

# Single Plan for Student Achievement 2012-13

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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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**Plan Period: 8/24/2012-6/7/2013**

Mission Statement(s)	Analyze Student Data	Conclusions from Parent, Teacher, Students
	Summary of Data:	Conclusions Data Performance:

<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"> <li>• 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.</li> <li>• We will ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement.</li> <li>• We will effectively and transparently manage our financial and human resources to support our educational goals.</li> <li>• We will maintain safe and orderly school environments for all students and employees.</li> <li>• We will promote a culture of mutual trust and respect among students, parents, staff and community members.</li> <li>• We value student and staff diversity in our schools and classrooms and will promote equal access across all educational programs and activities.</li> </ul>	<p>An analysis of student performance data was conducted using the CST, CELDT, quarterly Benchmark Assessments and Common Bi-Weekly Assessments. Information regarding Latinos in Honors classes was gathered using information from Aeries (See appendix for report).</p> <p>English Language Arts Grades 7 and 8 (Students scoring Advanced and Proficient)</p> <ul style="list-style-type: none"> <li>• School wide 70.2% (+5.5%) Safe Harbor (SH)</li> <li>• Latino 56.1% (+9.3%) (SH)</li> <li>• White 93.4% (+1.2%)</li> <li>• Socio-Economically Disadvantaged 53.4% (+8.5%) (SH)</li> <li>• English Learner 50.8% (+11.3%) (SH)</li> <li>• Students with Disabilities 28.9% (-1.1%) (SH)</li> </ul> <p>Math Grades 7 and 8 (Students scoring Advanced and Proficient)</p> <ul style="list-style-type: none"> <li>• School wide 60.4% (-8.3%)</li> <li>• Latino 47.1% (-1.5%)</li> <li>• White 82.1% (-6.9%)</li> <li>• Socio-Economically Disadvantaged 44.9% (-2.1%)</li> <li>• English Learner 45.1% (+.3%)</li> <li>• Students with Disabilities 22.7% (+9.2%)</li> </ul> <p>School wide API 844 (+13)</p> <ul style="list-style-type: none"> <li>• Hispanic API 772 (+21)</li> <li>• White API 963 (+1)</li> <li>• Socio-Economically Disadvantaged API 758 (+19)</li> <li>• English Learner API 747 (+26)</li> <li>• Students with Disabilities API 577 (+49)</li> </ul> <p>English Language Learners (ELL)</p> <ul style="list-style-type: none"> <li>• Total ELL students 2012-13 = 275</li> <li>• Reclassified Fluent English Proficient 2011-12 = 38</li> <li>• Reclassified Fluent English Proficient 2012-13 = 17 (As of 12.03.12)</li> </ul> <p>Enrollment Statistics for 2011-12</p> <ul style="list-style-type: none"> <li>• All students = 841 7<sup>th</sup> = 407, 8<sup>th</sup> = 434</li> <li>• Latino students 7<sup>th</sup> = 251(62%), 8<sup>th</sup> = 258 (59%)</li> <li>• White students 7<sup>th</sup> = 139 (34%), 8<sup>th</sup> = 148 (34%)</li> <li>• Students in Special Education = 125 (14%)</li> <li>• Socioeconomically Disadvantaged = 466 (55%)</li> </ul>	<p>The 2012 STAR federal and state data indicate that SBJHS has shown growth in the area of English Language Arts school wide and across all subgroups. It also shows that SBJHS declined in the area of mathematics in all subgroups except English Language Learners (minimal growth) and Students with Disabilities.</p> <p>This plan details improvement efforts for 2012-2013 that are being implemented collaboratively by all stakeholders.</p> <p>The significant growth as measured by the State of California Academic Performance Index (API) indicates the importance of continuing with our adopted plan. It will be critical that we continue to increase the quality of instruction through constant instructional monitoring, professional development, and productive work in Professional Learning Communities.</p> <p>Teachers and parents are pleased to see a thirteen point gain in our school’s API, however all stakeholders have their sights set on exiting Program Improvement status. We believe that by focusing on the following common elements we can achieve further gains to close the achievement gap and exit Program Improvement.</p> <ul style="list-style-type: none"> <li>• Maintain a strong school culture</li> <li>• Continue instructional monitoring program/walkthrough observations</li> <li>• Execute benchmark assessment plan</li> <li>• Maintain Professional Learning Communities plan</li> <li>• Continue bi-weekly intervention model</li> <li>• Implementation of Restorative Approaches</li> <li>• Co-Lab opportunities</li> <li>• Provide Common Core State Standards professional development</li> </ul> <p>ELL Reclassification – SBJHS follows the SBUSD criteria for reclassifying students. The Language Assessment Team meets three times a year to reclassify and monitor R-FEP student progress.</p> <p>We believe that the above elements, as well as targeted instruction to address gaps in student achievement and use of data from common assessments to modify instruction, will assure that we continue to experience achievement gains.</p>
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	<b>Areas met:</b>	<b>Conclusion areas met:</b>
	SBJHS met and exceeded the API target by thirteen points. SBJHS API is 844. SBJHS met all AYP targets in English Language Arts and one in mathematics.	SBJHS attributes much of the growth to: <ul style="list-style-type: none"><li>• AVID classes and related strategies implemented school wide</li><li>• PLC focus on common assessment data analysis to inform instruction</li><li>• Intervention programs based on common assessments and homework performance</li><li>• 3D</li><li>• CAHSEE after school tutorial</li><li>• Pathways after school tutorial</li><li>• Co-teachers in READ 180 and 3D classes.</li></ul>
	<b>Areas not met:</b>	<b>Conclusion areas not met:</b>
	SBJHS did not meet the targets in all areas of mathematics, but one.	SBJHS is analyzing the data school wide and will target areas of concern as it relates to CST. This information will be used to guide instruction and assessments. SBJHS will continue to utilize the following programs: <ul style="list-style-type: none"><li>• AVID classes and related strategies implemented school wide</li><li>• PLC focus on common assessment data analysis to inform instruction</li><li>• Intervention programs based on common assessments and homework performance</li></ul> New program: <ul style="list-style-type: none"><li>• Co-teacher in Pre-Algebra and Algebra</li><li>• Implementation of CCSS aligned assessments (Pre-Algebra)</li></ul>

Required Area	Description	Conclusion
<b>Alignment of Curriculum, instruction and materials to content and performance standards</b>	<p>All students have standards aligned materials.</p> <p>Assessments are aligned to California Content Standards and are in transition to the Common Core Standards.</p> <p>Educators work in Professional Learning Communities to align instruction and curriculum to the Common Core Standards.</p> <p>Educators continue to attend professional development around the Common Core Standards to inform their instruction.</p>	<p>SBJHS continues to align instruction, curriculum and assessments to the Common Core Standards.</p>
<b>Availability of standards-based instructional materials appropriate to all student groups</b>	<p>All students have access to standards-based instructional materials including state-adopted textbooks and district adopted materials.</p> <p>Additional tiered intervention curriculum materials include: READ 180, System 44, and 3D (Discuss, Describe, Debate)</p>	<p>SBJHS met the Williams Settlement Act.</p>

## Analyze Educational Practices

<p><b>Alignment of staff development to standards, assessed student performance and professional needs</b></p>	<p>All professional development activities are aligned to the California teaching standards and Common Core Standards:</p> <p>The site staff development plan at SBJHS in 2012-2013 will be:</p> <ul style="list-style-type: none"> <li>• Common Core Standards</li> <li>• Restorative Approaches</li> </ul> <p>Additional staff development programs include:</p> <ul style="list-style-type: none"> <li>• County/District Professional development training</li> <li>• Technology support and training provided by on site Technology Coach</li> </ul>	<p>SBJHS has made the commitment to utilize and implement the following best practices from these resources:</p> <ol style="list-style-type: none"> <li>1. <i>Teach Like a Champion</i></li> <li>2. AVID strategies</li> <li>3. Edusoft training with Wayne Cole</li> <li>4. Kate Kinsella</li> <li>5. Jonathan LeMaster</li> <li>6. <i>Discipline That Restores</i></li> <li>7. <i>The Little Book of Restorative Justice</i></li> <li>8. <i>The Little Book of Restorative Justice for Schools</i></li> <li>9. Restorative Justice Denver Public Schools</li> <li>10. Standards for CCSS</li> <li>11. Web resources related to CCSS</li> </ol>
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## Analyze Educational Practices

Required Area	Description	Conclusion
Services provided by the regular program to enable under performing students to meet standards	<p>Services:</p> <ul style="list-style-type: none"> <li>• PLC focus on transition to Common Core Standards, common instruction, assessment data, analysis and intervention</li> <li>• Walk Through</li> <li>• READ 180, System 44, and 3D</li> <li>• Co-Lab Pre-Algebra, Algebra, Social Studies 8, READ 180 and English 8</li> <li>• Extended mathematics instruction</li> <li>• CAHSEE Tutorial class (full period for identified students)</li> <li>• Homework center (lunch, after school)</li> <li>• Mandatorial (homework intervention)</li> <li>• ELA and Math interventions based on bi-weekly assessments</li> <li>• Full course offering including electives offered to 7<sup>th</sup> grade students in Read 180 or 3D</li> <li>•</li> </ul>	Continue with our instruction, assessment, and intervention system. Continue utilizing Teach Like a Champion techniques and AVID strategies. Implementation of more Co-Lab opportunities for educators and students. Implementation Restorative Approaches
Services provided by categorical funds to enable under-performing students to meet standards	<p>Services:</p> <ul style="list-style-type: none"> <li>• Teacher on Special Assignment (TOSA): monitors and maintains all programs that fall within our pyramids of intervention, leads AVID programs, provides instructional support to educators who have the Apple presentation systems, and provides Restorative Approaches support to educators and students</li> <li>• Intervention clerical support staff to organize and maintain records and data for all of our programs that fall within the pyramids of intervention and maintains schedule of Special Education IEPs</li> <li>• Site Technology Specialist to support all of our technology needs: Edusoft in PLCs, Edline, Tutorial Referral System, Apple TV presentation systems and Read 180</li> <li>• Second math educator to support Pre-Algebra and Algebra</li> <li>• Professional Development for educators and administration – Common Core State Standards and Restorative Approaches</li> <li>• English and Math tutorial educators provide strategic and intensive instruction to students who do not master the objectives on bi-weekly benchmark assessments</li> <li>• Mandatorial Program for students who do not complete their class work or homework. This program supports our school wide practice of “no missing work”</li> </ul>	These funds provide strategic and intensive intervention with the goal of under-performing students, particularly the educationally at-risk and English Learners, to meet standards.

Required Area	Description	Conclusion
<b>Use of the state and local assessments to modify instruction and improve student achievement</b>	Benchmark and quarter assessment system - We have calendared benchmark assessments in the four core subjects bi-weekly. The data from these benchmarks are used by PLC teams to determine intervention referrals.	We have math and English intervention classes during and after school for students who do not meet standards on bi-weekly assessments. Educators modify instruction based on assessment results.
<b>Number and percentage of teachers in academic areas experiencing low student performance</b>	All educators provide instructional services and support to students experiencing low performance. Below grade level classes include Pre-algebra A (7 <sup>th</sup> ), Pre-algebra B (8 <sup>th</sup> ), Read 180, System 44 and 3D. We also have math classes at grade level with extra time. Students in our "Extended" classes are below proficient. We have two Extended Math classes. 12 of our 40 educators teach one of the classes listed above.	Professional development supports and trains educators to meet the learning needs of all students.
<b>Family, school, district and community resources available to assist these students</b>	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. Some of the agencies that support us include: PTSA, CAL-SOAP, UCSB Pathways, UCSB TEP, CADA, PAL, Alpha Resource Center, Parent Project and AHA	In light of current economic challenges, these supports are vital to the academic success and personal growth of our students.
<b>School, district and community barriers to improvements in student achievement</b>	Our school has experienced significant declines in state and federal funding to support at-risk students.	Despite our economic challenges, we continue to show achievement gains. However, the following items would help to achieve API and AYP goals: Technology (additional computers/laptops/tablets, digital infrastructure, presentation equipment) Personnel (technical support to maintain equipment and training in best/next practices as it relates to technology) Staffing (reduce class size in intervention programs e.g.: READ 180, 3D, Pre-Algebra A and Pre-Algebra B)



## Analyze Educational Practices

<b>Limitations of the current program to enable under performing students to meet standards</b>	Because of the decline in state and federal funding, class size continues to increase while personnel support decreases.	See above.
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**Language Arts Action Plan**

<b>Tier</b>	<b>Intervention/ Program</b>	<b>Goal</b>	<b>Action Steps</b>	<b>Action Timeline</b>	<b>Evidence/Research Base</b>	<b>Monitoring Committee</b>	<b>Monitoring Evaluation Instrument</b>	<b>Monitor Checkpoints Timeline</b>	<b>Professional Development</b>	<b>Funding</b>
<b>Tier I</b>	Restorative Approaches School Wide AVID TLChampion Core Subject Program Assessment System Walkthroughs PLCs Professional development site plan (RA, CCSS) Computer Support Technician	Meet API and AYP targets	Professional Development Informal Walkthrough Analyze data AVID strategies PLC alignment to CCSS	8.27-6.06.13	State and Board adopted curriculum Doug Lemov (TLC) Rick Dufour Kate Kinsella Jonathan LeMaster Howard Zehr (RA) Loraine S Amstutz (RA) Judy H. Mullet (RA) Denver Public Schools (RA)	Cabinet Leadership Team AVID Site Team ELA Department	Observations and Evaluations PLC Reports Department Plans Data Reports AVID Essentials Walkthroughs	Bi-weekly Mid Quarter Quarter Semester Monthly AVID Team Meetings	AVID Summer Institute Common Core State Standards Jonathan LeMaster Kate Kinsella Restorative Approaches PLC Inclusion Training	Title I Title III EIA
<b>Tier II</b>	AVID Elective 3D AVID CBLA Summer Program UCSB Pathways/AVID Study Center TOSA Mandatorial Tutors – CALSOAP, UCSB English 8 Co-Lab Restorative Approaches	Meet API and AYP Targets	Professional Development Informal Walkthroughs Analyze data Identify students Assign program AVID strategies	8.27-6.06.13	State and Board adopted curriculum Doug Lemov (TLC) Rick Dufour Kate Kinsella Jonathan LeMaster Howard Zehr (RA) Lorraine S Amstutz (RA) Judy H. Mullet (RA) Denver Public Schools (RA)	Cabinet Leadership Team AVID Site Team ELA Department	Observations and Evaluations PLC Reports Department Plans Data Reports AVID Essentials Walkthroughs	Bi-weekly Mid Quarter Quarter Semester Monthly AVID Team Meetings	AVID Summer Institute Common Core State Standards Kate Kinsella Restorative Approaches PLC Inclusion Training	Title I Title III EIA

<b>Ti er III</b>	English Intervention CORE Project READ 180 ReAD 180 Co-Lab TOSA Intervention Clerical Support CAHSEE Restorative Approaches Walkthroughs Wednesday Tutorial Center – lunch and after school	Meet API and AYP Targets	Analyze data Identify students Assign program	8.27-6.06.13	State and Board adopted curriculum Doug Lemov (TLC) Rick Dufour Kate Kinsella Jonathan LeMaster Howard Zehr (RA) Lorraine S Amstutz (RA) Judy H. Mullet (RA) Denver Public Schools (RA)	Cabinet Leadership Team ELA Department SST	Observations and Evaluations PLC Reports Department Plans Data Reports Walkthroughs	Bi-weekly Mid Quarter Quarter Semester	Common Core State Standards Kate Kinsella Restorative Approaches PLC Inclusion Training	Title I Title III CAHSEE 2-9 CORE EIA
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**Math Action Plan**

<b>Tier</b>	<b>Intervention/ Program</b>	<b>Goal</b>	<b>Action Steps</b>	<b>Action Timeline</b>	<b>Evidence/ Research Base</b>	<b>Monitoring Committee</b>	<b>Monitoring Evaluation Instrument</b>	<b>Monitor Checkpoints Timeline</b>	<b>Professional Development</b>	<b>Funding</b>
<b>Tier I</b>	7 <sup>th</sup> and 8 <sup>th</sup> grade Pre-Algebra Algebra Algebra Honors Geometry Honors School Wide AVID TLChampion PLCs Professional Development Site Plan (RA, CCSS) Computer Support Technician Restorative Approaches Core subject program assessment system	Meet API and AYP Targets	Professional Development Informal Walkthrough Analyze data Identify students Assign program AVID strategies PLC alignment to CCSS	8.27-6.06.13	State and Board adopted curriculum Doug Lemov (TLC) Rick Dufour Jonathan LeMaster Howard Zehr (RA) Lorraine S Amstutz (RA) Judy H. Mullet (RA) Denver Public Schools (RA)	Cabinet Leadership Team AVID Site Team Math Department	Observations and Evaluations PLC Reports Department Plans Data Reports AVID Essentials Walk Through	Bi-weekly Mid Quarter Quarter Semester Monthly AVID Team Meetings	AVID Summer Institute Common Core State Standards Jonathan Le Master Restorative Approaches Inclusion Training PLC	Title I Title III EIA
<b>Tier II</b>	7 <sup>th</sup> and 8 <sup>th</sup> grade Pre-Algebra 7 <sup>th</sup> grade Pre-Algebra Extended (65 min) Pre-Algebra A and B Co-Lab Algebra and Pre-Algebra Resource General Math Resource TOSA AVID Mandatorial UCSB Pathways/AVID study center AVID/CBLA Summer Program Tutors – CALSOAP, UCSB Restorative Approaches	Meet API and AYP Targets	Professional Development Informal Walkthroughs Analyze data Identify students Assign program AVID strategies	8.27-6.06.13	State and Board adopted curriculum Doug Lemov (TLC) Rick Dufour Jonathan LeMaster Howard Zehr (RA) Lorraine S Amstutz (RA) Judy H. Mullet (RA) Denver Public Schools (RA)	Cabinet Leadership Team AVID Site Team Math Department	Observations and Evaluations PLC Reports Department Plans Data Reports AVID Essentials Walk Through	Bi-weekly Mid Quarter Quarter Semester Monthly AVID Team Meetings	AVID Summer Institute Common Core State Standards Jonathan Le Master Restorative Approaches Inclusion Training PLC	Title I Title III EIA

<b>Tier III</b>	Math Intervention CORE Project TOSA Intervention Clerical Support CAHSEE Wednesday Tutorial center – lunch and after school	Meet API and AYP Targets	Analyze data Identify students Assign Program	8.27-6.06.13	State and Board adopted curriculum Doug Lemov (TLC) Rick Dufour Jonathan LeMaster Howard Zehr (RA) Lorraine S Amstutz (RA) Judy H. Mullet (RA) Denver Public Schools (RA)	Cabinet Leadership Team Math Department SST	Observations and Evaluations PLC Reports Department Plans Data Reports Walkthroughs	Bi-weekly Mid Quarter Quarter Semester	Common Core State Standards Le Master Restorative Approaches Inclusion Training PLC	Title I Title III EIA CAHSEE 2-9 CORE
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## 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
<b>Tier I</b>	Restorative Approaches School Wide AVID TLChampion Core Subject Program Assessment System Walkthroughs PLCs Professional development site plan (RA, CCSS) Computer Support Technician Reclassification of English Language Learners per district policy	Meet API and AYP Targets Meet CELDT Targets	Professional Development Walkthroughs Analyze data Identify students Assign program AVID strategies PLC alignment to CCSS	8.27-6.06.13	State and Board adopted curriculum Doug Lemov (TLC) Rick Dufour Kate Kinsella Jonathan LeMaster Howard Zehr (RA) Lorraine S Amstutz (RA) Judy H. Mullet (RA) Denver Public Schools (RA)	Cabinet Leadership Team AVID Site Team ELA Department EL Department Language Assessment Team	Observations and Evaluations PLC Reports Department Plans Data Reports AVID Essentials Walk Through	Bi-weekly Mid Quarter Quarter Semester Monthly AVID Team Meetings	AVID Summer Institute Common Core State Standards Jonathan LeMaster Kate Kinsella Restorative Approaches PLC Inclusion Training	Title I Title III EIA

Tier II	7 <sup>th</sup> grade Pre-Algebra Extended (65 min.) AVID Elective AVID CBLA Summer Program UCSB Pathways/AVID Study Center TOSA Mandatorial 3D Tutors – CALSOAP, Pathways UCSB English 8 Co-Lab Restorative Approaches	Meet API and AYP Targets Meet CELDT Targets	Professional Development Walk through observations Analyze data Identify students Assign program AVID strategies	8.27-6.06.13	State and Board adopted curriculum Doug Lemov (TLC) Rick Dufour Kate Kinsella LeMaster Howard Zehr Lorraine S Amstutz Judy H. Mullet Denver Public Schools	Cabinet Leadership Team AVID Site Team ELA Department EL Department Language Acquisition Team SST	Observations and Evaluations PLC Reports Department Plans Data Reports AVID Essentials Walk Through	Bi-weekly Mid Quarter Quarter Semester Monthly AVID Team Meetings	AVID Summer Institute Common Core State Standards LeMaster Kate Kinsella Restorative Approaches PLC Inclusion Training	Title I Title III EIA
	English & math Intervention CORE Project System 44 READ 180 READ 180 Co-Lab TOSA Intervention Clerical Support CAHSEE Restorative Approaches Wednesday Tutorial center – lunch and after school	Meet API and AYP Targets Meet CELDT Targets	Analyze data Identify students Assign program	8.27-6.06.13	State and Board adopted curriculum Doug Lemov (TLC) Rick Dufour Kate Kinsella Jonathan LeMaster Howard Zehr (RA) Lorraine S. Amstutz (RA) Judy H. Mullet (RA) Denver Public Schools (RA)	Cabinet Leadership Team ELA Department EL Department Language Acquisition Team SST	Observations and Evaluations PLC Reports Department Plans Data Reports Walkthroughs	Bi-weekly Mid Quarter Quarter Semester Language Acquisition Team (three times a year)	Common Core State Standards LeMaster Kate Kinsella Restorative Approaches PLC Inclusion Training	Title I Title III EIA CAHSEE 2-9 CORE

### 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
<b>Tier I</b>	Restorative Approaches Pyramid of Interventions WEB (Where Everyone Belongs) School Website Backpack/Binder/ Book Policy School wide binder checks AVID Advisory	Positive school culture, climate and safety College and Career Ready	Teacher presentation of student handbook Administration visits Formal observations and evaluations Walk Throughs Clubs, Electives, After school sports (PAL), ASB activities Progress reports and Report cards mailed home Counselors monitor grades at every reporting period Teleparent Student recognition programs Parent lunches No Place for Hate Certification Career Day Edline Online Anonymous Report	8.27-6.06.13	Safe School Plan Healthy Kids Survey Boomerang Project Howard Zehr (RA) Lorraine S. Amstutz (RA) Judy H. Mullet (RA) Denver Public Schools (RA)	Cabinet Leadership Team Faculty Program Advisors AVID Site Team Incident Response Team SST Language Acquisition Team	Teacher Observation and Evaluations Walk Throughs Department Plans PLC Reports Data Reports CST School wide binder check Referrals Accident Reports Suspension and Expulsion Data SST YSS reports	Weekly Mid- quarter Quarter Semester	AVID Summer Institute District Professional Development Just Communities Faculty meetings Staff meetings Harassment and bias related incident training Disaster preparedness training Restorative Approaches training Common Core State Standards	Title I Title III EIA SIP CAHSEE 2-9 CORE



<b>Tier II</b>	TOSA Intervention Clerical Support Mandatorial Youth Services Specialist SST I Process Behavioral/Academic Contracts Conflict Resolution/Mediation Positive Incentive Program Restorative Approaches	Positive school culture, climate and safety	Implement strategic programs to ensure student safety and positive school culture	8.27-6.06.13	Safe School Plan Healthy Kids Survey Boomerang Project Howard Zehr (RA) Lorraine S. Amstutz Judy H. Mullet (RA) Denver Public Schools (RA)	Cabinet Leadership Team Faculty Program Advisors AVID Site Team Incident Response Team SST Language Acquisition Team	Teacher Observation and Evaluations Walk Throughs Department Plans PLC Reports Data Reports CST School wide binder check Referrals Accident Reports Suspension and Expulsion Data SST YSS reports	Weekly Mid-quarter Quarter Semester	District Professional Development Just Communities Faculty meetings Staff meetings Harassment and bias related incident training Disaster preparedness training RA training Common Core State Standards	Title I Title III EIA SIP CAHSEE 2-9 CORE
<b>Tier III</b>	Strategic Advisory CAHSEE SST II CORE Project SUPER Program Teen Court Daniel Bryant SBPD SB Probation	Positive school culture, climate and safety	Implement intensive programs to ensure student safety and positive school culture	8.27-6.06.13	Safe School Plan Healthy Kids Survey Boomerang Project Howard Zehr (RA) Lorraine S. Amstutz Judy H. Mullet (RA) Denver Public Schools (RA)	Cabinet Leadership Team Faculty Program Advisors Incident Response Team SST Language Acquisition Team	Teacher Observation and Evaluations Walk Throughs Department Plans PLC Reports Data Reports: CST School wide binder check Referrals Accident Reports Suspension and Expulsion Data SST YSS reports	Weekly Mid-quarter Quarter Semester	District Professional Development Just Communities Faculty meetings Staff meetings Harassment and bias related incident training Disaster preparedness training Restorative Approaches training Common Core State Standards	Title I Title III EIA SIP CAHSEE 2-9 CORE

## School Site Council Membership

	Parents	
Name	Phone Number	e-mail
Stephen Kurtzer		
	Teachers	
Name	Phone Number	e-mail
Vicky Derscheid	(805) 963-7751	<a href="mailto:vderscheid@sbsdk12.org">vderscheid@sbsdk12.org</a>
William Zeledon	(805) 963-7751	<a href="mailto:wzeledon@sbsdk12.org">wzeledon@sbsdk12.org</a>
Aaron Harkey	(805) 963-7751	<a href="mailto:aharkey@sbsdk12.org">aharkey@sbsdk12.org</a>
	Classified Staff	
Name	Phone Number	e-mail
Nadine Turner	(805) 963-7751	<a href="mailto:nturner@sbsdk12.org">nturner@sbsdk12.org</a>
	Students	
Name	Phone Number	e-mail
Ryan Fidel		
Brandi Lentini		
Stella Benenati		
Alyse Adams		
Sophia Hurtado		
	Principal	
Name	Phone Number	e-mail
Lito M Garcia	(805) 963-7751	<a href="mailto:lgarcia@sbsdk12.org">lgarcia@sbsdk12.org</a>
Signature of Principal:		
Signature of SSC President:		

## English Learner Advisory Committee Membership

	Parents	
Name	Phone Number	e-mail
Bernarda Gonzalez President		
Gabriel Nunez Vice President		
Guendalin Angeles Secretary		
Juan Obdulio and Rogelio Salas DELAC Representative		
	Teachers	
Name	Phone Number	e-mail
	Classified Staff	
Name	Phone Number	e-mail
	Community Members	
Name	Phone Number	e-mail
	Principal	
Name	Phone Number	e-mail
Lito M Garcia	(805) 963-7751	<a href="mailto:lgarcia@sbsdk.12.org">lgarcia@sbsdk.12.org</a>
Fred Madrigal (Assistant Principal)	(805) 963-7751	<a href="mailto:fmadrigal@sbsdk12.org">fmadrigal@sbsdk12.org</a>
Signature of Principal:		
Signature of SSC President:		

## Successful, Safe & Healthy Students

Safety Team	Name	e-mail
	Mark Croshaw	<a href="mailto:mcroshaw@sbsdk12.org">mcroshaw@sbsdk12.org</a>
	Kareem Battle	<a href="mailto:kbattle@sbsdk12.org">kbattle@sbsdk12.org</a>
	Cathy Garcia	<a href="mailto:cgarcia@sbsdk12.org">cgarcia@sbsdk12.org</a>
	Ed Gover	<a href="mailto:egover@sbsdk12.org">egover@sbsdk12.org</a>
	Marc Fidel	<a href="mailto:mfidel@sbsdk12.org">mfidel@sbsdk12.org</a>
	Leo Borden	<a href="mailto:lborden@sbsdk12.org">lborden@sbsdk12.org</a>
	Courtney Preston	<a href="mailto:cpreston@sbsdk12.org">cpreston@sbsdk12.org</a>
	Todd Fredeen	<a href="mailto:tfredeen@sbsdk12.org">tfredeen@sbsdk12.org</a>
	Scott Brennand	<a href="mailto:sbrennand@sbsdk12.org">sbrennand@sbsdk12.org</a>
	Aaron Harkey	<a href="mailto:aharkey@sbsdk12.org">aharkey@sbsdk12.org</a>
	Mario Jiminez	<a href="mailto:majimenez@sbsdk12.org">majimenez@sbsdk12.org</a>
	Raul Delgadillo	<a href="mailto:rdelgadillo@sbsdk12.org">rdelgadillo@sbsdk12.org</a>
Incidence Response Team	Name	e-mail
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	Kareem Battle	<a href="mailto:kbattle@sbsdk12.org">kbattle@sbsdk12.org</a>
	Kym Ozbirn	<a href="mailto:kozbirn@sbsdk12.org">kozbirn@sbsdk12.org</a>
	Julie Bolton	<a href="mailto:jbolton@sbsdk12.org">jbolton@sbsdk12.org</a>
	Todd Fredeen	<a href="mailto:tfredeen@sbsdk12.org">tfredeen@sbsdk12.org</a>
	Fred Madrigal	<a href="mailto:fmadrigal@sbsdk12.org">fmadrigal@sbsdk12.org</a>
	Kelly Thrasher	<a href="mailto:kthrasher@sbsdk12.org">kthrasher@sbsdk12.org</a>
	Aaron Harkey	<a href="mailto:aharkey@sbsdk12.org">aharkey@sbsdk12.org</a>
	Ryan Fidel	
	Autusa Pardisi	
Other:	Name	e-mail

### Leadership Data Committee Membership (Optional)

### Drop Out Prevention Committee Membership (high school only)

## Santa Barbara Unified School District Single Plan for Student Achievement Budget

Code	Category	Title I	EIA	LEP Title III	AB 825 SIP	CBET*	PRBG	Total
1110	Teacher Salary	\$37,079.00	\$29,211.00					\$66,290.00
1120	Teacher Hourly	\$2,322.00	\$5,254.00	\$1,178.00				\$8,754.00
1140	Teacher Subs							\$0.00
2110	Inst. Aide Salary							\$0.00
2120	Inst. Aide Hourly							\$0.00
2410	Clerical Salary	\$13,134.00	\$32,566.00	\$9,137.00				\$54,837.00
2420	Clerical Hourly	\$2,405.00	\$3,800.00					\$6,205.00
3000	Benefits	\$19,645.00	\$32,841.00	\$4,835.00				\$57,321.00
	<b>Sub total</b>	\$74,585.00	\$103,672.00	\$15,150.00	\$0.00	\$0.00		\$193,407.00
4110	Textbooks							\$0.00
4310	Instructional Materials		\$500.00		\$8,000.00			\$8,500.00
4340	Computer Software & Supplies	\$15,000.00	\$21,000.00		\$4,000.00			\$40,000.00
4350	Office Supplies							\$0.00
4380	Misc. Supplies				\$3,000.00			\$3,000.00
5210	Mileage							\$0.00
5220	Travel/Conf.							\$0.00
5230	In-service Training							\$0.00
5900	Telephone							\$0.00
5810	Contracted Services							\$0.00
5816	Field Trips							\$0.00
6400	Equipment		\$11,000.00	\$7,000.00				\$18,000.00
	<b>Sub total</b>	\$15,000.00	\$32,500.00	\$7,000.00	\$15,000.00	\$0.00		\$69,500.00

	TOTAL BUDGET	\$89,585.00	\$136,172.00	\$22,150.00	\$15,000.00	\$0.00		\$262,907.00
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**\*Applies only to Adams, Cleveland, Franklin, Harding, and McKinley.**



**I. Current Percent Proficient/Advance School wide – CST:**

<b>TEST</b>	<b># STU TOTAL</b>	<b>ALL</b>	<b>WHITE</b>	<b>LATINO</b>	<b>SED</b>	<b>EL</b>	<b>DIS</b>
<b>ELA '12 grade 7</b>	<b>363</b>	<b>75</b>	<b>93</b>	<b>62</b>	<b>61</b>	<b>54</b>	<b>53</b>
<b>ELA '12 grade 8</b>	<b>400</b>	<b>74</b>	<b>94</b>	<b>60</b>	<b>56</b>	<b>31</b>	<b>24</b>
<b>MATH '12 grade 7</b>	<b>335</b>	<b>69</b>	<b>86</b>	<b>61</b>	<b>61</b>	<b>52</b>	<b>31</b>
<b>MATH '12 grade 8</b>	<b>138</b>	<b>15</b>	<b>18</b>	<b>15</b>	<b>12</b>	<b>15</b>	<b>6</b>
<b>ALG '12 grade 7</b>	<b>32</b>	<b>100</b>	<b>100</b>	<b>N/A</b>	<b>100</b>	<b>N/A</b>	<b>N/A</b>
<b>ALG '12 grade 8</b>	<b>229</b>	<b>64</b>	<b>70</b>	<b>58</b>	<b>54</b>	<b>50</b>	<b>57</b>
<b>GEOMETRY '12</b>	<b>55</b>	<b>98</b>	<b>97</b>	<b>100</b>	<b>100</b>	<b>N/A</b>	<b>N/A</b>
<b>SCIENCE '12</b>	<b>405</b>	<b>74</b>	<b>96</b>	<b>60</b>	<b>55</b>	<b>29</b>	<b>41</b>
<b>HISTORY '12</b>	<b>425</b>	<b>64</b>	<b>92</b>	<b>47</b>	<b>44</b>	<b>23</b>	<b>19</b>

- **Targeted Percent Proficient/Advanced for 2012-13: 10% growth in all categories (SBUSD Strategic Plan)**

**2. Current Percent of Latino Students in Honors: Total school population = 857**

- 7<sup>th</sup> Grade All = 439 Latino 7<sup>th</sup> Grade = 261 (59%), Non-Latino = 178 (41%), SES 56%
- 8<sup>th</sup> Grade All = 418, Latino 8<sup>th</sup> Grade = 257 (61%), Non-Latino = 160 (38%), SES 57%

<b>HONORS COURSE</b>	<b>GRADE</b>	<b>TOTAL OF ALL STUDENTS</b>	<b>% OF ALL STUDENTS</b>	<b># LATINOS</b>	<b>% LATINOS</b>	<b># Non-Latino</b>	<b>% Non-Latino</b>	<b>SES %</b>
English	7	163	37	52	32	111	68	38
Pre-Algebra	7	149	34	70	47	79	53	44
ALGEBRA	7	31	7	3	10	28	90	0
SCIENCE 7	7	182	41	62	34	120	66	37
SOCIAL ST.	7	167	38	56	34	129	66	29
ALGEBRA	8	150	36	75	50	75	50	40
GEOMETRY	8	31	7	0	0	31	100	10
SCIENCE	8	185	44	68	37	117	63	30
SOCIAL ST.	8	162	39	50	31	112	67	25

- Targeted Percent Growth for Latino Students in Honors 2013-14: 10% Growth in all Honors courses (SBUSD Strategic Plan)
  - Strategies to Increase this Percentage: Identification criteria:
    - Improve vertical articulation with 6<sup>th</sup> grade teachers at feeder schools.
    - Increase the number of AVID sections (Increase the number of teachers eligible to teach AVID).
    - Increase the number of Latino students taking the GATE identification test in elementary school.
    - Increase the number of Latino students taking the Algebra Readiness test.
    - Improve teacher recommendation process in 7<sup>th</sup> grade.
  - Support Structures for Latino Students in Honors:
    - After school homework support class: Credentialed teacher, tutors from SBCC and UCSB
    - Wednesday lunch and after school tutorial support: Credentialed teacher
    - Counselor grade checks: Progress reports and quarter grades
    - AVID total student population 123

- **AVID 7 student population 57, 55 Latino, 2 Non-Latino, SES 89%**
  - 35 students in Honors classes (63%)
  - 13 students in Math/Science Honors
  - 8 students in English/Social Studies Honors
  - 14 students in all Honors classes
- **AVID 8 student population 66, 65 Latino, 1 Non-Latino, SES 88%**
  - 48 students in Honors classes (73%)
  - 7 students in Math Honors
  - 3 students in Science Honors
  - 1 student in Social Studies Honors
  - 14 students in Math/Science Honors
  - 2 students in English/Social Studies Honors
  - 5 students in three Honor classes
  - 16 students in all Honors

**ENROLLMENT DATA SANTA BARBARA JUNIOR HIGH 2011-12**

**TOTAL NUMBER OF STUDENTS = 841**

# School Quality Snapshot

## Information from California Department of Education

### General School Information

<b>School Name</b>	Santa Barbara Junior High
<b>District</b>	Santa Barbara Unified since 2011-12 / Previously in Santa Barbara Secondary
<b>County</b>	Santa Barbara
<b>Address</b>	721 East Cota St. Santa Barbara, CA 93103
<b>Charter School</b>	No
<b>Grade Span</b>	7 - 8
<b>Title I Funded</b>	Yes
<b>Enrollment</b>	841
<b>CDS Code</b>	42-76786-6060057

### California's Academic Performance Index (API)

<b>2012 Growth API</b>	844
<b>State Rank</b>	8
<b>Similar Schools Rank</b>	7
<b>2011-12 Growth from Prior Year</b>	13
<b>Met Schoolwide Growth Target</b>	Yes
<b>All Student Groups Met Target</b>	Yes

### API Subgroup Performance - 2012 API Growth

<b>Growth - Hispanic or Latino</b>	21
<b>Met - Hispanic or Latino</b>	Yes
<b>Growth - White</b>	1
<b>Met - White</b>	Yes
<b>Growth - Socioeconomically Disadvantaged</b>	19
<b>Met - Socioeconomically Disadvantaged</b>	Yes

<b>Growth - English Learners</b>	26
<b>Met - English Learners</b>	Yes

#### 2011-12 Enrollment by Race/Ethnicity

<b>Race/Ethnicity</b>	<b>Percent</b>
American Indian or Alaska Native	1%
Asian	1%
Native Hawaiian or Pacific Islander	0%
Filipino	0%
Hispanic or Latino	61%
African American or Black	1%
White	34%
Two or More Races	2%
Not Reported	0%

#### Subgroup Enrollment

<b>Subgroup Designation</b>	<b>Percent</b>
English Learners	39%
Socioeconomically Disadvantaged	55%
Students with Disabilities	15%

#### Average Class Size

<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
2007-08	22	26	21
2008-09	22	22	21
2009-10	21	22	21
2010-11	24	23	23
2011-12	23	23	23

California Standards Test (CST) English-Language Arts Results (percent proficient and above)

Year	School	District	State
2007-08	54%	57%	46%
2008-09	52%	58%	49%
2009-10	65%	62%	52%
2010-11	64%	64%	54%
2011-12	70%	63%	56%

CST Mathematics Results (percent proficient and above)

Year	School	District	State
2007-08	42%	33%	43%
2008-09	42%	40%	46%
2009-10	54%	43%	48%
2010-11	64%	46%	50%
2011-12	60%	53%	51%

CST Science Results (percent proficient and above)

Year	School	District	State
2007-08	67%	56%	46%
2008-09	66%	60%	50%
2009-10	70%	61%	54%
2010-11	78%	63%	57%
2011-12	74%	64%	60%

CST History/Social Science Results (percent proficient and above)

Year	School	District	State
2007-08	38%	46%	36%
2008-09	46%	52%	41%
2009-10	52%	55%	44%
2010-11	63%	56%	48%
2011-12	64%	54%	49%

Percentage of English Learners Making Progress in Learning English

Year	School	District	State
2009-10	85%	76%	59%
2010-11	82%	71%	55%
2011-12	77%	70%	63%

Percentage of Students in the Healthy Fitness Zone in 2010-11

Test	School	District	State
Abdominal Strength	78%	87%	84%
Aerobic Capacity	65%	72%	62%
Body Composition	48%	63%	56%
Flexibility	96%	90%	78%
Trunk Extension Strength	100%	94%	90%
Upper Body Strength	85%	81%	73%

\* Only two years of data are available

2010-11 Suspensions and Expulsions as a Percentage of Enrolled Students

School	District	State
12%	6%	12%