

Single Plan for Student Achievement 2012-13

SANTA BARBARA HIGH SCHOOL



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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Mission Statement(s)	Analyze & Present Data	Conclusions from Parent, Teacher, Student
<p>The mission of the Santa Barbara School Districts 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>Santa Barbara High School Mission Statement We will work collaboratively to ensure that each student will be prepared for post-secondary education.</p> <p>Santa Barbara High School continues to provide every student with the opportunity to develop his or her talents and strengths as completely as possible. This is best achieved with a strong sense of community involving parents, teachers, students and other community members who have a commitment to the education of all students. This philosophy is founded upon the premise that all students can learn.</p>	<p style="text-align: center;">Summary of Data:</p> <p style="text-align: center;">API</p> <ul style="list-style-type: none"> • Between 2010 and 2012, the school-wide API has increased from 780 to 785. • The Latino subgroup has increased from 702 to 705 (+3). • The White subgroup has grown from 876 to 885 (+9). • Socioeconomically Disadvantaged subgroup has increased from 684 to 696 (+12). • English Learners subgroup has increased from 622 to 644 (+22). • Students with Disabilities subgroup has increased from 473 to 526 (+53). <p style="text-align: center;">ELA</p> <ul style="list-style-type: none"> • ELA met all participation rate criteria in all significant subgroups. • ELA met percent proficient AYP growth target, 77.8%, in only the white subgroup (93.5%). • Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities did not meet NCLB proficiency targets, 42.9%, 38.6%, 25.2%, and 13.5% respectively. • School wide AYP in ELA has grown minimally from (2010) 64.1% proficient to (2012) 65.3% proficient. <p style="text-align: center;">Math</p> <ul style="list-style-type: none"> • Math met all participation rate criteria in all significant subgroups. • Math met percent proficient AYP growth target, 77.4%, in only the white subgroup (88.4%). • Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities did not meet NCLB proficiency targets, 52.5%, 50.7%, 38.4%, and 21.6% respectively. • School wide AYP in Math has increased from (2010) 64.2% proficient to (2012) 69% proficient. 	<p style="text-align: center;">Conclusions Data Performance:</p> <p>The API had a slight decrease from 2011-2012, 787 to 785, which is a decline of 2 points. Our short-term goal is to continue towards a score of 800 or higher by 2014. There is a continued discrepancy between our schoolwide API and the API of our significant subgroups.</p> <p>The school wide AYP ELA percent proficiency has decreased from 2011-2012, 70.4% to 65.3%. There were decreases in percent proficient from 2010-2012 which includes Latino (-2.1%), SED (-3.4%), and EL (-1.8%) subgroups. There continues to be a disparity between the white subgroup (93.5% proficient), the Latino subgroup (42.9% proficient), SED subgroup (38.6% proficient), and Students w/ Disabilities (13.5% proficient) and must be addressed within our school improvement efforts.</p> <p>The school wide AYP Math percent proficiency did not change from 2011-2012, 69% to 69%. There were increases in all significant subgroups from 2010-2012 Latino (+4.8%), White (+3%), SED (+5.2), EL (+4.2), and Student w/ Disabilities (+13.5). Math also depicts the achievement gap that exists amongst significant subgroups.</p> <p>The WASC action plan and Board approved School Improvement Plan will be the focus of our work moving forward and will allow us to employ a continuous improvement model.</p> <p>Our school program must address the need to implement relevant learning experiences that are more rigorous and relevant. CCSS implementation will assist with this effort school wide. Other areas to implement more rigorous and relevant experiences will include ROP courses such as Dons Net Cafe, and Green STEM Academy courses. Academics such as MAD and VADA must be representative of our schools demographics.</p>

Areas met:	Conclusion areas met:
<ul style="list-style-type: none"> • The White subgroup met API growth target by staying above a score of 800. • The Socioeconomically Disadvantaged met API growth target of +6 with an increase of +22 • The English Learners met API growth target of +9 with an increase of +15. • The school met AYP participation criteria in all subgroups in ELA and Math. • The White subgroup met percent proficient in ELA with 93.5%. • The White subgroup met percent proficient in Math with 88.4%. • 	<p>The short-term school-wide goal is to reach 800 API.</p> <p>The long-term goal is to reach 900 API.</p> <p>A goal is to meet school-wide growth targets in ELA and Math.</p>
Areas not met:	Conclusion areas not met:
<ul style="list-style-type: none"> • In 2012, except for the White subgroup, no other subgroup met the NCLB AYP target of 77.8% proficient in ELA. • In 2012, except for the White subgroup, no other subgroup met the NCLB AYP target of 77.4% in Math. • School wide API did not meet the growth target of +5 with a decrease of -2 (785). • Latino subgroup API did not meet growth target of +5 with an increase of +4 (705). • Students with Disabilities API did not meet the growth target of +14 with an increase of +3 (526). 	<p>Must implement with fidelity the WASC action plan and the Board adopted School Improvement Plan in order to address the student achievement deficiencies.</p> <p>CCSS implementation will be critical to our need to increase rigor and relevancy in our curriculum.</p>

Required Area	Description	Conclusion
Alignment of curriculum, instruction and materials to content and performance standards	<p>Curriculum alignment is an ongoing process and is being supported through the PLCs in each academic discipline in the following ways:</p> <ul style="list-style-type: none"> • PLC's will meet with a dual purpose: Implement PLC model with commons assessments & work on accomplishing the SBUSD Quarter Plan for CCSS implementation. • PLCs will utilize Edusoft to administer assessments and analyze data from assessments to determine strengths and weaknesses of their students. 	<p style="text-align: center;">WASC/School Improvement Plan</p> <ul style="list-style-type: none"> • Expand access to academically rigorous programs for all students • Enhance the relevancy of the curriculum by creating more connections between subject matter and personal and career goals • Improve feeder school articulation • PLCs adopt a common curriculum through benchmark assessments • Employ a site wide instructional model to improve student engagement • Implement learning objectives that are linked to benchmark assessments • PLCs use benchmark and state data to inform instruction. • Implement instructional monitoring to enhance delivery of instruction • Increase the use of technology and online resources in classroom instruction
Availability of standards-based instructional materials appropriate to all student groups	<p>Standards-based texts and ancillary materials are available to all students in all academic disciplines.</p> <ul style="list-style-type: none"> • State adoptions in core academic subjects. • Materials, accommodations, and modifications to curriculum for specialized areas of instruction in Special Education, EL, and students with 504 plans, are available as necessary. • Sys 44/Read 180, Strategic 3D/E, and Intensive are programs available to support students with reading deficiencies and assisting students in the acquisition, comprehension, and verbal skill development of the English language. • All students have equal access to standards-based curriculum, instruction, and assessments in English, math, social science, and science. • English Language Development courses are aligned with English department college prep courses. 	<p style="text-align: center;">WASC/School Improvement Plan</p> <ul style="list-style-type: none"> • Increase the use of technology and online resources in classroom instruction
Alignment of staff development to standards, assessed student performance and professional needs	<p>Staff development for 2012/2013 will mainly focus on CCSS implementation, EDU 2.0 and our own internal College Prep Management Workshops. Restorative Approaches training will also be a part of our plan for 2013. The following our staff has had training in.</p> <ul style="list-style-type: none"> • Student Engagement • Teacher Engagement • Learning in the Rigor/Relevance Quadrants • Learning Objectives • Le Master Critical Reading and Writing Strategies • AVID • Kate Kinsella • EDU 2.0 • iPad Integration Workshops 	<p style="text-align: center;">WASC/School Improvement Plan</p> <ul style="list-style-type: none"> • Develop a comprehensive staff development plan • Refine professional learning communities model • Promote greater faculty awareness of diversity and tolerance

Services provided by the regular program to enable under performing students to meet standards

- Students are placed in the appropriate level courses in the regular program.
- Counseling services are available to assist students and families in proper placement and fulfillment of graduation requirements.
- Standards based instruction delivered in each of the content areas.

WASC/School Improvement Plan

Standards-based Student Learning: Curriculum

- Expand access to academically rigorous programs for all students
- Enhance the relevancy of the curriculum by creating more connections between subject matter and personal and career goals
- Improve feeder school articulation
- PLCs will align and pace curriculum through benchmark assessments

Standards-based Student Learning: Instruction

- Implement with fidelity a site wide instructional model to improve student engagement
- Implement learning objectives that are linked to benchmark assessments
- PLCs use benchmark and state data to inform instruction
- Implement instructional monitoring to enhance delivery of instruction
- Increase the use of technology and online resources in classroom instruction

Standards-based Student Learning: Assessment and Accountability

- PLCs will implement common assessments
- PLCs will use Edusoft to create assessments and analyze student data to inform instruction and provide interventions
- Provide training to PLCs for more effective use of Edusoft
- Eliminate barriers to student access to more challenging coursework

<p>Services provided by categorical funds to enable under performing students to meet standards</p>	<p>The use of the following categorical funds has served to reduce the gap over the last few years; SIP, Title I, Title III and EIA. Funds are used to purchase additional human resources and supplemental services for Title I students.</p> <ul style="list-style-type: none"> • PLC , AVID, Attendance/Tuancy, and WASC Coordinator and instructional support for teacher of EL and Title I students • College and Career Center Counselor to serve our underrepresented students and families. • Supplemental courses and class size reduction • EL Coordinator • Title One Computer Technician (co-funded by SB High School Education Foundation): maintain Title I and Read 180 labs, oversee usage and training for iPad and TiNspire implementation. • CELDT/CAHSEE/EL Support Staff • Parent Project • Study hall and after school tutoring for EL and Title I students • Special Education Clerical Support • Special Education release time for IEP coordination • Online summer school for credit recovery • Community Outreach Liaison 	<ul style="list-style-type: none"> • Develop and implement pyramids of intervention • Increase access to rigorous and relevant curriculum and instruction • Improve responsiveness and communication of student progress to parents and students • Promote greater faculty awareness of diversity and tolerance • Eliminate barriers to student access to more challenging coursework • Implement with fidelity a site wide instructional model to improve student engagement • PLCs use benchmark and state data to inform instruction • Expand access to academically rigorous programs
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Analyze Educational Practices

Required Area	Description	Conclusion
<p>Use of the state and local assessments to modify instruction and improve student achievement</p>	<p>State standardized assessment data is used to determine how students did the previous year. Data from CSTs, CELDT, and local formative and summative assessments are used to place students in appropriate level ELD English courses.</p> <p>Read 180/3D incorporates individualized assessment results for students. The program enables multiple users to accelerate at a pace based on initial student assessments.</p> <p>Staff is implementing common assessments in their PLCs in all core academic areas designed to assist in identifying strengths and areas of concern.</p>	<p style="text-align: center;">WASC/School Improvement Plan</p> <ul style="list-style-type: none"> • PLCs will implement common assessments • PLCs will use Edusoft to create assessments and analyze student data to inform instruction and provide interventions • Provide training to PLCs for more effective use of Edusoft
<p>Number and percentage of teachers in academic areas experiencing low student performance</p>	<p>The scope and nature of school demographics is a clear indicator that the great majority of all instructional staff is working with low-performing students. The staff is highly sensitive to this issue and continues to work with students regularly to assist in making student academic achievement a top priority. Staff frequently offers students opportunities before school, at lunch, and after school to visit, work in small groups, one-on-one tutoring, make up assignments, and take assessments.</p>	<p style="text-align: center;">Most staff are working with low-performing students.</p>
<p>Family, school, district and community resources available to assist these students</p>	<p>Santa Barbara High School has a wide range of community partners that support our mission and vision.</p>	<p style="text-align: center;">WASC/School Improvement Plan</p> <ul style="list-style-type: none"> • Improve responsiveness and communication of student progress to parents and students • Promote greater faculty awareness of diversity and tolerance
<p>School, district and community barriers to improvements in student achievement</p>	<p>Santa Barbara High School does have barriers that interfere with student achievement and academic success.</p> <ul style="list-style-type: none"> • Issues in the area of attendance and class discipline. • College Prep classes need increase in level of rigor and expectations. • Limited discretionary funds restrict school site's ability to allocate funds to important items that serve all students. • Technology and funding for technology is a barrier • No contractual PLC time. • Limited amount of coordinated, real-time interventions based on formative assessment data. • Limited amount of quality time for staff development. 	<p>The issues of equity and diversity continue to be a concern and WASC Goal 5 has been designed to address this issue.</p>

Limitations of the current program to enable under performing student to meet standards

- No contractual PLC time.
- Attendance and truancy issues that affect the academic achievement of these students.
- While we are expanding our capacity in the area of instructional technology, we still need to improve in this area.
- Teachers not equipped with the variety of instructional tools and strategies to employ in the different level classes.
- Limited amount of coordinated, real-time interventions based on formative assessment data.

WASC/School Improvement Plan

Standards-based Student Learning: Curriculum

- Expand access to academically rigorous programs for all students
- Enhance the relevancy of the curriculum by creating more connections between subject matter and personal and career goals
- PLCs will align and pace a common curriculum through benchmark assessments

Standards-based Student Learning: Instruction

- Implement with fidelity a site wide instructional model to improve student engagement
- Implement learning objectives that are linked to benchmark assessments
- PLCs will use benchmark and state data to inform instruction
- Implement instructional monitoring to enhance delivery of instruction
- Increase the use of technology and online resources in classroom instruction

Standards-based Student Learning: Assessment and Accountability

- PLCs will implement common assessments
- PLCs use Edusoft to create assessments and analyze student data to inform instruction and provide interventions
- Provide training to PLCs for more effective use of Edusoft
- Eliminate barriers to student access to more challenging coursework

Language Arts Action Plan

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	All Students and Staff	1. PLC teams 2. Rigor/Relevance Framework 3. Student and Teacher Engagement 4. Focus on Literacy 5. CCSS Implementation	1. PLC Teams Will: -ID what students will know -common assessments -analyze data -design intervention -discuss best practices 2. Rigor/Relevance Framework -PD for quadrants -walkthrough protocol 3. Focus on Student and Teacher Engagement -PD for engagement strategies -walkthrough protocol 4. Planning for a Focus on Reading and writing strategies 5. CCSS Quarter Plan	8-24-2012 through 6-30-13	1. Rick Dufour: Learning by Doing 2. Daggett: Rigor/Relevance Framework 3. Kate Kinsella: student and teacher engagement strategies 4. AVID critical reading and writing 5. Teach Like a Champion – Doug Lemov	WASC Leadership Team Administrative Staff – Principal and Assistant Principals	1. PLC agendas 2. Classroom Mosaic 3. Classroom Mosaic 4. CCSS Action Plan and Classroom Mosaic 5. PLC Agendas and PLC strategic Plan	1. Three times a month 2. Bi-Weekly (10 walkthroughs observation per admin per two weeks) 3. Bi-Weekly (10 walkthroughs observation per admin per two weeks) 4. WASC Monthly Meetings 5. Bi-Weekly (10 walkthroughs observation per admin per two weeks)	1. Staff Meeting 2. Staff Meetings 3. Staff Meetings 4. Jonathan Lemaster 5. Staff Meetings	* Title I

Tier I	*PLC/Attendance Truancy/WASC Coordinator (Genevieve Quinn)	1. Monitor PLC's 2. Coordinate WASC Process 3. Attendance/Truancy Monitoring	1. Monitoring PLC weekly agendas 2. Collect data and coordinate meetings and WASC report 3. Coordinate with attendance office	8-24-2011 through 6-30-13	1. Rick Duff Learning by Doing	WASC Leadership Team	1. PLC Agendas 2. WASC Self Study Report 3. Attendance data	1. Three times a month 2. Ongoing 3. Every month	2. None Needed	Title
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Language Arts Action Plan (Tier II)

Tier II	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier II	PLC Coordinator (Genevieve Quinn)	1. Coordinating the implementation of CCSS 2. Coordinate the course offerings in 11 and 12 grade English	1. -Monitoring PLC strategic plans 2. -Monitoring PLC weekly agendas and supporting with data analysis in Edusoft	August 2012 through June 2013	1. CCSS Action Plan	CCSS Facilitator Team AP Simmons	Evidence of CCSS Quarter Plan progress Edusoft	1. Quarterly 2. Weekly Admin meetings	SBCEO District Expert Facilitators	* Title I

Tier II	* Coordinator – Linda Caruso	<ol style="list-style-type: none"> 1. Reclassification and RFEP process 2. EL Compliance Cum Folder Reviews 3. CAHSEE and CST informational meetings with EL Students and Parents 4. Monitor Title III Compliance 5. Parent Involvement Meetings 	<ol style="list-style-type: none"> 1. Monitor student progress and reclassify students 2. Review yellow folders using checklist 3. Meet with students and parents 4. Attend district meetings and follow up with staff on EL compliance issues 5. Coordinate with Family Outreach Liaison 	Quarterly Progress Checks	Title III Compliance	PI Coordinator	<ol style="list-style-type: none"> 1. Reclassification and RFEP documents 2. Checklist 3. CAHSEE and CST Chat Forms 4. Staff/dept meetings 5. Agendas from parents nights 	Quarterly progress meeting with AP	None	* T. I
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Language Arts Action Plan (Tier III)

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier III	* CAHSEE Prep Classes -Doug Carmean .2FTE -James Golden .2FTE	1. Additional support time for students below proficient in English	1. Provide supplemental instruction to prepare students to pass the CAHSEE	August 2012 through June 2013		Admin Team and Site Council	Classroom Mosaic CAHSEE	Bi-Weekly Yearly		CAHSEE

Math Action Plan

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	All Students and All Staff	1. PLC teams 2. Rigor/Relevance Framework 3. Student and Teacher Engagement 4. Focus on Literacy 5. CCSS Implementation	1. PLC Teams Will: -ID what students will know -common assessments -analyze data -design intervention -discuss best practices 2. Rigor/Relevance Framework -PD for quadrants -Walkthrough protocol 3. Focus on Student Engagement and Classroom Academic Climate -PD for engagement strategies -Walkthrough protocol 4. Planning for a CCSS implementation in Mathematics	8-21-2011 through 6-30-12	1. Rick Dufour: Learning by Doing 2. Daggett: Rigor/Relevance Framework 3. Admin walkthroughs 4. Staff meetings Teach Like a Champion 5. CCSS Quarter Plan	PLC Coordinator WASC Leadership Team Administrative Staff – Principal and Assistant Principals	1. PLC agendas 2. Classroom Mosaic 3. Classroom Mosaic 4. CCSS Action Plan 5. CCSS expert facilitators	1. Three times a month 2. Bi-Weekly (10 walkthroughs observation per admin per two weeks) 3. Bi-Weekly (10 walkthroughs observation per admin per two weeks) 4. Quarterly	3. Staff Meetings 5. Staff Meetings and District Led Meetings	* Title I

Tier I	classroom sets of Ti Nspire Calculators *Professional Development to support implementation	* Increase technology use to deliver engaging instruction	*Regular use in all Title I eligible classes *Teachers will share data in PLC *Provide feedback to parents and students	Dec 2012-June 2013	"Learn to Love Numbers", Pamela Derringer, Dan Saurino, Robert Clemente, West Georgia University	Administrative Staff- Principal and Assistant Principals	*Edusoft Data *Formal and Informal Walkthroughs Observations	*Quarterly *Weekly *Annual	*Teacher Release time for site training	e I
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Math Action Plan Tier II

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier II	*Math Honor Society Classroom Tutors	1. Peer tutoring program	1. Provide peer tutoring in math for SBHS and SBJHS students 2. Train Honor Society students in AVID tutoring model	August 2012 through June 2013		Richard Johnston	Weekly check ins	Weekly	Honor Society students attend AVID tutor training	

Math Action Plan Tier III

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier III	Math Honor Society Individualized Tutoring	1. Support individual students with peer tutoring model	1. Organize and deploy peer tutors to work with individual students based on individualized needs 2. Train Honor Society students in AVID tutoring model	August 2012 through June 2013		Richard Johnston	Weekly check ins	Weekly	Honor Society students attend AVID tutor training	

English Learners Action Plan

	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	All Students and All Staff	1. PLC teams 2. Rigor/Relevance Framework 3. Student and Teacher Engagement 4. Focus on Literacy 5. CCSS Implementation	1. PLC Teams Will: -ID what students will know -common assessments -analyze data -design intervention -discuss best practices 2. Rigor/Relevance Framework -PD for quadrants -Walkthrough protocol 3. Focus on Student Engagement and Classroom Academic Climate -PD for engagement strategies -Walkthrough protocol 4. Planning for a Focus on Literacy for all EL students 5. CCSS Quarter Plan	8-24-2012 through 6-30-13	1. Rick Dufour: Learning by Doing 2. Daggett: Rigor/Relevance Framework 3. Admin walkthroughs Staff meetings Teach Like a Champion 5. CCSS Quarter Plan	EL Coordinator & PI Coordinator WASC Leadership Team Administrative Staff – Principal and Assistant Principals	1. PLC agendas 2. Classroom Mosaic 3. Classroom Mosaic 4. CCSS Action Plan	1. Three times a month 2. Bi-Weekly (10 walkthroughs observation per admin per two weeks) 3. Bi-Weekly (10 walkthroughs observation per admin per two weeks) 4. Expert Facilitator and PLC Leads monthly 5. Quarterly Checks	3. Staff Meetings 5. Staff Meetings and District Led Meetings	* Title II

Tier I	*EL Coordinator – Linda Caruso	<ol style="list-style-type: none"> 1. Reclassification and RFEP process 2. EL Compliance Cum Folder Reviews 3. CAHSEE and CST informational meetings with EL Students and Parents 4. Monitor Title III Compliance 5. Parent Involvement Meetings 	<ol style="list-style-type: none"> 1. Monitor student progress and reclassify students 2. Review yellow folders using checklist 3. Meet with students and parents 4. Attend district meetings and follow up with staff on EL compliance issues 5. Coordinate with Family Outreach Liaison 	Quarterly Progress Checks	Title III Compliance	PI Coordinator	<ol style="list-style-type: none"> 1. Reclassification and RFEP documents 2. Checklist 3. CAHSEE and CST Chat Forms 4. Staff/dept meetings 5. Agendas from parents nights 	Quarterly progress meeting with AP	None	* Title III
Tier I	*Technology Instructional Support (Jesus Orozco) – Co-funded by SB High School Ed. Foundation	<ol style="list-style-type: none"> 1. Maintain Title I computer lab and Read 180 computers 2. Training and support for instructional technology 	<ol style="list-style-type: none"> 1. Maintains connectivity, hardware, and digital content to ensure use for READ 180 and other EL courses 2. Stay up to speed on technology initiatives that are being implemented to support students. 	July 2012 through July 2013		Principal	Evaluation Process	Quarterly		.75 FTE - Title I and EIA .25 FTE - Foundation for SBHS
Tier I	Testing Coordinator for T1, T3, and EIA Populations Hazel Anderson	Support CAHSEE and CELDT testing	Organize and disseminate information regarding CAHSEE and CELDT testing	August 2012 – June 2013		Gabe Sandoval				.75 FTE - EIA & Title I .25 FTE – SIP and Lotto

English Learners Action Plan - Tier II

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier II	System 44 and Read 180 -Veronica Calles .2FTE	* Provide lower class size and instruction in ELD	* Provide structured academic language instruction in ELD	August 2012 through June 2013	* Lower student to instructor ratio influences student academic responses	* Site Administration *EL Coordinator	* Classroom Mosaic *CST * SRI	*Every Two weeks * Eight times annually * Every five and a half week grading period		* .2FTE - EIA (1110)
Tier II	Strategic 3D/3E .4FTE Linda Caruso	1. Increase EL students' proficiency in ELA	1. Provide structured academic language instruction to supplement ELA coursework	August 2012 through June 2013	Kate Kinsella	PLC Coordinator EL Coordinator Admin Team	*Classroom Mosaic *Benchmark Assessment Data *CST Data		*Strategic 3D training	*.4FTE - Title III
Tier II	*EL Coordinator – Linda Caruso	1. Reclassification and RFEP process 2. EL Compliance Cum Folder Reviews 3. CAHSEE and CST informational meetings with EL Students and Parents 4. Monitor Title III Compliance 5. Parent Involvement Meetings	1. Monitor student progress and reclassify students 2. Review yellow folders using checklist 3. Meet with students and parents 4. Attend district meetings and follow up with staff on EL compliance issues 5. Coordinate with Family Outreach Liaison	Quarterly Progress Checks	Title III Compliance	PI Coordinator	1. Reclassification and RFEP documents 2. Checklist 3. CAHSEE and CST Chat Forms 4. Staff/dept meetings 5. Agendas from parents nights	Quarterly progress meeting with AP	None	* Title III

Tier II	ELD Independent Study – Linda Caruso	1. Teaches independent study ELD class	1. Monitors student progress on Let's go Learn and Read 180 Flex. 2. Meets with students weekly for individual tutoring and support.	August 2012 – June 2013	Let's go Learn and Read 180 research based programs	Elise Simmons	Program assessments	Weekly		Title III
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English Learners Action Plan Tier III

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier III	* CAHSEE Prep Classes -Doug Carmean .2FTE -James Golden .2FTE	1. Additional support time for students below proficient in English	1. Provide supplemental instruction to prepare students to pass the CAHSEE	August 2012 through June 2013		Admin Team and Site Council	Classroom Mosaic CAHSEE			.4FTE - CAHSEE
Tier III	EL Technology Coach	1. Train teacher to be an integrator of technology for EL students	1. Train in iPad integration with classroom tech package. 2. Proficient in use of EDU 2.0	August 2012 to June 2013		Spencer Barr Linda Caruso	Training sign in EDU 2.0 proficiency levels	Monthly	iPad workshops EDU 2.0 trainings	.2 FTE EIA

EL Reclassification Process

- Reclassification Team: Hazel Anderson, Linda Caruso, counselor for the student and Elise Simmons
- At start of year, query all EL's that scored 365 or higher on CST and/or passed ELA CAHSEE (score of 350)
- Review grades and CELDT scores
- Names are submitted to Elise Simmons for final review and approval
- Contact students and families if students meet the criteria
- Share information with counselors so they can make scheduling changes
- This process is repeated when CAHSEE scores are published for 11th and 12th graders.
- This process is repeated at every semester- especially for those students that met the CST or CAHSEE criteria, but not the grades.

Successful, Safe and Healthy Students Action Plan – Tier I

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	Freshman Seminar/Health	1. Support all Freshman in developing college and career readiness skills 2. Build capacity for all student in the area of emotional intelligence	1. All Freshman enrolled in Freshman Seminar/Health Class 2. Develop a ten-year plan 3. Academy of Healing Arts implements a 6 week program	August 2012 to June 2013	Dr. Rebecca Dedmond; George Washington University	Admin Team	Student Surveys Ten-Year Plans	Bi Annual	Focus on Freshman summer institute Teacher training with SBCC during school year	SBCC
Tier I	Restorative Justice		1. Investigate and develop a plan to adopt a model of restorative discipline at SBHS	Ongoing	N/A	WASC Leadership Team and Focus Group E	WASC Focus Group Agendas	Monthly		
Tier I	Resiliency Research Project (Dr. Victor Rios research)	1. Identify the causes of the achievement gap at SBHS 2. Identify ways to make the "college going culture" visible and accessible to all students at SBHS 3. To identify levels of resiliency of students and staff at SBHS	1. Research model implemented by Dr. Victor Rios and team	August 2012 to June 2013	Dr. Victor Rios	WASC Leadership Team	Report by Dr. Rios	Monthly		Foundation For SBHS

Successful, Safe and Healthy Students Action Plan - Tier II

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
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School Site Council Membership		
Parents		
Name	Phone Number	e-mail
Jean McKnight	805-687-4740	cyrustheo@hotmail.com
Open		
Teachers		
Name	Phone Number	e-mail
Marsha Barr	805-966-9101	mbarr@sbsdk12.org
John Bolitho	805-966-9101	jbolitho@sbsdk12.org
Tiffany Carson	805-966-9101	tcarson@sbsdk12.org
Emily Cutrell	805-966-9101	ecutrell@sbhsdk12.org
Lawrence Gamble	805-966-9101	lgamble@sbsdk12.org
Maggie Light	805-966-9101	milight@sbsdk12.org
Alternate Teacher Members		
Paul Forster	805-966-9101	pforster@sbsdk12.org
Hania Geremia	805-966-9101	hgeremia@sbsdk12.org
Roberta Nye	805-966-9101	rnye@sbsdk12.org
Matt Whitney	805-966-9101	mwhiteny@sbsdk12.org
Student Rep		
Karen Armenta	805-722-5628	karmenta94@gmail.com
Claire Waterhouse	805-453-5033	clairewaterhouse@gmail.com
Classified Staff		
Name	Phone Number	e-mail
Hazel Anderson	805-966-9101	handerson@sbsdk12.org
Open		
Community Members		
Name	Phone Number	e-mail
Andrea Rifkin		Arifkin007@aol.com
Principal		
Name	Phone Number	e-mail
John Becchio	805-966-9101	jbecchio@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

English Learner Advisory Committee Membership

ELAC Membership		
Name	Phone Number	e-mail
Argelia Reynoso	805-452-8409	
Jose Perez	805-564-0819	
Francisco Escobar	805-252-0426	
Diana Escobar	805-252-0426	
Teachers		
Name	Phone Number	e-mail
Gabe Sandoval	805-966-9101	gasandoval@sbsdk12.org
Linda Caruso	805-966-9101	lcaruso@sbhdsdons.org
Classified Staff		
Name	Phone Number	e-mail
Mirian Guetierrez – UC Pathways	805-893-4370	Mirian.Gutierrez@apo.ucsb.edu
Community Members		
Name	Phone Number	e-mail
TBA – elections held in September		
Principal		
Name	Phone Number	e-mail
John A. Becchio	805-966-9101	jbecchio@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

Safe, Successful, Healthy Students

Safety Team	Name	e-mail
	David Meister	dmeister@sbsdk12.org
	Tom Eck	teck@sbsdk12.org
	Richard Yee	Parent – Law Enforcement
	Marsha Barr	mbarr@sbsdk12.org
	Juan Gallardo	jgallardo@sbsdk12.org
	Spencer Barr	sbarr@sbsdk12.org
Incidence Response Team	Name	e-mail
	Elise Simmons (AP/Principal's Designee)	esimmons@sbsdk12.org
	David Meister (AP)	dmeister@sbsdk12.org
	Gabriel Sandoval (AP)	gasandoval@sbsdk12.org
	Deborah Umansky (School Psych.)	dumansky@sbsdk12.org
	Juan Gallardo (School Psych.)	jgallardo@sbsdk12.org
	Gaby Cabrera (YSS)	gcabrera@sbsdk12.org
	Betsy Nickels (YSS)	bnickels@sbsdk12.org
	Erik Nichoson (Teacher)	enichoson@sbsdk12.org
	Emily Ritchey (School Counselor)	eritchey@sbsdk12.org
Other:	Name	e-mail

SBHS 2012-13 Budget Spreadsheet

		School:			Date:			
Code	Category	Title I	EIA	LEP Title III	AB 825 SIP	CBET*	PRBG	Total
1110	Teacher Salary	\$54,436.00	\$34,592.00	\$37,443.00				\$126,471.00
1120	Teacher Hourly			\$5,000				\$5,000.00
1140	Teacher Subs	\$9,010						\$9,010.00
2110	Inst. Aide Salary	\$22,229.00	\$75,851					\$98,080.00
2120	Inst. Aide Hourly							\$0.00
2410	Clerical Salary	\$23,182	\$35,240					\$58,422.00
2420	Clerical Hourly							\$0.00
3000	Benefits							\$0.00
	Sub total	\$108,857.00	\$145,683.00	\$42,443.00	\$0.00	\$0.00		\$238,561.00
4110	Textbooks							\$0.00
4310	Instructional Materials							\$0.00
4340	Computer Software & Supplies	\$25,362	\$5,492					\$30,854.00
4350	Office Supplies	\$450	\$7,600.00					\$8,050.00
4380	Misc. Supplies							\$0.00
5210	Mileage							\$0.00
5220	Travel/Conf.							\$0.00
5230	Inservice Training	\$10,000.00						\$10,000.00
5800	Telephone							\$0.00
5810	Contracted Services	\$1,734.00	\$12,800					\$14,534.00
5816	Field Trips							\$0.00
6400	Equipment							\$0.00
	Sub total	\$37,546.00	\$25,892.00	\$42,443.00	\$0.00	\$0.00		\$63,438.00
	TOTAL BUDGET	\$146,403.00	\$171,575.00	\$34,895.00	\$0.00	\$0.00		\$225,988.00

SBHS 2012-13 Budget Summary and Action Steps

Staff/Program	Description	Tier and Action Step	Funding Source	FTE and Amount	Budget Code
Caruso, Linda	EL Coordinator	Tier II	Title III	(.4) \$37,443	4201
Caruso, Linda	ELD Independent Study	Tier III	Title III	\$5,000	4201
Quinn, Genevieve	PLC Coordinator	Tier II	Title I	(.4) \$28,883	3010
	EL Class Size Reduction	Tier II	EIA	(.2) \$18,000	4310
Orozco, Jesus	Technology Instructional Support	Tier I	Title I EIA	(.75) \$75,580	3010 7091
Anderson, Hazel	EL/CELDT assessment and data coordinator	Tier I	Title I EIA	(.75) \$32,480	3010 7091
Barr, Spencer	College/Career Counselor	Tier I	Title I	(.4) \$25,553	3010
Special Ed	IEP Release Days	Tier III	Title I	\$5,500	3010
Gonzalez, Judy	Special Ed Clerical Support	Tier III	Title I	\$6,942	3010
Title I Computer Lab	38 computers	Tier II	Title I	\$25,362	3010
	SST Team Substitutes	Tier III	Title I	\$2,500	3010
Calles, Veronica	System 44 and Read 180 CSR	Tier III	EIA	(.2) \$15,871	7091
Summer School	Credit Recovery Online Summer School	Tier III	EIA	\$25,000	7091

Caruso, Linda	EL Tech Coach	Tier III	EIA	(.2) \$18,721	7091
Math Dept.	T-Inspire Calculators	Tier I	EIA	\$5,492	7091
Warrecker, Wes	Credit Recovery Online Learning Center	Tier III	EIA	(.6) \$22,500	7091
Jimenez, Maria	Bilingual Community Outreach Liaison	Tier II	EIA	(.2) \$16,000	7091
Staff/Program	Description	Tier	Funding Source	FTE and Amount	Budget Code