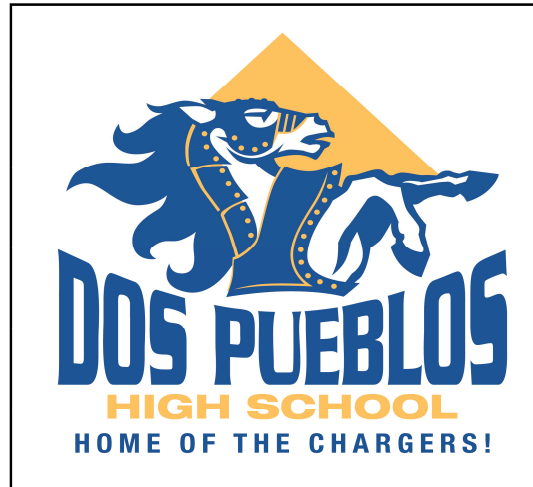


Single Plan for Student Achievement 2012-13



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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CDS Code: 42-76786-4231726
Plan Period: 8/27/2012-6/6/2013
Date of this revision: 1/8/2013

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"> 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>Dos Pueblos High School's Expected School-wide Learning Results: All students will be given instruction and support to access success through a rigorous standards-based curriculum while developing their ability to participate effectively and positively in a democratic society.</p> <p>The "Cornerstones of Student Success" at Dos Pueblos include: Academic Achievement, Responsible Citizenship, and Effective Communication. "We ARE DP!"</p>	<p>API: Dos Pueblos increased its overall school API 2 points to 821. This exceeds the state benchmark of 800. Statistically significant sub-group API performance is as follows:</p> <ul style="list-style-type: none"> White students decreased 7 points to 882, Asian students increased 11 points to 926, English Learners increased 1 point to 632, Socio-economically disadvantaged students increased 20 points to 696, Latino students increased 15 points to 718, and Students with Disabilities increased 40 points to 542. <p>-----</p> <p>Federal Accountability/ESEA: Dos Pueblos met 17 of its 21 AYP criteria. Dos Pueblos met all participation rate targets. 71.5% of students school-wide achieved proficiency in ELA, which fell short of the state target of 77.8% and represents a decrease of 6.3% over the previous year. 76.5% of students school-wide achieved proficiency in Math, which fell short of the state target of 77.4% but represents an increase of 6% from the previous year. Data for our statistically significant sub-groups is as follows:</p> <ul style="list-style-type: none"> White: 87.4% ELA, 89.4% Math English Learners: 23.5% ELA; 40.4% Math Socio-economically Disadvantaged: 39.5% ELA; 52.7% Math Latino: 49.8% ELA; 57.7% Math 	<p>Dos Pueblos is extremely proud of its overall API gains, especially since the school-wide API represents a historic high and places DP as a close second in the County. We attribute improvement in student performance on CSTs to several factors: a targeted focus on test preparation undertaken by the staff as a whole in advance of the spring standardized testing; the impact of programs such as Read 180, English Strategic, and AVID; and school-wide emphasis on building students' literacy skills across all subjects and content areas, including Special Education.</p> <p>The data show the following noteworthy achievements:</p> <p>*Measurable progress in closing the achievement gap between whites and Latinos in a multi-year analysis, as supported by gains made by the SED, Latino and SpEd subgroups.</p> <p>*The decline in EL performance was halted and reversed, although previous performance levels were not regained (peaked in 2010 at 652).</p> <p>*Latino students, Socio-economically Disadvantaged students, and Students with Disabilities showed substantial improvement with gains of 15, 20, and 40, respectively.</p> <p>*Latino students achieved an all-time API high of 718. We believe this is connected to our increased and ongoing efforts to support LEP students in qualifying for re-classification (49 students were reclassified in Spring 2012) and to increase the proportion of Latino students in the most rigorous curricular pathways.</p> <p>*It is especially pleasing to see the gains for Students with Disabilities as that subgroup was identified as a pressing area for growth.</p> <p>-----</p> <p>Growth targets for Math were met school-wide and by all statistically significant sub-groups. White, EL, SED, and Latino students increased 6.2%, 9.5%, 9.2%, and 10.5% respectively.</p> <p>Only the white student sub-group increased performance (5%) and made its growth target in ELA. EL, SED, and Latino students posted decreases of 9.8%, 9.7%, and 3% respectively.</p>
	Areas met:	Conclusion areas met:

The vision of Dos Pueblos will be achieved through a focus on: Professional Learning Communities, Alignment to the Common Core State Standards, Building Positive Relationships, and Incorporation of Technology	We met and exceeded our school-wide API target of 800. Five out of six statistically significant subgroups met growth targets. We met and exceeded the AYP state targets for participation. School-wide percent proficient rate criteria were met in Mathematics and four out of four statistically significant subgroups met percent proficient rate criteria in mathematics.	We believe that improved test results are an effect of our sustained efforts to educate students and their families about the importance of standardized testing. We also believe that our school-wide focus on literacy development and cultural proficiency, including empowerment of Latino students and their families (through parent education programs) has had a positive effect on test performance. The targeted support of the Intervention Specialist and increased administrative involvement in Special Education Programs is likely to have resulted in increased student achievement. Smaller class sizes in Mathematics may have contributed to the gains in Math.
	Areas not met:	Conclusion areas not met:
	English learners did not meet the growth target for their subgroup despite an increase in API from 631 to 632. We did not meet 4 of 21 AYP criteria; specifically, we did not meet ELA targets school-wide nor for the Latino, SED, and EL subgroups.	Student performance on the ELA portion of the CAHSEE declined after a significant gain in the prior year. Nonetheless, proficiency on the ELA portion of the CST increased. These mixed results make it challenging to target specific areas for remediation.

Required Area	Description	Conclusion
Alignment of Curriculum, instruction and materials to content and performance standards	<ul style="list-style-type: none"> • All students have access to standards-aligned materials. • We are working to improve the alignment of curriculum delivered in Special Education classrooms through professional development and collaboration. • As a staff, we have begun to make curricular and instructional adjustments to align with the Common Core State Standards. 	Curriculum alignment is an ongoing process. Our school met the Williams Settlement Act. Transitioning to the Common Core has been the focus of our PLCs this school year.
Availability of standards-based instructional materials appropriate to all student groups	All students have access to standards-based instructional materials including state-approved textbooks and district-adopted materials. Specifically, qualifying English Learner students receive English Language Development via Read 180, a district-adopted curriculum. Advanced Placement and International Baccalaureate courses deliver standardized curricula as prescribed by the College Board and IBO, respectively. Per district mandate, teachers have an opportunity to collaborate in PLCs 150 minutes/month which allows for on-going alignment.	<p>Our school met the Williams Settlement Act.</p> <p>Our "late-start" schedule allows for common meeting time.</p>

Analyze Educational Practices

<p>Alignment of staff development to standards, assessed student performance and professional needs</p>	<p>Professional development needs are framed by Board policy and district mandates and are further discerned through comprehensive data analysis, curriculum review, and teacher surveys. Professional development activities promote alignment to the Common Core State Standards instruction. The administrative team considers professional needs as identified by individual staff members or by committees in an on-going goal-setting process.</p> <p>The focus of staff development at Dos Pueblos in 2012-13 will be:</p> <ol style="list-style-type: none"> 1. The development of instructional strategies to improve literacy across the curriculum, including specific reading, summarizing, and oral fluency strategies 2. The development of common lessons/units to align with the Common Core and promote rigor and relevance, 3. Technology training to make instruction more effective and engaging as well as to support other school-wide goals, 4. The development of systemic interventions for struggling students (those earning Ds or Fs). <p>Additionally, it is common practice for individual teachers at Dos Pueblos to independently participate in professional development opportunities including, but not limited to, professional organization membership, exam development and/or scoring, conferences to develop curriculum and/or instructional strategies, articulation meetings with educational partners, and WASC Visiting Committee membership.</p>	<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. Jonathan LeMaster reading and writing strategies. 2. <i>Teach Like a Champion</i>, by Doug Lemov 3. AVID strategies, including Cornell Notes or other note-taking strategies aimed at developing critical thinking 4. Kate Kinsella's strategies for promoting oral fluency 5. Technology training providing by Tech Coaches/Mentors.
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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 explicit instructional strategies and techniques built into the school district's adopted programs. Teachers additionally use the components of the programs designed as stand-alone intervention tools for at-risk students. Systemically, English Learners receive ELD through Read 180 and System 44 curriculum. Students are placed by lexile level based on periodic SRI assessment. Those English Learners who demonstrate high levels of foundational English but have not yet re-classified as Fluent English Proficient received supplemental ELD through the district-adopted "3D" and "Strategic" courses. Special Education students receive support for their academic goals via a minimum of 1 period daily of Individualized Instruction and are monitored for progress toward academic goals via annual IEPs.</p> <p>Dos Pueblos offers courses designed to accommodate students at varying levels of achievement, including a 3-semester Algebra A/B/C sequence, Algebra Skills, Intermediate Algebra, and CAHSEE prep courses for students in 11th and 12th grade who have not passed CAHSEE.</p> <p>In addition, several tutoring opportunities are available to students during and after the school day including: Peer Advocates, Pathways, and student mentors in the Library. Online credit recovery is available through AVENTA.</p>	<p>A wide variety of effective supports are available to students who are under-performing.</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"> • Directorship for the Charger Academy: the Charger Academy serves a cohort of at-risk 10th-grade students. Struggling 9th-graders were identified for the program and receive core instruction as a smaller learning community from an inter-disciplinary team of teachers. Teachers collaborate in order to provide differentiation and interventions to support students. • Guided Studies Courses for Charger Academy: a critical component of the Charger Academy is a “Guided Studies” course which allows student time to work on assignments for core classes under the tutelage of a student mentor. • EXCEL Coordinator: EXCEL is a targeted after-school tutoring center serving language-minority students. • Class-size reduction for Read 180 and System 44 students. • Bilingual Instructional Aide to support Read 180/System 44 classes as well as 2 core classes. • Monitoring and support provided by Student Intervention Specialist, as well as professional development for this position. • English “3D” and “Strategic” courses: at each grade level there are cohorts of students receiving supplemental English language development. This intervention targets English Learners who have not been re-designated but who are not eligible for or have successfully exited Read 180. • Supplementary Materials and Resources for English learners • Presentation Technology for Special Education classrooms • Parent Education: this is designed for parents of English learners and includes MALDEF training, Padres Adelantes, and Parent Project. • Professional development in accordance with District initiatives: AVID, Read 180, Kate Kinsella. 	<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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Required Area	Description	Conclusion
Use of the state and local assessments to modify instruction and improve student achievement	Teachers in Professional Learning Communities utilize the data they receive from the state and local assessments (both formative and summative) to better guide instruction and interventions. This year, the primary focus of the PLCs is to align to the Common Core Standards.	Teachers work independently and with course-alike peers to make ongoing adjustments to instruction. Teachers use test data in Aeries to plan differentiated instruction and to provide extra support as needed. Additionally, administrators, counselors, and teachers use assessment data to place students appropriately.
Number and percentage of teachers in academic areas experiencing low student performance	All teachers provide instructional services and support to students experiencing low performance. We have implemented a common Sequence of Interventions for academic intervention. This includes regular communication about student progress, individualized support for struggling students, parent notification, and multi-stakeholder intervention meetings in advance of convening a formal Student Success Team meeting.	Our professional development is supporting and training our teachers to meet the learning needs of all students. In school year 2012-13, substantial staff development meeting time has been dedicated to successful intervention practices.
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. We are especially involved with Just Communities, Santa Barbara City College, and Partners in Education. Our rich and ongoing parent education programs include Parent Project and Padres Adelantes.	In light of current economic challenges, these supports are vital to the academic success and personal growth of our students.
School, district and community barriers to improvements in student achievement	Our school has experienced significant declines in state and federal funding to support at-risk students. The school's location presents a challenge in terms of access. Being embedded in a residential area away from main lines of transportation constitutes a barrier to our efforts to expand school-based services outside of the school day.	Despite our economic challenges, we continue to show achievement gains.

Analyze Educational Practices

Limitations of the current program to enable under performing student to meet standards	<p>As a result of the continued declines in state funding, class sizes continue to increase while support personnel decrease.</p> <p>As we aim to reclassify greater proportions of English Learners and provide broader access to the rigorous curricular pathways, teachers need support in the form of training on differentiation and engagement strategies.</p>	<p>Again, despite our challenges we continue to show achievement gains.</p>
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Language Arts Action Plan

Tier	Intervention/ Program	Goal	Action Steps	Action Timeline	Evidence/Res earch Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	- General Education Teacher	- Make federal and state targets for student achievement	- Pre-service teacher training - PLC and staff meeting follow-up	- August 27- June 6	- <i>Teach Like a Champion</i> by Doug Lemov - AVID strategies - Rigor/Relevance Blueprint	- Principal - Assistant Principal for Curriculum, Instruction, and Assessment - Assistant Principals - Department Chairs - PLCs	- Informal Walk-throughs, Evaluations and Observations	- Daily - Yearly	- AVID - Data trainings - Articulation Meetings - PLC Leadership Training - Kate Kinsella - Jonathan LeMaster	- Title 1 Funding
Tier III	-Charger Academy	- ELA Intervention for Struggling Students	- Students are scheduled into a smaller learning community to receive targeted instruction	- August 27- June 6	- Rigor, Relevance, Relationship Research	- Principal - Assistant Principal, Intervention Specialist - Academy Director	- GPA - Attendance records - Discipline records - Progress toward meeting grad requirements - CAHSEE scores - CST scores	- Quarterly	- See above	- Title 1 and District Categoricals

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	- Make federal and state targets for student achievement	- Pre-service teacher training - PLC and staff meeting follow-up	- August 27- June 6	- <i>Teach Like a Champion</i> by Doug Lemov - AVID strategies - Rigor/Relevance Blueprint	- Principal - Assistant Principal for Curriculum, Instruction, and Assessment - Assistant Principals - Department Chairs	- Informal Walk-throughs, Evaluations and Observations	- Daily - Yearly	- AVID - Data trainings - Articulation Meetings - PLC Leadership Training - Jonathan LeMaster	- Title 1
Tier III	-Charger Academy	- Math intervention for struggling students	- Students are scheduled into a smaller learning community to receive targeted instruction	- August 27- June 6	- Rigor, Relevance, Relationship Research	- Principal - Assistant Principal, Intervention Specialist - Academy Director	- GPA - Attendance records - Discipline records - Progress toward meeting grad requirements - CAHSEE scores - CST scores	- Quarterly	- See above	- Title 1 and District Categoricals

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
	-Student Intervention Specialist	-To enhance the quality of the monitoring and support that is provided to English Learners	-Continue appropriate training	-Summer 2012 to summer 2013	-Successful model piloted at SBJHS -Gains in student achievement, reclassification rates	-Principal -ELAC -SSC	-EL performance data -Reclassification rates -Administrative Evaluation form	Quarterly	-Title III Conference in San Jose -EL Network -Kate Kinsella	-Title 1
Tier II	Reclassification of students with LEP designation to R-FEP	-To reclassify all students who meet eligibility criteria	- Reclassification Committee performs data review to include test scores, GPA, lexile scores and teacher recommendations. - Reclassification recommended if determined that student has a high chance of academic success with less language support. -If reclassification is not recommended, target date for reclassification is set; student receives support from teachers and counselor in the interim.	-Twice yearly, following end of semester	-Title III Conference	-Re-classification Committee, headed by Intervention Specialist, and including ELD teacher, counselor	-District Reclassification Form	-Twice yearly based on semester performance data -If a student is lacking in one or more areas, a target date for reclassification is set.		

- EXCEL Coordinator	- Provide students an opportunity to complete homework, make progress toward reclassification	- Identify eligible students - Monitor attendance	- August 27- June 6	- Dr. Anthony Muhammad: <i>Transforming School Culture</i>	- SSC	- D and F rates - GPA - Reclassification rates - CAHSEE scores - CST scores	- Semester		- Title III
- EL Supplementary Materials and Resource, including technology	- Adequately equip classroom environments to provide rigor and relevance	- Allocate funds and place orders	- Fall 2012	-	- ELAC - SSC	-	-	- Site-based tech training	- Title I - Title III
- Supplemental English Language Development	- Provide English Language Development to English Learners	- Identify target student population at each grade level - Implement curriculum with fidelity	- Summer 2012 and ongoing	- School data	- Principal - Assistant Principal, Intervention Specialist	- CST - CAHSEE - CELDT - SRI (Lexile)	- On-going	- Kate Kinsella	- Title III - EIA-LEP
- -Bilingual Instructional Aide	- -Provide additional support to individual students	- -Assign strategically to high-density EL classrooms (both ELD and Gen ED)	- -August 27-June 6	- -Teacher feedback on student growth	- -Assistant Principal, Intervention Specialist	- -Teacher feedback on student growth	- -Yearly and ongoing	- -District-sponsored translation training	-Title I

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	-Safe School Plan	-Establish protocol in the event of emergencies	-Establish Safety Committee; revise plan	-Annually		-Principal, Assistant Principal for Safety and Student Discipline	- Safe School Plan	-Fall, 2012	-CA Great Shakeout; Drill-a-Day Week	
	-Review of policies governing bias-related incidents	-Preventative approach to bullying, harassment, discrimination	-Present to faculty who in turn present to students	-August, October, February Staff Meetings		-Principal, Assistant Principal, Intervention Specialist	-Signed contract twice yearly	-October, 2012 and March, 2013	-Staff Meetings	
	-Wellness Policy	-Promote good nutrition, exercise, and wellness	-Present to faculty; educate via fundraising process; enforce policy	- ongoing		-Assistant Principal for Activities and Athletics, Wellness Committee Chair (DP Teacher)	-Wellness Committee Self-Surveys	-Winter, 2013	-Staff Meetings, Wellness Committee Meetings	
	-Canine Contraband Program	-Minimize drugs on campus, identify students with substance use issues	-Educate students, staff, and parents	-Spring 2012 and ongoing		-Administration, District Office of Student Services	-Program data	-Ongoing	-Administrative Trainings, whole-school assemblies	

Tier II	-Youth Services Specialist	-To provide support and intervention for students who display at-risk behaviors	-Facilitate and host the services provided by the YSS -Coordinate with YSS on school-wide events such as Red Ribbon Week -Healthy Kids Survey	August, 2012-June, 2013	See Council on Alcoholism and Drug Abuse	-CADA, Assistant Principal for Safety and Student Discipline	-CADA Evaluation	-Annually	-Staff Meetings	CADA and SBUSD
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	Parents	
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	Classified Staff	
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Michelle Leiphardt		mleiphardt@dphs.org
Linda Guerena (non-voting alternate, ELAC liaison)		lguerena@dphs.org
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	Principal	
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Shawn Carey		scarey@dphs.org

School Site Council Membership

Signature of Principal:		
Signature of SSC President:		

	Parents	
Name	Phone Number	e-mail
Jose Vasquez (President)	685-2937	
Irma Chavez (Co-Secretary)	259-5666	
Eugenia Altamirano (Co-Secretary)	252-6211	
Antonia Vazquez (DELAC Rep)	967-1374	
Rolando Gonzalez (DELAC Alt)	698-3048	
Raul Flores (Vice President)	319-3490	
	Teachers	
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Name	Phone Number	e-mail
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	Community Members	
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	Principal	
Name	Phone Number	e-mail
Shawn Carey		scarey@dphs.org
Nea Voss (Assistant Principal)		avoss@dphs.org

English Learner Advisory Committee Membership

Signature of Principal:		
Signature of SSC President:		

Successful, Safe & Healthy Students

[illegible]

Leadership Data Committee Membership (Optional)

[illegible]

Drop Out Prevention Committee Membership (high school only)

Name	e-mail
Kelly Choi (Teacher, Charger Academy Coordinator)	All can be reached at first initial, last name @dphs.org
Nea Voss (Assistant Principal, Student Intervention Specialist)	
Scott Guttentag (Counselor)	
Matt Fineberg (Teacher)	
Mike Lynch (Teacher)	
Heather Magner (Librarian)	
Meridith Hopkins (Teacher)	
Bill Woodard (Assistant Principal, Coordinator of Get Focused, Stay Focused Initiative)	