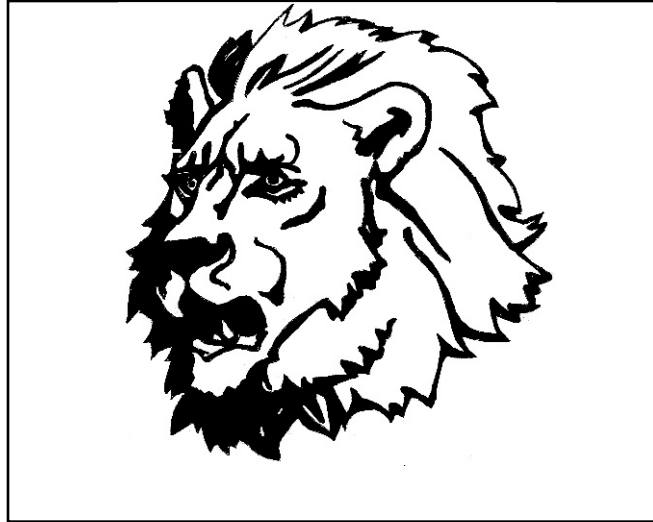


Single Plan for Student Achievement 2012-13

La Colina Junior High School
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:

David L. Ortiz
4025 Foothill Rd.
Santa Barbara, CA 93110
805-967-4506
dortiz@sbsdk12.org
CDS Code: 42-76786-6062095
Plan Period: 8/27/12 – 6/6/13
Revision: 12-7-12

Mission Statement(s)	Analyze Student Data	Conclusions from Parent, Teacher, Students
	Summary of Data:	Conclusions Data Performance:
<p>The mission of the Santa Barbara School District and La Colina Junior High School 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 vision of La Colina Junior High School is to provide a standards-based instructional program within a culture based on equity, access, relevance, rigor and positive relationships.</p>	<p>An analysis of student performance data was based on the CST, API and CELDT results.</p> <p>CST: English Language Arts: Percent Proficient or Above</p> <ul style="list-style-type: none"> • School-wide 78.5 (+1.3) • Hispanic 60 (-.3) • White 90.0 (+1.5) • Socio-Economically Disadvantaged 55.5 (+.2) • English Learner 42.9 (-16.2) • Students with Disabilities 40.2% <p>CST: Mathematics: Percent Proficient or Above</p> <ul style="list-style-type: none"> • School-wide 67.0 (+2.9) • Hispanic 47.4 (+4.6) • White 77.6 (+.5) • Socio-Economically Disadvantaged 45.2 (+8.7) • English Learner 40.1 (-.2) • Students with Disabilities 27.6 <p>API:</p> <ul style="list-style-type: none"> • School wide API 892 (+12) • Asian API 988 (+6) • Hispanic API 802 (+6) • White API 946 (+12) • Socio-Economically Disadvantaged API 781 (+18) • English Learner API 733 (-16) • Students with Disabilities API 632 (-7) <p>CELDT Percent Early Advanced or Higher</p> <ul style="list-style-type: none"> • Grade 7 76 (+5) • Grade 8 63 (+4) 	<p>CST: English Language Arts: Percent Proficient or Above Data shows minimal improvement in all sub-groups except Hispanic and English Learner. Students with Disability subgroup was established as numerically significant for the first time (40.2%).</p> <p>CST: Mathematics: Percent Proficient or Above Data shows minimal improvement in all sub-groups except the English Learner sub-group. Notable was the improvement of the Socio-Economically Disadvantaged sub-group (+8.7). The Students with Disabilities sub-group was established as a significant sub-group for the first time (27.6%).</p> <p>API: Data shows significant growth of the School-wide and White sub-groups (+12) as well as Socio-Economically Disadvantaged (+18). Concerns remain with the significant digression of English Learners (-16) and Students with Disabilities (-7).</p> <p>CELDT: Data shows positive growth in both grade levels.</p> <p>Data Performance Conclusions: This plan details improvement efforts for the 2012-13 academic year that are being implemented collaboratively by all stakeholders. La Colina improved its API twelve points to 892. Noteworthy, was the Socio-Economically Disadvantaged and Hispanic sub-groups in Math, respectively 8.7 and 4.6. Also, the CELDT scores for both grade levels improved significantly from the previous year. A primary concern is the digression of the English Learner sub-group in English Language Arts.</p> <p>La Colina will continue to target instruction to address gaps and student achievement. The site will use data from multiple sources to identify areas of weakness to improve academic achievement for all student sub-groups. Data analysis sources will include CST, CELDT, District Quarterly Benchmarks and common interim benchmark assessments. Ongoing assessment and monitoring of student achievement will be the primary focus of content area Professional Learning Communities (PLCs).</p>

	Areas met:	Conclusion areas met:
	<p>Exceeded API target to 892 (+12)</p> <p>ELA: Met AYP School-wide and White sub-group growth targets</p> <p>Mathematics: Met AYP School-wide, Hispanic, White and Socio-Economic subgroup growth targets</p>	<p>We attribute our growth to:</p> <ul style="list-style-type: none"> • READ 180/System 44 for identified general and special education students • AVID classes and related strategies implemented school wide • PLC focus on common instruction, assessment data and analysis, and intervention • English Learner support classes (English 3-D, Fundamentals of Success) • Mathematics Intervention Class • CAHSEE Tutorial classes • After School Homework Center
	Areas not met:	Conclusion areas not met:
	<p>ELA: Did not meet AYP subgroup targets: Hispanic, Socio-Economically Disadvantaged API 781 (+18)</p> <p>Mathematics: Did not meet AYP sub-group targets in English Learner</p>	<ul style="list-style-type: none"> • La Colina is concerned with the lack of improvement of three subgroups in ELA: Hispanics, Socio-Economically Disadvantaged, English Learners • La Colina is concerned with the lack of improvement of the English Learner subgroup in mathematics • PLCs will work diligently to improve achievement levels of identified targets. Monitoring and accountability measures have been restructured: <ul style="list-style-type: none"> • Master Schedule (teacher assignment) • Principal supervision of the core departments • Improvement in PLC accountability system (weekly administrative walkthroughs) • Data-driven instruction • Support intervention (Fundamental of Success classes) • Monthly professional development at Faculty meetings • Lunchtime Tutorial (teacher volunteers)

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 (PLC) to align the curriculum to the California Content Standards. • Assessments are aligned to the California Content Standards. 	La Colina must continue to review curriculum alignment and effectiveness, particularly as it relates to the Common Core State Standards.
Availability of standards-based instructional materials appropriate to all student groups	All students have access to California Content Standards-based instructional materials including state-adopted textbooks and district-adopted materials. Additional supplemental materials include: READ 180/System 44, English 3D and Let's Go Learn.	La Colina is Williams Settlement Act compliant.
Alignment of staff development to standards, assessed student performance and professional needs	<p>All professional development activities are aligned to the California Content Standards and Teaching Standards. The focus of staff development at La Colina in 2012-13 will be:</p> <ul style="list-style-type: none"> • Essential Teaching Techniques for Effective Student Engagement using the Doug Lemov book, <i>Teach Like a Champion</i> during our Faculty (monthly) and PLC meetings (weekly) • Differentiated instruction • California Teaching Standard #5 – Assessing Student Learning • PLC – common assessments, data analysis and targeted intervention • Culture – effective teacher collaboration and student relationships • Transition to the Common Core State Standards <p>Additional staff development programs include:</p> <ul style="list-style-type: none"> • District professional development training • Edusoft • Common Core State Standards training (i.e., teachers, SBTA representative and principal) • AVID training • Edline training • LeMaster training: ELA, mathematics, science, social studies • Kinsella training: English Learners 	Ongoing professional development for teachers will have a direct link to improved student achievement.

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, La Colina uses explicit instructional strategies and techniques built into the District's adopted programs. Additionally, La Colina uses the components of the following programs to further support at-risk students:</p> <ul style="list-style-type: none"> • READ 180/System 44 for targeted English Learners and special education students • English 3D • AVID strategies implemented school-wide • PLC focus on common instruction, assessment data and analysis, and intervention • Fundamental of Success Class/CAHSEE Tutorial (full period for extra academic support • Lunchtime Tutoring (teachers volunteers) 	<p>La Colina believes the programs are effective and should continue. Staff and administration will continue to identify targeted students and provide appropriate intervention. Limited resources have eliminated programs such as the lunchtime and after-school homework centers.</p>
Services provided by categorical funds to enable under performing students to meet standards	<p>Services include:</p> <ul style="list-style-type: none"> • Fundamental of Success/CAHSEE Tutorial Classes (i.e., English and Mathematics) – to prepare students to pass the CAHSEE. • Lunchtime Tutoring (teacher volunteers) • Parent Project – to provide parent education support and training in the school system • Professional development of teachers • READ 180 support materials and supplies • English 3D support materials and supplies • Let's Go Learn licenses 	<p>These funds are used to meet the needs of educationally at-risk students. The funds provide small group and intensive intervention to under-performing students to meet the state 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 analyze the data they receive from the state with their District benchmarks and interim benchmarks throughout the year to better guide instruction and interventions.	Teachers modify instruction based on assessment results.
Number and percentage of teachers in academic areas experiencing low student performance	38 of 40 teachers (95%) 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	La Colina incorporates support from a variety of organizations, foundations and institutions of higher education: <ul style="list-style-type: none"> • UCSB • Cal-SOAP • SBCEO • Police Activities League • Just Communities • ADL 	The community resources are invaluable to ongoing improvement.
School, district and community barriers to improvements in student achievement	La Colina continues to have limited funding support to: <ul style="list-style-type: none"> • Decrease the staffing ratio • Increase support programs • Increase PLC release time • Increase attendance at professional development opportunities • Increase access to technology • Increase parent education programs 	The effectiveness of the PLC and District support has enabled La Colina to continue growth trends despite the barriers.
Limitations of the current program to enable under performing student to meet standards	Funding is restricted by virtue of compliance regulations (e.g., EIA) and budget reduction.	The effectiveness of the PLC and District support has enabled La Colina to continue growth trends despite barriers.

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	PLC Plans	Meet API and AYP Targets	Professional Development	August 27-June 6	State and Board-adopted curriculum Meahn Lemov (TLC) Dufour Daggett Kannold Kouzes/Posner Kaplan Mohammad Kinsella	Cabinet	Observations & evaluations	Weekly	AVID	District Title II
	Department Plans		Teach Like a Champion			Department Chairs	Benchmark assessments	Mid-quarter	District P.D.: Expository Reading and Writing Course (ERWC) READ 180 Common Core State Standards	Title III
	Faculty In-service		PLC assessment system			AVID Site Team	PLC Reports	Quarter		SIP
	Professional Development		AVID strategies CCSS training			ELA Department	Data Reports Walk Throughs AVID Essentials	Semester		
Tier II	Class size reduction	Meet API and AYP Targets	Add staffing as allocated	August 27-June 6	State and Board adopted curriculum Meahn Lemov (TLC) Dufour Daggett Kannold Kouzes/Posner Kaplan Mohammad Kinsella	Cabinet	Observations & evaluations	Weekly	AVID	Title III
						Department Chairs	Benchmark assessments	Mid-quarter	District P.D.: Critical Reading Common Core State Standards English 3D	EIA
						AVID Site Team	PLC Reports	Quarter		
						ELA Department	Data Reports Walk Throughs AVID Essentials	Semester		

READ 180	Meet API and AYP Targets	<p>Schedule and complete SRI with identified students</p> <p>Assign students to class</p> <p>Facilitate ongoing training with READ 180 staff</p>	August 27- June 6	<p>State and Board adopted curriculum</p> <p>Meahn Lemov (TLC) Dufour Daggett Kannold Kouzes/Posner Kaplan Mohammad Kinsella</p>	<p>Cabinet</p> <p>Department Chairs</p> <p>READ 180 Staff</p>	<p>SRI and R-Skills assessments</p> <p>Observations & evaluations</p> <p>Benchmark assessments</p> <p>PLC Reports</p> <p>Data Reports</p> <p>Walk Throughs</p>	<p>Weekly</p> <p>Mid-quarter</p> <p>Quarter</p> <p>Semester</p>	<p>READ 180 training</p> <p>Teach Like a Champion</p> <p>District professional development</p>	<p>Title III</p> <p>EIA</p>
FOS/CAHSEE Tutorial	Meet API and AYP Targets	<p>Analyze data</p> <p>Identify students</p> <p>Assign to program</p>	August 27- June 6	<p>State and Board adopted curriculum</p> <p>Meahn Lemov (TLC) Dufour Daggett Kannold Kouzes/Posner Kaplan Mohammad Kinsella</p>	<p>Cabinet</p> <p>FOS/CAHSEE Staff</p>	<p>Observations & evaluations</p> <p>PLC Reports</p> <p>Data Reports</p> <p>Walk Throughs</p> <p>AVID Essentials</p>	<p>Weekly</p> <p>Mid-quarter</p> <p>Quarter</p> <p>Semester</p>	<p>AVID</p> <p>Common Core State Standards</p> <p>District professional development</p> <p>Teach Like a Champion</p>	<p>CAHSEE</p> <p>Supplemental Hourly</p> <p>SIP</p>

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 2 Periods of ELA and 1 period of ELA support	Meet API and AYP Targets	Train teachers Identify students Schedule and complete SRI Analyze data Implement program Monitor progress	August 27-June 6	State and Board adopted curriculum Meahn Lemov (TLC) Dufour Daggett Kannold Kouzes/Posner Kaplan Mohammad Kinsella	Cabinet Read 180 Department RLA Department English Learner Site Team	SRI /System 44 assessments Observations & evaluations PLC Reports Data Reports Walk Throughs	Weekly Mid-quarter Quarter Semester	READ 180 training District professional development	Title III EIA

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	Pre-Algebra A	Meet API and AYP Targets	Professional Development	August 27-June 6	State and Board adopted curriculum	Cabinet	Observations & evaluations	Weekly	AVID	District Title II
	Pre-Algebra B		Teach Like a Champion - techniques			Department Chairs	Benchmark assessments	Mid-quarter	District P.D.	
	Pre-Algebra (Honors)		PLC strategies		Meahn	AVID Site Team	PLC Reports	Quarter	Related Meetings: Math Academic Coherence Team (ACT)	
	Algebra		AVID strategies		Lemov (TLC)	Mathematics Department	Data Reports	Semester		
	Algebra (Honors)				Dufour		Walk Throughs			
	Geometry (Honors)				Daggett					
	AVID-school wide strategies				Kannold					
					Kouzes/Posner					
					Kaplan					
					Mohammad					
					Kinsella					
Tier II	Pre-Algebra A	Meet API and AYP Targets	Professional Development	August 27-June 6	State and Board adopted curriculum	Cabinet	Observations & evaluations	Weekly	AVID	District Title II
	Pre-Algebra B		Teach Like a Champion - techniques			Department Chairs	Benchmark assessments	Mid-quarter	District professional development	
	Resource Mathematics		PLC strategies		Meahn	AVID Site Team	PLC Reports	Quarter		
			AVID strategies		Lemov (TLC)	Mathematics Department	Data Reports	Semester		
					Dufour		Walk Throughs			
					Daggett					
					Kannold					
					Kouzes/Posner					
					Kaplan					
					Mohammad					
					Kinsella					

Tier III	FOS/CAHSEE Tutorial	Meet API and AYP Targets	Analyze data Identify students Assign to program	August 27- June 6	State and Board adopted curriculum Meahn Lemov (TLC) Dufour Daggett Kannold Kouzes/Posner Kaplan Mohammad Kinsella	Cabinet FOS/CAHSEE Staff	Observations & evaluations PLC Reports Data Reports Walk Throughs AVID Essentials	Weekly Mid-quarter Quarter Semester	AVID Common Core State Standards District professional development Teach Like a Champion	CAHSEE Supplemental Hourly SIP
---------------------	------------------------	-----------------------------	--	----------------------	--	------------------------------------	--	--	--	---

Tier	Intervention/Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	PLC Plans	Meet API and AYP Targets	Professional Development	August 27-June 6	State and Board adopted curriculum	Cabinet	Observations & evaluations	Weekly	AVID	District Title II
	Department Plans	CELDT Targets	Teach Like a Champion		Meahn Lemov (TLC) Dufour Daggett Kannold Kouzes/Posner Kaplan Mohammad Kinsella	Department Chairs	PLC Reports Data Reports Walk Throughs AVID Essentials	Mid-quarter	District P.D.	Title III
	Faculty In-service		PLC assessment system			English Learner Site Team		Quarter		EIA
	Professional Development		AVID strategies			RLA Department		Semester		
						English Learner Department				
Tier II	READ 180	Meet API and AYP Targets	Implement program	August 27-June 6	State and Board adopted curriculum	Cabinet	SRI assessments	Weekly	READ 180 training	District Title II
	English 3D	CELDT Targets			Meahn Lemov (TLC) Dufour Daggett Kannold Kouzes/Posner Kaplan Mohammad Kinsella	READ 180 Staff	Observations & evaluations	Mid-quarter	READ 180 Cadre Meetings	Title III
						English Learner Site Team	PLC Reports	Quarter	English 3D training	EIA
						English 3D Teacher	Data Reports: Scholastic Achievement Manager	Semester		
Tier III	System 44	Meet API and AYP Targets	Train teachers	August 27-June 6	State and Board adopted curriculum	Cabinet	SRI and System 44 Assessments	Weekly	READ 180 training	District Title II
	Let's Go Learn	CELDT Targets	Identify students		State Board adopted replacement curriculum	EL Department	Observations & evaluations PLC Reports Data Reports Walk Throughs	Mid-quarter	District professional development	Title III
			Schedule and complete SRI			EL Site Team		Quarter		EIA
			Analyze data			Meahn Lemov (TLC) Dufour Daggett Kannold Kouzes/Posner Kaplan Mohammad Kinsella				
			Implement program							
			Monitor progress							

Reclassification Plan
English Learner Committee: Principal, Assistant Principals, Counselors, English Learner Chairperson, ELA Teacher
English Learner Committee follows the District reclassification policy
Reclassification Meeting: Beginning of school year (e.g., September) to determine student eligibility for reclassification
Progress Monitoring Meetings (quarterly): Assess student progress towards reclassification and affirm and/or modify support strategies accordingly
Reclassification Data 2012-13: 29 students

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	Pyramid of Interventions: Behavior	Positive school culture, climate and safety	Teacher presentations of student handbook Administration visits (semester): expectations (academic, behavioral) Formal observations and evaluations Walk Through Coaching Homeroom-Advisory class Life Skills Curriculum Parent Project Clubs, Electives, After-School Sports and ASB activities Elementary Feeder School Visits Progress Reports and Report Cards are mailed home every 5-6 weeks Counselors monitor grades at every reporting period Student Recognition Programs	August 27 June 6	Safe School Plan Healthy Kids Survey Meahn Lemov (TLC) Dufour Daggett Kannold Kouzes/Posner Kaplan Mohammad Kinsella	Cabinet Department Chairs Faculty Program Advisors	Teacher Observations & evaluations PLC Reports Data Reports: CST Referrals Accident Reports Mediation Reports Suspension & Expulsion Data SST Walk Throughs	Weekly Mid-quarter Quarter Semester	PLC AVID Common Core State Standards training District professional development Just Communities Faculty Meetings Staff Meetings	N/A

Tier II	Pyramid of Interventions: Behavior	Positive school culture, climate and safety	Teacher contacts parent Teacher assigned detention & parent contact Referral & parent contact Conference teacher, parent, student, administration/counselor Behavioral/Academic contract Youth Services Specialist referral Counselor conference and/or referral Mediation Fighting Back Program Reconnecting Youth	August 27- June 6	Safe School Plan Healthy Kids Survey Meahn Lemov (TLC) Dufour Daggett Kannold Kouzes/Posner Kaplan Mohammad Kinsella	Cabinet Department Chairs SST Faculty Program Advisors YSS	Teacher Observations & evaluations PLC Reports Data Reports: CST Referrals Accident Reports Mediation Reports Suspension Expulsion SST Walk Throughs	Weekly Mid-quarter Quarter Semester	PLC District professional development Just Communities Discipline Committee Diversity/Equity Committee Safe School Committee Faculty Meetings Staff Meetings Incident Response Team	N/A
----------------	------------------------------------	---	---	----------------------	--	---	--	--	---	-----

Tier III	Pyramid of Interventions: Behavior	Positive school culture, climate and safety	Administrative student contacts Administrative parent contacts Behavior contract SST Detention (lunch) Teen Court SUPER II Suspension (Class, School, Home) Recommendation for Expulsion Involuntary Transfer Daniel Bryant Youth and Family Services Contact School Resource Officer	August 27-June 6	Safe School Plan CA Healthy Kids Survey Teach Like a Champion	Cabinet Department Chairs SST Faculty Program Advisors Incident Response Team YSS	Teacher Observations & evaluations PLC Reports Data Reports: CST Referrals Accident Reports Mediation Reports Suspension Expulsion SST Walk Throughs	Weekly Mid-quarter Quarter Semester	Faculty Meetings Staff Meetings PLC District P.D. Just Communities Discipline Committee Diversity/Equity Committee Safe School Committee Incident Response Team	N/A
-----------------	------------------------------------	---	--	------------------	---	---	---	--	---	-----

School Site Council Membership

	Parents	
Name	Phone Number	e-mail
Jessani Johnson: PTSA	(805) 637-5042	jessanij@cox.net
Brigitte Wright: PTSA	(805) 304-0039	threesuns@cox.net
Heather Dunning: PTSA	(805) 689-5041	dunninggirls@yahoo.com
	Teachers	
Name	Phone Number	e-mail
Ramona Marten	(805) 967-4506	rmarten@sbsdk12.org
Marcia Merrifield	(805) 967-4506	mmerrifield@sbsdk12.org
Cami Stevens	(805) 967-4506	cstevens@sbsdk12.org
Hayley Hrehor	(805) 967-4506	hhrehor@sbsdk12.org
	Classified Staff	
Name	Phone Number	e-mail
Lena Moran	(805) 967-4506	lmoran@sbsdk12.org
	Community Members	
Name	Phone Number	e-mail
Linda Guerena	(805) 968-2541	lguerena@sbsdk12.org
	Principal	
Name	Phone Number	e-mail
David L. Ortiz	(805) 967-4506	dortiz@sbsdk12.org
Signature of Principal:		dortiz@sbsdk12.org
Signature of SSC President:		

English Learner Advisory Committee Membership

Parents		
Name	Phone Number	e-mail
Carmen Magallanes: President	(805) 689-7014	zuzucar@gmail.com
Dinazar Moctezuma: Vice-President	(805) 705-2488	N/A
Arturo Magallanes: DELAC Officer	(805) 245-5958	Arturo1034@msn.com
Teachers		
Name	Phone Number	e-mail
Marcia Merrifield	(805) 967-4506	mmerrifield@sbsdk12.org
Classified Staff		
Name	Phone Number	e-mail
Lena Moran	(805) 967-4506	lmoran@sbsdk12.org
Velencia Escobedo	(805) 967-4506	vescobedo@sbsdk12.org
Community Members		
Name	Phone Number	e-mail
Linda Guerena	(805) 968-2541	lguerena@sbsdk12.org
Principal		
Name	Phone Number	e-mail
David L. Ortiz	(805) 967-4506	dortiz@sbsdk12.org
Carole Nevarez (Assistant Principal)	(805) 967-4506	cnevarez@sbsdk12.org
Katia Rodriguez-Mester	(805) 967-4506	krodriguezmaster@sbsdk12.org
Signature of Principal:		
Signature of ELAC President:		

Successful, Safe & Healthy Students

Safety Team	Name	e-mail
	David L. Ortiz	dortiz@sbsdk12.org
	Carole Nevarez	cnevarez@sbsdk12.org
	Wendy Landeros	wlanderos@sbsdk12.org
	Athena Sims	asims@sbsdk12.org
	Kristi Morris	kmorris@sbsdk12.org
	Jennifer Case	jcase@cadab.org
	Helen Hernandez	hhernandez@sbsdk12.org
	Christine Gallagher	Chrisgballet@gmail.com
	Katia Rodriguez-Mester	krodriguezmaster@sbsdk12.org
Incidence Response Team	Name	e-mail
	David L. Ortiz	dortiz@sbsdk12.org
	Carole Nevarez	cnevarez@sbsdk12.org
	Athena Sims	asims@sbsdk12.org
	Kristi Morris	kmorris@sbsdk12.org
	Helen Hernandez	hhernandez@sbsdk12.org
	Katia Rodriguez-Mester	krodriguezmaster@sbsdk12.org
Other:	Name	e-mail
	Norma Perry	nperry@sbsdk12.org
	Franki Gallardo	fgallardo@sbsdk12.org
	Lena Moran	lmoran@sbsdk12.org
	Velencia Escobedo	vescobedo@sbsdk12.org
	Eric Kaufmann	ekaufmann@sbsdk12.org
	L'aura Wilson	lwilson@sbsdk12.org
	Jennifer Case	jcase@sbsdk12.org
	Christine Gallagher	Chrisgballet@gmail.com

Leadership Data Committee Membership

Name	e-mail
David L. Ortiz	dortiz@sbsdk12.org
Carole Nevarez	cnevarez@sbsdk12.org
Norma Perry	neperry@sbsdk12.org
Athena Sims	asims@sbsdk12.org
Kristi Morris	kmorris@sbsdk12.org
Rebekah Lowi	rlowi@sbsdk12.org
Tracy Womack	twomack@sbsdk12.org
Elizabeth Brown	ebrown@sbsdk12.org
Beth Checketts	bchecketts@sbsdk12.org
David Marchetti	dmarchetti@sbsdk12.org
Megan Cotich	mcotich@sbsdk12.org
Eric Kaufmann	ekaufmann@sbsdk12.org
Nicole DeLeon	ndeleon@sbsdk12.org
Kim Anderson-Flores	klanderson@sbsdk12.org
Jose Marquez	jmarquez@sbsdk12.org
Shannon Saleh	ssaleh@sbsdk12.org
Ramona Marten	rmarten@sbsdk12.org
Nathan Dunlap	ndunlap@sbsdk12.org
Marcia Merrifield	mmerrifield@sbsdk12.org
Katia Rodriguez-Mester	krodriguezmaster@sbsdk12.org
Cathi Speake	cspeake@sbsdk12.org

Drop Out Prevention Committee Membership (high school only)

Name	e-mail