 25-point gain, our Socioeconomically Disadvantaged students made a 44-point gain, our EL students showed a 67-point gain, and our Students with disabilities marked the greatest gain of 100 points! While our school made substantial gains on the CSTs this past year, we still have lot of work to do and a long way to go. As we break down the data further, we recognize that only 23% of our current 4th grade students' scores proficient or above in ELA and an area of concern is our written conventions and writing strategies.

2. What are you doing in response to the data?

Teachers will be working in Professional Learning Communities (PLCs) to further analyze the data and to develop interventions to continue striving for greater student achievement. We will be examining our writing program and providing more PD in the area of writing for our teachers. We will also be introducing a tutoring program with our 4th grade students called "Learning2Together". Fourth grade students will be tutoring 2nd grade students. Fourth graders will attend a Leadership Academy and the second graders will attend a Scholars Institute. We are working within our own school site grade levels and throughout the district to implement the Common Core State Standards. Our school is a Core Knowledge (CK) School and teachers will be developing Core Knowledge domain maps that are aligned to the CCSS. Our goal is to complete CK certification in 2 years. In addition we will continue to work with parents, targeting our pre-k, k and 1st grade parents in providing monthly parent trainings in a variety of topics including how to read to your child, and other ways to ensure student success.

3. In what ways is your response in 2012-13 different than your response in 2011-12?

Last year was my first year as principal of SBCA. Given the tumultuous history of our school, my focus last year was just to stabilize and provide guidance for teachers and parents. This year, we are including a tutoring program and specific PD in Core Knowledge, Common Core Standards and writing.

Single Plan for Student Achievement 2012-13



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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Plan Period: 07/16/2012-06/07/2013

Date of this revision: 12/17/2012

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>Santa Barbara Community Academy Mission Statement The Santa Barbara Community Academy is committed to achieving academic excellence through the following: Community, Core Knowledge, Core Virtues, and Collaboration. These values will empower children to become well-rounded members of a diverse society.</p>	<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. SBCA met all 17 of 17 of the AMO levels needed to make Adequate Yearly Progress, and there was schoolwide and subgroup growth in proficiency levels as follows:</p> <p>English Language Arts</p> <ul style="list-style-type: none"> Schoolwide: 52.8% Hispanic: 51.9% White: Data Not Reportable Socio-Economically Disadvantaged: 51.9% English Learner: 49.0% Students with Disabilities: 40.0% <p>Math</p> <ul style="list-style-type: none"> Schoolwide: 60.6% Hispanic: 59.5% White: Data Not Reportable Socio-Economically Disadvantaged: 63.4% English Learner: 58.0% Students with Disabilities: 48.0% <ul style="list-style-type: none"> Schoolwide: API 800 Hispanic: API 793 White: API N/A Socio-Economically Disadvantaged: API 798 English Learner: API 790 Students with Disabilities: API 744 	<p>Conclusions Data Performance:</p> <p>The 2012 STAR federal and state data indicate that SBCA has shown growth for all grade levels in English Language Arts and Math; the overall growth school-wide and by subgroups has shown positive improvement. All subgroups met the targeted growth for 2012.</p> <p>This plan details improvement efforts for 2012-2013 that is being implemented collaboratively by all stakeholders. The State of California Academic Performance Index grew from 769 in 2011 to 800 in 2012.</p> <p>Teachers and parents were very happy to see a 31point gain in our school's API, and are encouraged that with stability in our school we can again focus on quality instruction and high level academic performance. We do believe that we once again 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 data to determine academic challenges and strengths Providing multiple opportunities for student success Performing weekly assessments Integrating ELD/SDAIE instruction and instructional strategies in all content areas to support all academic areas. <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 proficiency targets.</p>
		<p>Conclusion areas met:</p> <ul style="list-style-type: none"> We attribute much of our growth in our Students with Disabilities sub-group to a concerted effort and collaboration between the general education teachers and the Resource Specialist, and all SpEd itinerant personnel. All staff met regularly to ensure that student needs are being met. Our targeted instruction in during the fall and spring intersessions. Reviewing the data we obtain from our trimester benchmarks in our Professional Learning Communities.
	Areas met:	Conclusion areas met:

	<p>We met all 17 of 17 AYP goals in both ELA and Math. In addition, we met our Annual Measurable Objectives in all areas including Socio-economically disadvantaged students and Students with Learning Disabilities.</p>	<p>We are very happy we met our AYP goals. In addition, we are encouraged by the growth our EL students and our Students with Learning Disabilities made. Our EL students made a 67-point gain, and our SLD made a 100-point gain! Many are no longer far below basic and in many cases have shown more than two years growth in one year.</p>
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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. • We are in the process of aligning our curriculum in English Language Arts and Math, including Core Knowledge, to the Common Core Standards. • Our teachers work in Professional Learning Communities to align and backwards map the curriculum to the Common Core Standards. 	Curriculum alignment is an ongoing process.
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. 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 45 minutes, which allows for continuous assessments and modified instruction.	Our school met the Williams Settlement Act.

Analyze Educational Practices

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 Santa Barbara Community Academy in 2012-2013 will be:</p> <ol style="list-style-type: none"> 1. Aligning our curriculum in ELA/Math with the Common Core State Standards (CCSS) and begin the implementation of the CCSS. 2. Aligning Common Core standards with our Core Knowledge scope and sequence. 3. Developing Domain Maps and Lesson Plans for Core Knowledge that are aligned to the CCSS. 4. Working towards school re-certification as a Core Knowledge school. 5. Reading and examining practices in, <i>Teaching What Matters Most, Standards and Strategies for Raising Student Achievement</i>, Richard W. Strong, Harvey F. Silver and Matthew J. Perini. 6. Continuing with and building upon: Essential Teaching Techniques for Effective Student Engagement using the Doug Lemov book, <i>Teach Like a Champion</i>. 7. Creating a Classroom Environment Conducive for Learning, Teaching Standards 2. <p>Additional staff development programs include:</p> <ul style="list-style-type: none"> Edusoft Differentiated Instruction Project-based learning Using assessments to inform instruction Data analysis to inform instruction AVID Systematic ELD Emergency response training enVision Math support and training Technology support and training Kate Kinsella Academic Language Development Core Knowledge, Cultural Literacy Explicit Instructional Strategies 	<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. <i>District-wide grade level meetings, in collaboration with SBCEO.</i> 2. <i>Tim Quiroz</i> 3. <i>Tim Quiroz</i> 4. <i>Tim Quiroz</i> 5. <i>Teaching What Matters Most</i> 6. <i>Teach Like a Champion</i> 7. <i>PLC's</i> 8. <i>Step-Up to Writing as Professional Development</i> 9. <i>Kate Kinsella—</i> 10. <i>AVID strategies</i> 11. <i>Edusoft training with Wayne Cole</i> 12. <i>English Language Development using Susana Dutro's Systematic ELD</i> 13. <i>Cultural Literacy, ED Hirsch</i>
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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 <u>explicit instructional strategies</u> 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. All English Only (EO) receive Academic Writing instruction during the ELD time providing differentiated instruction for all students, as well as a smaller group instructional setting. ELD/SDAI strategies are integrated in Core Knowledge instruction and in all content areas.</p> <p>Other services provided are the following: Library/Media Specialist, Differentiated Instruction, Individualized/small group instruction and Monthly Spirit Assemblies to recognize student success, effort and achievements, as well as to emphasize the pillars of the <u>Character Counts Program</u>.</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>

Analyze Educational Practices

<p>Services provided by categorical funds to enable under performing students to meet standards</p>	<ul style="list-style-type: none"> - DIBELS and other assessments are used to inform K-2nd grade reading instruction and 3rd- 6th grade struggling readers 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. - A Curriculum Specialist assists students in grades 4th – 6th in both ELA and Math. This person works directly with teachers from these grade levels taking students in small groups to ensure that students receive individualized instruction to meet grade level standards. The team meets regularly to monitor and adjust for student learning and needs. - Two, three-hour Reading Tutors assist Kindergarten teachers with ELA instruction. - One first grade instructional aide assists first grade classes daily, given the larger class sizes. - A second grade instructional aide assists second and third grade classes with ELA instruction. - Classroom teachers tutor at-risk students before and after school. - Learning 2 Together Tutoring Program will assist targeted 4th grade and struggling 2nd grade students meet grade level standards by providing 1:1 tutoring for 2nd grade students and Leadership Academy training for 4th grade tutors. - Intersession in spring to extend the school year for our English Learners and most at-risk students in all grade levels. For students in grades 2nd – 6th, the focus will be on both test prep and research-based strategies for helping students meet grade level standards. - Our Health Assistant provides students and families with information and support for accessing community services and acts as a liaison between the school and family. - One-part time FSA counselor provides social/emotional support to students and families. The counselor works with teachers and families to identify skills and strategies to improve academic achievement and school success. The counselor also works 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. The FSA counselor also facilitates 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>
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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 Curriculum Specialist works closely under the supervision of the principal to provide the required PE instructional minutes to students in grades K – 6th. This Curriculum Specialist also provides the much needed release time for teachers to meet in Professional Learning Communities. This program not only addresses concerns of childhood obesity and inactivity, it also provides an opportunity for students to be active and learn social 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. All classrooms have been equipped with Apple TV's and iPads. Training in the use of iPads will also be provided. - 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. Topics of discussion will be determined by staff and parents. - CELDT coordinator (principal) 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 (principal) in charge of all STAR tests as well as make-up tests. 	<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. Specific strategies for increased active, student engagement and meaningful, rigorous, relevant instruction will be integrated into daily practice.
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. We will continue to include parents/community members into the academic development of our students, specifically through project-based learning opportunities.
School, district and community barriers to improvements in student achievement	Our school had experienced significant declines in state and federal funding to support at-risk students. In addition, leadership has not been consistent at our school. Our school has experienced 5 principals in the last 4 years. We are hopeful that with consistency in our school leadership, we can begin to stabilize and improve student achievement.	Despite our economic challenges, we will continue to show achievement gains. We hope to gain greater consistency in our school site leadership.
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. Staff will be continually guided and challenged to help underperforming students meet standards, given our limitations.	Again, despite our challenges we will continue to show achievement gains. A greater focus will be placed on providing teachers with research-based practices, specifically in developing strong Professional Learning Communities (PLCs) and deeper collaborative practices including research based practices that support CCSS.

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 to implement - Common Core State Standards (CCSS)	- Know CCSS well - Develop CCSS lesson plans in each grade level	- Begin implementation of CCSS - Create CCSS lesson plans	- Jan 2013- June 2013	- <i>Viable Standards, Doug Reeves, et. al.</i>	- Principal Saballa-Santana	- Informal Walk-Throughs, Evaluations and Observations	- Weekly - Monthly	- <i>Teaching What Matters Most</i> - CCSS District-wide grade-level teams - SBCEO	- Title I & EIA/LEP
	- General Education Teacher	- Align Core Knowledge (CK) to CCSS – work toward CK re-certification	- Develop Domain Maps for Core Knowledge that are aligned to CCSS	- August 2012- June 2014	- <i>Cultural Literacy, E.D. Hirsch, Jr.</i>	- Principal Saballa-Santana	- Informal Walk-Throughs, Evaluations and Observations	- Monthly	- Tim Quiroz, Core Knowledge re-certification process	- Title I & EIA/LEP
	- General Education Teacher	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST	- Continue with <i>Teach Like a Champion</i> and instructional strategies commitments. - PLC and staff meeting follow-up. - Introduce, <i>Teaching What Matters Most</i>	- July 15- June 10	- <i>Teach Like a Champion</i> by Doug Lemov - <i>Teaching What Matters Most</i> , Richard W. Strong, et.al.	- Principal Saballa-Santana	- Informal Walk-Throughs, Evaluations and Observations	- Daily - Yearly	- AVID - Data trainings - Kate Kinsella--targeted academic vocabulary - District-Grade level Teams	- Title I & EIA/LEP

	<ul style="list-style-type: none"> - General Education Teacher 	<ul style="list-style-type: none"> - Increase active student engagement in meaningful, relevant instruction - Target 75% of students move up one proficiency level on CST. 	<ul style="list-style-type: none"> - Teachers will integrate any combination(s) of cross-curricular subjects: history, social studies, math and science with language arts. Students will produce evidence of their learning through presentations, projects, writing or other results-based format. 	<ul style="list-style-type: none"> - July 15 – June 10 	<ul style="list-style-type: none"> - <i>We Learn, Student Survey Report results and project-based learning,</i> - <i>Teaching What Matters Most</i> 	<ul style="list-style-type: none"> - Principal Saballa-Santana 	<ul style="list-style-type: none"> - Showcase night presentations, rubrics 	<ul style="list-style-type: none"> - Weekly, - Monthly - Annually 	<ul style="list-style-type: none"> - Project-based learning articles, research and practice. 	<ul style="list-style-type: none"> -
	<ul style="list-style-type: none"> - Curriculum Specialist support for 4th – 6th grades 	<ul style="list-style-type: none"> - Small group instruction during Language Arts for 4th-6th classes to assist teachers with large classes. 	<ul style="list-style-type: none"> - Set up schedules for student/small group instruction, begin instruction. 	<ul style="list-style-type: none"> - July 15- June 10 	<ul style="list-style-type: none"> - RtI Model - Fuchs & Fuchs 1998 - Vaughn & Fuchs 2003 	<ul style="list-style-type: none"> - Principal Saballa-Santana 	<ul style="list-style-type: none"> - Benchmark assessments - Formative assessment 	<ul style="list-style-type: none"> - Trimester - Weekly 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - ELAP - EIA/LEP - Title I

Tier II	- Open Court Kindergarten reading tutors	- Small group instruction	- Hire two reading tutors for three hours each	- July 15- June 10	- RtI Model - Fuchs & Fuchs 1998 - Vaughn & Fuchs 2003	- Principal Saballa-Santana	- Benchmark assessments - Formative assessment	- Trimester - Weekly	-	- Title I - EIA/LEP
	- Carousel of Ideas -	- Small group instruction - Target 75% of students move up one proficiency level on CST	- Set schedule for SRI - Teachers will provide integrated ELD instruction in all content areas using ELD/SDAIE strategies - Implement ELD strategies	- Spring - April - May	- AB1802 list of approved materials for ELs - State board approved replacement curriculum - Kinsella & Feldman 2005	- Principal Saballa-Santana	- ADEPT - SRI - SAM	- Trimester - Quarterly - Weekly	- ADEPT training - SB 472 - Cadre Meetings	- Title III
	- Intersession – Extended year	- Extend the Academic School Year for Targeted At-Risk students.	- Identify at-risk Kindergarten through 6th grade students.	- <i>Early Childhood Intervention: Proven Results, Future Promise</i> by Karoly, Lynn, et.al, 2005.		- Principal Saballa-Santana	- ADEPT - Benchmark Assessments	- Trimester	- ADEPT	- Title I - EIA/LEP

Language Arts Action Plan

Tier	Intervention/ Program	Goal	Action Steps	Action Timeline	Evidence/Re- search Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Developme nt	Funding
Tier I	- Integrate ELD/SDAI strategies in all content areas	- Increase student achievement through - Small/whole group and accountable pair/share instruction	- Set schedule for SRI - Train teachers in ELD/SDAI strategies - Determine specific school-wide strategies	- Spring - April - May	- AB1802 list of approved materials for ELs - State board approved replacement curriculum - Kinsella & Feldman 2005	- Principal Saballa-Santana	- ADEPT - SRI - CELDT	- Trimester - Quarterly - Weekly	- ADEPT training - ELD/SDAI Strategies	- Title I
	Learning 2 Together	- Provide 1:1 tutoring for struggling 2 nd grade students by 4 th grade tutors	- Provide intensive training for coordinator and related personnel - Train tutors and tutees	- Jan 2013- June 2013	- Learning 2 Together Tutoring Program	- Principal Saballa-Santana	- Informal Walk-Throughs, Evaluations and Observations	- Monthly	- Learning 2 Together Tutoring Program	- Title I & EIA/LEP

	<ul style="list-style-type: none"> - K-6th grade Curriculum Specialist and Instructional Aides 	<p>Small groups allow for more individualized instruction by teacher for at-risk students</p> <ul style="list-style-type: none"> - Target 75% of students move up one proficiency level on CST 	<ul style="list-style-type: none"> - Stipends for teachers for after school intervention tutorials 	<ul style="list-style-type: none"> - July 14-June 10 	Rtl Model	<ul style="list-style-type: none"> - Principal Saballa-Santana 	<ul style="list-style-type: none"> - Open Court - Benchmark assessments - Formative assessments - DIBELS 	<ul style="list-style-type: none"> - Weekly - Trimester 	<ul style="list-style-type: none"> - Differentiated instruction - Building vocabulary in EL students - Student engagement - <i>Teach Like a Champion</i> - <i>Teaching What Matters Most</i> 	<ul style="list-style-type: none"> - EIA - Title III - ELAP
	<ul style="list-style-type: none"> - Intersession Classes for Targeted Students 	<ul style="list-style-type: none"> - Extend the Academic School Year for At-Risk students. 	<ul style="list-style-type: none"> - Identify 100 at-risk Kindergarten through 6th grade students. 	<ul style="list-style-type: none"> - <i>Early Childhood Intervention: Proven Results, Future Promise</i> by Karoly, Lynn, et.al, 2005. 		<ul style="list-style-type: none"> - Principal Saballa-Santana 	<ul style="list-style-type: none"> - ADEPT - Benchmark Assessments 	<ul style="list-style-type: none"> - Trimester 	<ul style="list-style-type: none"> - ADEPT 	<ul style="list-style-type: none"> - Title I - Title III - EIA/LEP

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	- Open school with <i>Teach Like a Champion</i> and instructional strategies commitments. - PLC and staff meeting follow-up.	- July 14-June 10	- <i>Teaching What Matters Most</i> , Richard Strong, et.al. - <i>Teach Like a Champion</i> by Doug Lemov	- Principal Saballa-Santana	- Informal Walk-Throughs, Evaluations and Observations	- Daily - Yearly	- enVision - Data trainings - Factwise training at SBCEO	- Title II
Tier II	Learning 2 Together	- Provide 1:1 tutoring for struggling 2 nd grade students by 4 th grade tutors	- Provide intensive training for coordinator and related personnel - Train tutors and tutees	- Jan 2013-June 2013	- Learning 2 Together Tutoring Program	- Principal Saballa-Santana	- Informal Walk-Throughs, Evaluations and Observations	- Monthly	- Learning 2 Together Tutoring Program	- Title I & EIA/LEP

Tier III	<ul style="list-style-type: none"> - 2nd-6th grade math intervention tutors 	<ul style="list-style-type: none"> - Small group individualized instruction for at-risk students - Target 75% of students move up one proficiency level on CST 	<ul style="list-style-type: none"> - Provide an Instructional Aide and a Curriculum Specialist to support instruction - Pay teachers for intervention tutorials after-school. 	<ul style="list-style-type: none"> - July 14-June 10 	<ul style="list-style-type: none"> - 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) 	<ul style="list-style-type: none"> - Principal Saballa-Santana 	<ul style="list-style-type: none"> - enVision - Benchmark assessments - Formative assessments 	<ul style="list-style-type: none"> - Weekly - Trimester 	<ul style="list-style-type: none"> - Differentiated instruction - Building vocabulary in EL students - Student engagement - <i>Teach Like a Champion</i> 	<ul style="list-style-type: none"> - EIA - Title III - ELAP
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English Learners Action Plan

Tier	Intervention/ Program	Goal	Action Steps	Action Timeline	Evidence/Re- search Base	Monitoring Commit- tee	Monitoring Evaluation Instrument	Monitor Checkpoint s Timeline	Professional Develop- ment	Funding
Tier I	- General Education Teacher	- Differentiated Instruction - Target 75% of students move up one proficiency level on CST and CELDT	- Open school with <i>Teach Like a Champion</i> and instructional strategies commitments. - PLC and staff meeting follow-up.	- July 14- June 10	- <i>Teach Like a Champion</i> by Doug Lemov - Teaching What Matters Most, by Richard Strong, et.al.	- Principal Saballa-Santana	- Informal Walk-Throughs, Evaluations and Observations	- Daily - Yearly	- Open Court - AVID - Data trainings - Kate Kinsella--targeted academic vocabulary - ELD/SDAI Strategies	- Title II
	Review ELs progress to ensure students who are meeting reclassification criteria are referred to reclassification process -	- Increase the number of EL students who are reclassified as RFEP	- Assemble a Language Review Team to look at student data and recommend students meeting criteria for reclassification	-	-	Principal/ ELAC -	- Reclassification form	- Winter/ - Spring 2013	-	-

Tier II	<ul style="list-style-type: none"> - Class size reduction for EL students. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Contract AmeriCorps members to assist with literacy for EL students 	<ul style="list-style-type: none"> - July 14 - June 10 	<ul style="list-style-type: none"> - RtI Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, 	<ul style="list-style-type: none"> - Principal Saballa-Santana 	<ul style="list-style-type: none"> - CELDT - ADEPT - DIBELS - CST results - Open Court assessments - Report cards - Weekly ELD lesson plans 	<ul style="list-style-type: none"> - Trimester - Weekly - End of year 	<ul style="list-style-type: none"> - Differentiated instruction - Building vocabulary in EL students - Student engagement - <i>Teach Like a Champion</i> - <i>ELD/SDAI Strategies</i> 	<ul style="list-style-type: none"> - EIA - Title III - ELAP
	<ul style="list-style-type: none"> - Intersession School 	<ul style="list-style-type: none"> - Extend the Academic School Year for At-Risk students 	<ul style="list-style-type: none"> - Identify 100 at-risk Kindergarten through 6th grade students. 	<ul style="list-style-type: none"> - <i>Early Childhood Intervention: Proven Results</i>, <i>Future Promise</i> by Karoly, Lynn, et.al, 2005. 		<ul style="list-style-type: none"> - Principal Saballa-Santana 	<ul style="list-style-type: none"> - ADEPT - Benchmark Assessments 	<ul style="list-style-type: none"> - Trimester 	<ul style="list-style-type: none"> - ADEPT 	<ul style="list-style-type: none"> - Title I - Title III

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 II	<ul style="list-style-type: none"> - Carousel of Ideas - ELD/SDAI strategies 	<ul style="list-style-type: none"> - Small group instruction 	<ul style="list-style-type: none"> -Set schedule for SRI - - 	<ul style="list-style-type: none"> -Spring -April -May -May 	<ul style="list-style-type: none"> -AB 1802 list of approved materials for ELs -State Board approved replacement curriculum -Kinsella & Feldman 2005 	<ul style="list-style-type: none"> - Principal Saballa-Santana 	<ul style="list-style-type: none"> - ADEPT - SRI - SAM 	<ul style="list-style-type: none"> -Trimester -Quarterly - Weekly 	<ul style="list-style-type: none"> -ADEPT training SB 472 - Cadre Meetings 	<ul style="list-style-type: none"> - EIA - Title III - ELAP
	<ul style="list-style-type: none"> - Title III Compliance Coordinator 	<ul style="list-style-type: none"> - Individual -izing intervention for EL students - - Target 75% of students move up one proficiency level on CST and CELDT 	<ul style="list-style-type: none"> -Identify EL students 	<ul style="list-style-type: none"> July 14-June 10 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Principal Saballa-Santana 	<ul style="list-style-type: none"> - ADEPT - SRI - Open Court - STAR - CELDT - DIBELS 	<ul style="list-style-type: none"> - Trimester - 	<ul style="list-style-type: none"> - Annual CELDT Training 	<ul style="list-style-type: none"> - ELAP

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 Teacher	<ul style="list-style-type: none"> - Safe and Healthy Environment - Target 75% of students move up one proficiency level on CST - Increase pro-social behavior by 75% 	<ul style="list-style-type: none"> - Schedule Stand Tall training for 3rd – 6th grade teachers - Schedule Character Counts Assemblies - Meet “No Place for Hate” requirements – 3 events - The first day of school review school-wide rules and expectations. - School-wide assembly on rules/expectations - PLC and Staff meeting follow-up. - Plan disability awareness - Plan pro-social recognition program 	July 14-June 10	- Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention	Principal. Saballa-Santana	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Daily - Yearly 	Stand Tall Character Counts	

	- Disability Awareness	- Ensure that all students are aware and sensitive to others with disabilities	- Implement a "Disability Awareness week, involving all students in grades K-6	July 2012-June 2013	-	Principal Saballa-Santana	-	- January 2013		
Tier II	- Parent-Teacher Conferences - Parent-Principal conference	- 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	- Monitor student behavioral performance - Write behavior contract - Create SST monitoring protocol	July 14-June 10	- Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention	Principal Saballa-Santana - SST team	- 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 	July 14-June 10	<ul style="list-style-type: none"> - Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention 	Principal Saballa-Santana <ul style="list-style-type: none"> - FSA Counselor 	<ul style="list-style-type: none"> - Monitor data from student behavior plans - Monitor suspension data - Monitor FSA caseload 	- Weekly	PLC	
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School Site Council Membership

Parents		
Name	Phone Number	e-mail
Diana Banales	(805) 722-8450	dbanales@zonaseca.com
Jaime Rocha	(805) 886-1334	sbrochafamily@hotmail.com
Elva Cosio	(805) 696-8775	elvacc@gmail.com
Teachers		
Name	Phone Number	e-mail
Willa Aguilar	(805) 687 - 2081	waguilar@sbsdk12.org
Tricia Poelstra	(805) 687 - 2081	tpoelstra@sbsdk12.org
Classified Staff		
Name	Phone Number	e-mail
Community Members		
Name	Phone Number	e-mail
Jo Ann Jacobs	(805) 450-1972	Jjacobs1361@gmail.com
Principal		
Name	Phone Number	e-mail
Alicia Saballa-Santana	(805) 687 - 2081	asaballa-santana@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

English Learner Advisory Committee Membership

	Parents	
Name	Phone Number	e-mail
Diana Banales	(805) 722-8450	dbanales@zonaseca.com
Jaime Rocha	(805) 886-1334	Sbrochafamily@hotmail.com
	Teachers	
Name	Phone Number	e-mail
Tricia Poelstra	(805) 687- 2081	tpoelstra@sbsdk12.org
Willa Aguilar	(805) 687-2081	waguilar@sbsdk12.org
	Classified Staff	
Name	Phone Number	e-mail
	Community Members	
Name	Phone Number	e-mail
Jo Ann Jacobs		
	Principal	
Name	Phone Number	e-mail
Alicia Saballa-Santana	(805) 687 - 2081	Asaballa-santana@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

Successful, Safe & Healthy Students

Safety Team	Name	e-mail
	Jennifer Hardin	jhardin@sbsdk12.org
	Sue Green	sgreen@sbsdk12.org
Incidence Response Team	Name	e-mail
Other:	Name	e-mail

Santa Barbara Unified School District Single Plan for Student Achievement Budget

School: Santa Barbara Community Academy

Date: 01/08/13

Code	Category	Title I	EIA	LEP Title III	AB 825 SIP	CBET*	PRBG	Total
1110	Teacher Salary		\$11,450.00					\$11,450.00
1120	Teacher Hourly	\$7,905.00	\$9,500.00	\$300.00				\$17,705.00
1140	Teacher Subs	\$2,000.00						\$2,000.00
2110	Inst. Aide Salary	\$11,400.00	\$5,500.00					\$16,900.00
2120	Inst. Aide Hourly	\$7,000.00	\$13,000.00					\$20,000.00
2410	Clerical Salary							\$0.00
2420	Clerical Hourly			\$5,000.00				\$5,000.00
3000	Benefits	\$4,650.00	\$4,550.00					\$9,200.00
	Sub total	\$32,955.00	\$44,000.00	\$5,300.00	\$0.00	\$0.00		\$82,255.00
4110	Textbooks							\$0.00
4310	Instructional Materials	\$4,300.00	\$1,077.00	\$1,500.00				\$6,877.00
4340	Computer Software & Supplies	\$700.00						\$700.00
4350	Office Supplies							\$0.00
4380	Misc. Supplies							\$0.00
5210	Mileage							\$0.00
5220	Travel/Conf.	\$1,335.00						\$1,335.00
5230	Inservice Training							\$0.00
5900	Telephone							\$0.00
5810	Contracted Services	\$3,248.00	\$3,410.00	\$10,126.00				\$16,784.00
5816	Field Trips							\$0.00
6400	Equipment							\$0.00
	Sub total	\$9,583.00	\$4,487.00	\$11,626.00	\$0.00	\$0.00		\$25,696.00
	TOTAL BUDGET	\$42,538.00	\$48,487.00	\$16,926.00	\$0.00	\$0.00		\$107,951.00

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