

# Single Plan For Student Achievement

For School Year 2007-08

**Santa Barbara Senior High**

**CDS Code: 42-69286-4235727**



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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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**District: Santa Barbara High**

The District Governing Board approved this revision of the School Plan on 11/19/2007

# Single Plan For Student Achievement

## About this School

### Vision Statement

Santa Barbara High School will prepare all students to be dedicated life-long learners, outstanding citizens, and nurturing, healthy individuals.

### Mission Statement

Santa Barbara High Schools mission is 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. Santa Barbara High School will be structured to prepare all students to:

- \* Understand and respect both individual and cultural diversity,
- \* Develop strong moral and ethical values,
- \* Develop and maintain confidence and a sense of self-worth,
- \* Participate effectively in a democratic society,
- \* Compete successfully in an increasingly technological job market, and
- \* Become life-long learners.

### Expected Schoolwide Learning Results

Every Santa Barbara High School Student is a:

#### Dedicated life long learner who

Works conscientiously to achieve his or her academic potential.

Speaks, listens, reads, writes, and thinks well in all cored disciplines

Can identify, analyze, integrate, and apply academic content standards.

Enriches his or her creative abilities, and cultural awareness through participation in and study of art, music, and ideas.

Uses technology responsibly and knowledgeably

#### Outstanding citizen who

Treats all people with dignity and respect.

Contributes time, energy, and talent to improve our community.

Accepts responsibility for personal actions, opinions, and decisions.

Plans and accomplishes goals in groups and individually.

Solves issues democratically, resolves conflict non-violently through active listening.

Demonstrates, in daily practice, personal responsibility for creating a positive school environment and conserving resources.

#### Nurturing, healthy individual who

Participates in regular physical exercise.

Avoids tobacco, drugs, alcohol, and harmful behavior to self or others.

Applies the fair-minded principles of sportsmanship in all endeavors.

Strives for nutritional, physical, and emotional well-being.

Attends school regularly, on time, and ready to learn

Santa Barbara High School was founded in 1875, is the third oldest high school in California, and was declared a State landmark in 2005. Occupying a beautiful 40-acre campus with lovely Spanish-style buildings, the present site (completed in

1924) is known city-wide as the Home of the Dons. SBHS is home to 4 Academies, or schools within schools: the Multi-media Arts and Design Academy (MAD), the Visual Arts and Design Academy (VADA), the Green Academy, and the Academy of Public Policy and Leadership (APPLE).

A total of 121 credentialed teachers, counselors and

administrators serve a diverse social and ethnic mix of students who enjoy a positive learning

environment and many outstanding programs in academics as well as theatre arts, choral and instrumental music, fine

# Single Plan For Student Achievement

arts, special education, and athletics. A support staff of over 70 includes school/ community liaisons, office personnel, buildings and grounds staff, California School Age Families Education (Cal-SAFE) center and food service workers, campus supervisors, classroom aides, Regional Occupational Program staff, health assistant, athletic equipment manager, athletic trainer, and migrant education personnel.

## Analysis of Current Educational Practice

### 1. Alignment of curriculum, instruction and materials to content and performance standards:

Curriculum alignment is an ongoing process and is being supported through the PLCs in each academic discipline. Staff is mapping curriculum vertically and horizontally, creating and implementing standards-based instruction and assessment practices. Additionally, staff is utilizing EduSoft to identify academic areas of strength and concerns on standardized assessments and implementing a series of standards-based benchmark assessments in core academic subjects.

### 2. Availability of standards-based instructional materials appropriate to all student groups:

Standards-based text and ancillary materials are available to all students in all academic disciplines. State adoptions in core academic subjects are ongoing and materials are purchased and distributed accordingly. Materials, accommodations, and modifications to curriculum for specialized areas of instruction in Special Education, ELL, and students with 504 plans are available and applicable as necessary. Corrective Reading and High Point are programs available supporting 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.

### 3. Alignment of staff development to standards, assessed student performance and professional needs:

The focus of staff/professional development activities is centered on Professional Learning Communities and the expansion of standards-based curriculum, instruction, and assessment in every core academic course. Departments work collaboratively in all areas; special education staff and core academic staff collaborate to identify and ensure all IEP goals and objectives are met; there is district support, materials, and training for instructors using High Point who work in conjunction with instructors in English Language Arts on reading, writing, and acquisition skills; instructors in ELA utilize vertical teams in student assessment for GATE and Advanced Placement courses. In addition, ELA instructors use professional development skills acquired through training in Jane Schaffer workshops to assist students in writing and style analysis in English courses. Staff continues to be trained in SDAIE and AVID instructional techniques and strategies for all core academic areas. Best practices in each of these critical areas of instruction are shared by participants at PLC and faculty meetings. This is shared through PLCs and faculty meetings. There are strong connections in the area of professional development between Santa Barbara High School and Santa Barbara City College in addition to The University of California, Santa Barbara.

### 4. Services provided by the regular program to enable under-performing students to meet standard:

English Language Development I, II, and III English classes provide primary language support through instructors, literacy coaches and tutors for core content areas. Students identified as LEP and RFEP are able to access Advanced Placement courses and students are assessed annually for reclassification. The staff at Santa Barbara High School works collaboratively with the junior high feeder school staff to encourage student awareness and advancement into advanced level courses. In an effort to increase student access to all levels of the academic curriculum, all staff has been trained in SDAIE instructional techniques and strategies, and many staff members have been trained in AVID. English Language Development instructors meet regularly to discuss curriculum, assessment, instructional strategies and practices. Students identified as underperformers are eligible for additional services including CAHSEE prep courses; double-period English courses; the tutoring center; use of technology; High Point; Corrective Reading; instructional assistance; before school, lunch, and after school tutoring; SSTs; Special Education services; counseling for college and career information and discussions; Youth Service Specialists; honors, GATE, and AP programs; and a host of elective courses and options including career/vocational education and Regional Occupation Program.

# Single Plan For Student Achievement

## **5. Services provided by categorical funds to enable under-performing students to meet standards:**

Assessment data through standardized testing illustrates a growth in the achievement gap creating a greater disparity between students performing well and students considered under-performing. Closing the achievement gap is a priority at Santa Barbara High School and services for students representing the latter category are available. The use of the following categorical funds has served to reduce the gap over the last few years; SIP, Title I, and EIA/LEP. Funds are used to purchase additional human resources, i.e. instructional assistants and tutors, in addition to standards-based curriculum and instruction materials including the High Point series, Jane Schaffer writing program, and EXCEL.

Under-performing students have access to Mathematics Engineering Science Achievement (MESA), one of the country's most innovative and successful programs for educationally disadvantaged students providing opportunities for success in math and science and graduate with math-based degrees.

Title I funding will help provide additional staff and student support in the classroom, instructional materials, and human and instructional resources and services to enhance student achievement. Becoming a Don, the summer transition program for incoming ninth grade students promotes social and academic development prior to the beginning of school. Lastly, the program provides information on college prep, GATE, advanced placement, and AVID courses through a leadership institute directed toward under-represented students who may very well be the first in their family to enter college.

## **6. Use of the state and local assessments to modify instruction and improve student achievement:**

Standardized assessment data is used to modify instruction and improve student achievement. Staff regularly gather, analyze, and synthesize assessment data in order to provide placement in appropriate level academic courses. Data from CSTs, CELDT, and local formative and summative assessments are used to place students in appropriate level ELD English courses. Assessment results are used in conjunction with initial diagnosis and the placement inventory used in High Point and Corrective Reading to ensure students are placed correctly. Students not performing well, below grade level, or at level 1, 2, or 3 on the CELDT test, or identified in the bottom quintile on CSTs are placed in appropriate reading intervention programs.

The Santa Barbara High School staff has embraced EduSoft as a tool for gathering assessment data in addition to developing and implementing standards-based local formative and summative assessments. Staff is currently working through PLCs to develop common assessments in all core academic areas designed to assist in identifying strengths and areas of concern. Curriculum and instruction practices are modified and re-teaching is taking place when areas of concern are identified. A schoolwide writing rubric has been developed and is being used for throughout a variety of courses this year.

## **7. Number and percentage of teachers in academic areas experiencing low student performance:**

The scope and nature of school demographics is clear indicator that the greater majority of all instructional staff is working with low performing students. However, staff is highly sensitive to this issue and 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 and work in small groups and one-on-one in tutoring, making up assignments, and taking assessments.

# Single Plan For Student Achievement

## 8. Family, school, district and community resources available to assist these students:

Santa Barbara High School makes available to all students a variety of resources including an after-school tutorial and homework center that meets Monday through Thursday. The program reaches all students in a host of programs including academies, ELD, college prep, and Special Education. The athletic program sponsors daily academic assistance in core academic courses during sixth period. English Language Development instructors are available in core academic subjects. Casa de la Raza provides tutoring programs and student support services. A drop-in tutoring center is available for students within walking distance of the school where students are offered support for Spanish speakers. Additional resources include PTSA; Youth Services Specialists; ELAC and DELAC; School Site Council; MADD; VADA; the Green Academy; and the Apple Academy. Students also receive services from Cal SOAP (when funded); Student Study Team meetings; IEPs; peer advocates, college and career nights; migrant education; bilingual school psychologists; and Cal Works – free and reduced lunch.

Student services are available from an instructional staff that is highly qualified. They are supported by an excellent classified clerical and maintenance staff, and a wonderful tradition that promotes support among peers. All staff are engaged in professional development activities with student interest at a focal point; ASB; Regional Occupation Programs; computer labs; lunch physics tutoring; and High Point and Corrective Reading programs.

Community support is available through the Boys and Girls Club; Santa Barbara business and community leaders; Hispanic Chamber of Commerce; SBHS web site; Parent Connect; and a variety of parent booster organizations.

## 9. School, district and community barriers to improvements in student achievement:

Santa Barbara High School does have barriers that interfere with student achievement and academic success. There are ongoing issues in the areas of attendance, discipline, a very complicated master schedule, and for the school year 2007-08, a class size mandate of 35:1 has complicated matters in the area of instruction. In fact, the WASC accreditation Visitation Team cited attendance and tardiness as an area of focus that must be dealt with immediately.

There are alignment and appropriate placement issues that are being resolved through the use of EduSoft – using assessment to drive student placement and instruction practices. Providing students with appropriate level courses has become an issue with a 35:1 mandate and many students have a class break during the day where no class has been assigned. Staff instructing SADAIE classes have noted class size is too large to fully assist underperforming students in a manner that most benefits student academic achievement and delivery of curriculum.

Working through many of these issues occurs because of the additional categorical funding available including SIP, Title I and EIA/LEP. We have been able to assist in the integration and use of technology, provide additional human resources for larger class sizes in specialized courses, and enhance access to areas of communication and collaboration. Language barriers continue to exist and resources are available for students and staff, yet additional human support is still necessary and critical to the success of these students. Lastly, we are fortunate to utilize class size reduction in specific courses.

Facilities will continue to be an issue as the site is very old and improvements are costly. Measure V has assisted to provide modernization and repair to the school; however, there are major structural problems with the old gym. In contrast, the site has received additional support for remodeling the theater and the school will receive three portable building to replace the old portables at the west entrance of the school. All in all, the staff recognizes the barriers and is doing an excellent job working through issues and continues to provide the best possible education for our students.

# Single Plan For Student Achievement

## 10. Limitations of the current program to enable under performing student to meet standards:

Santa Barbara has as a major goal area the provision to address staff and allocate resources necessary to close the achievement gap. While there are academic support and intervention programs in place, large class sizes (35:1), inadequate space, and a lack of classrooms for all teachers affect the ability to meet the needs of these students adequately. Currently, only six teachers travel, a reduction from last year, but troubling nevertheless.

The initiation of PLCs has helped, but there must be ongoing facilitation and direction, something missing from the current memorandum of understanding. A more direct and ongoing ninth grade transition program must be available to assist students throughout all four years of their high school experience in social, emotional, and academic development. Alternative education programs for students must be available that include online courses – with appropriate legislation, Independent Study, additional community college courses and ROP course offerings, and an expansion of elective courses that meet standards-based core academic requirements.

Currently, Santa Barbara utilized the academy concept in two critical areas; multimedia and art. Students also have Becoming a Don – a modified ninth grade transition program that incorporates a leadership program; the Apple Leadership Academy; the Green Academy; a variety of community college dual enrollment courses, Future Leaders of America, and the Principals Student Advisory group. Parent support is on the rise through a variety of programs and the PTSA is providing additional support throughout the school including the student store and business office. There are partnerships with Santa Barbara City College and UCSB, and students do have access to alternative education through La Cuesta.

All staff, classified and certificated, continues to work diligently to assist all students in achieving academic success. Staff will strive to challenge each student and provide opportunities for learning and academic achievement. It is imperative we continue to work together to ensure we are meeting the social, emotional, and academic needs of every student. We are reminded that our children are our most important resource and they are our future.

# Single Plan For Student Achievement

## Student Performance Data Summary

Local Measures of Student Performance

# Single Plan For Student Achievement

## Conclusions from Student Performance Data

California Standards Tests  
Reclassified-Fluent English Proficient (RFEP)

	2006			2007		
	9	10	11	9	10	11
Reported Enrollment	601	638	551	602	566	567
CST English-Language Arts						
Students Tested	123	108	85	110	108	97
% Enrollment	21%	17%	15%	18%	19%	17%
Mean Scale Score	349	333	337	356	332	332
% Proficient/Above	48%	33%	40%	60%	33%	28%

CST Algebra I

Students Tested	81	52	11	44	11	3
% of Enrollment	14%	8%	2%	7%	2%	.50%
Mean Scale Score	289	287	284	287	291	*
% Proficient/Above	10%	8%	0%	2%	18%	*

English Learners (EL) in U.S. 12 Months or More

	2006			2007		
Reported Enrollment	601	638	551	602	566	567
CST English-Language Arts						
Students Tested	139	114	114	119	101	86
% of Enrollment	23%	18%	21%	20%	18%	15%
Mean Scale Score	284	278	272	297	287	269
% Proficient/Above	5%	3%	4%	12%	3%	2%

CST Algebra I

Students Tested	91	101	72	77	38	18
% Enrollment	15%	16%	13%	13%	7%	3%
Mean Scale Score	268	273	275	271	259	265
% Proficient/Above	3%	1%	3%	3%	0%	0%

CAHSEE  
Reclassified-Fluent English Proficient (RFEP)

Subject 05-06 06-07

# Tested Math	105	107
Passing	97 (92%)	77 (72%)
# Tested ELA	106	107
Passing	100(94%)	91 (85%)

CAHSEE  
English Learners (EL)

Subject 05-06 06-07

# Tested Math	114	116
Passing	55 (48%)	39 (34%)
# Tested ELA	115	115
Passing	47 (41%)	40 (35%)

# Single Plan For Student Achievement

## Conclusions from Parent, Teacher and Student Input

Data from the student survey suggests the greatest area of concern has to do with the reduced lunch period. Students also indicate they would like to see more from administration on the weekly video bulletin like visiting with administrators around campus. Students were please the staff was able to come to a solution regarding the zero period and late start days.

Students also indicate they would like to return to the old bell schedule and do not like the tardy policy. Other concerns include locking the senior parking lot due to the the negative impact on students with a class at SBCC and or athletic commitments; the quality of teaching; trash on the campus; behavior of gang members and student safety; lack of security personnel; lack of access to certain classes; and issues about ethnicity and diversity.

The staff input clearly indicates sadness over what one might consider unfinished business. There is a genuine dis-heartedness with staff that is centered around a feeling that the PLC issue, late start day, and shorter lunch was forced on them. Many feel there was not sufficient information on the scope and nature of the PLCs; their function, goals, and objectives. Some staff indicate they will continue to instruct "their way," no matter what, and many believe they can get done in a department meeting what they are asked to do in a PLC. Lastly the staff survey and interviews reveal there is a trust issue with site and district administration. There is a need for healing.

# Single Plan For Student Achievement

## School Goals for Improving Student Achievement

### English Language Development

#### ELD Student Achievement

To increase the percentage of EL/LEP students attaining proficiency on the ELA portion of the CAHSEE to 24% and on the Math portion of the CAHSEE to 30%.

#### CELDT Advancement

A minimum of 70% of English Language Learners at a proficiency level of 1, 2, or 3 in fall 2006 will advance one proficiency level on the CELDT in the fall of 2007. A minimum of 70% of ELs at a proficiency level of "4" will advance one level and 80% of those at a "5" will maintain an overall score of "5".

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### Mathematics

#### Math Student Achievement

To increase the percentage of all students attaining proficiency in respective math subjects from 21% to 36% on quarterly subject assessments in 2007 - 08.

#### CAHSEE Math

To increase the percentage of students attaining proficiency on the Math portion of the CAHSEE from 21% to 36% in 2007-2008.

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### Other

#### API Improvement

The schoolwide Academic Performance Index (API) will increase from 737 to 742 in 2007-08.

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### Reading/Language Arts

#### ELA Student Achievement

To increase the percentage of all students attaining proficiency on departmental quarterly assessments in 2007 -2008 from 25% to 36%.

#### CAHSEE English

To increase the percentage of students attaining proficiency on the ELA portion of the CAHSEE from 21% to 36% in 2007-2008.

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### School Climate

#### Safe Schools

To decrease the number of total student suspensions by 5% from the 2006-07 school year to the 2007-08 school year.

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### Technology

#### Instructional Support

To maintain the availability of computers that provide supplementary instructional programs for all students in 2007-08.

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## Planned Improvements in Student Performance

# Single Plan For Student Achievement

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

## Goal:ELD Student Achievement

### Goal Statement

To increase the percentage of EL/LEP students attaining proficiency on the ELA portion of the CAHSEE to 24% and on the Math portion of the CAHSEE to 30%.

### Student Group

EL/LEP

### Performance Gains

30% of EL/LEP students will be proficient on quarterly ELA common assessments and 35% on Math common assessments. Proficiency on common assessments is 80% or better.

### Means Evaluating

Quarterly subject area common assessments, grades and the annual census CAHSEE tests in ELA and Math.

### Group Data

Results from quarterly subject area common assessments data and from CAHSEE data released by CDE annually.

## Description of Specific Actions to Improve Educational Practice

### EL Literacy Coaches

#### Means of Achievement: Auxiliary services for students and parents

**Tasks:** a. Literacy coaches will provide one-on-one and small group support to EL/LEP, and RFEP students in ELD classes and core academic subjects.

**Measures:** Insure one-hundred percent of the students in courses visited by the Literacy Coach complete daily assignments.

Evidence to support this goal can be found in instructor records.

**People Assigned:** Ismael Ulloa, M-F, SDAIE science, social studies, math  
Ken Greenberg, Migrant Ed Liason, T,Th in ELD 3 class  
(District funded)  
Linda Caruso, ELD Coord., CAHSEE prep, SDAIE math, Span. 3  
Fluent Speakers; ELD, Combo, and SDAIE  
instructional assistance throughout the year

**Start Date:** 8/27/2007

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Literacy Coach	\$18,900.00

# Single Plan For Student Achievement

## EL Monitoring for Achievement

### Means of Achievement: Monitoring program implementation and results

- Tasks:**
- a. Monitor EL/LEP student placement across ELD and core subjects.
  - b. Monitor quarterly grades of EL/LEP students.
- Measures:**
- a. Ninety-eight percent of all students will be assessed on CELDT, CST, CAHSEE, and quarterly subject area common assessments.
  - b. Standardized assessment results
  - c. "D/F" list generated from quarterly report cards
  - d. List students completing common assessments in ELD or English and Math classes

**People Assigned:** Linda Caruso- ELD Coord.  
 PJ Carmean- Special Projects Coordinator  
 Counseling Office

**Start Date:** 8/27/2007

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	ELD Coordinator	\$60,000.00

## EL Tutoring

### Means of Achievement: Auxiliary services for students and parents

- Tasks:**
- Provide direct instruction in Homework Center for EL/LEP and RFEP students at-risk of failing in core subjects.
  - Partner with community resources
    - Ann Morrow Student Drop-in Center (bi-lingual tutors)
    - Casa de la Raza (bi-lingual tutors)
  - Inform parents at ELAC and SSC meetings, include on CIT contracts, or as part of IEP for SpEd students

- Measures:**
- Fifty percent of students identified on the "D/F" list will participate in tutoring services
  - Counseling Intervention Team (CIT) will monitor one-hundred percent of the students identified through Student Study Teams (SST)

**People Assigned:** Bill Dodson - Teacher  
 Richard Johnston - Teacher  
 Bill Kauth- Teacher  
 Jen Slemp- Teacher  
 Kat McLean- Teacher  
 Frank Stewart- Teacher  
 staff at Ann Morrow Center and Casa de la Raza  
 Ann Fischer - Teacher on Special Assignment  
 Susan Snyder - Lead Counselor

**Start Date:** 10/1/2007

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## EL Student Testing

### Means of Achievement: Monitoring program implementation and results

**Tasks:**

- a. Aid in organizing testing materials and administration of tests for EL students taking the CAHSEE, CST, CELDT, and local assessments in Spanish- LAS and Aprenda.
- b. Communicate testing windows and instructions for administering the High Point, Holt English, and math district-wide quarterly common assessments for ELs.

**Measures:**

One-hundred percent of LEP students complete the CELDT exam annually

One-hundred percent of LEP Spanish speaking students enrolled less than twelve months complete the LAS and Aprenda assessments in Spanish

One-hundred percent of LEP students complete quarterly High Point ELD/English Holt and math common assessments

One-hundred percent of standardized answer documents report EL programming and entry date of LEP students

**People Assigned:**

- Hazel Anderson - English Department Clerk
- Linda Hunt - Testing Assistant
- Linda Caruso- ELD Coordinator- CAHSEE and High Point Testing Proctor
- PJ Carmean- Special Projects Coordinator- Holt English Testing Proctor
- Wayne Cole- Math Dept. Chair- supervises administration of math dept. common assessments
- Patricia Hague- Teacher- Aprenda Testing Proctor

**Start Date:** 8/27/2007

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	CELDT Test Coordinator	\$5,739.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	CST Coordinator	\$1,132.00

# Single Plan For Student Achievement

## Professional Development

### Means of Achievement: Staff development and professional collaboration

- Tasks:**
- a. Collaborate with staff in PLCs to revise and build common curriculum.
  - b. Collaborate with teachers to implement best practices for literacy in accordance with LEAP goals- academic voca., expository reading strategies, and expository writing.
  - c. Train teachers to use Edusoft answer sheets and scanner for common and formative assessments.
  - d. Support High Point teachers in implementing the uniform district pacing guide.

**Measures:** One-hundred percent of the ELD/SDAIE/Combo staff will participate in Professional Development activities through PLCs in the development and implementation of formative common assessments, data analysis (Edusoft reports and Aeries data rosters), and the implementation of best practices for literacy, ELD/SDAIE/Combo/CAHSEE classes.

The literacy coach meets with one-hundred percent of all new teachers to review and implement High Point instruction.

The literacy coach meets with one-hundred percent of instructors requesting support in strategies regarding Academic Vocabulary and Literacy.

**People Assigned:** Linda Caruso- ELD Coord.  
PJ Carmean- Special Projects Coord. and Title I  
Wayne Cole- training on Edusoft and Aeries

**Start Date:** 8/27/2007

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Reporting to staff, parents, and community

### Means of Achievement: Involvement of staff, parents and community

- Tasks:**
- a. Quarterly reporting to ELAC, SSC, PTSA, and faculty on EL/LEP student achievement.
  - b. Recruit and confirm parent and community participants for the Focus on Learning team (WASC)- spring 2008.
  - c. Report quarterly on categorical budgetary expenditures- ELAC and SSC.
  - d. Report from ELAC mins. at monthly SSC meeting; monthly SSC mins. at ELAC meeting.
  - e. Develop and distribute needs assessment for EL parent input for 2-08-2009 categoricals- March 2008.

- Measures:**
- Monthly minutes are reported at Site Council and ELAC that address the issues of student achievement for EL and RFEP students.
- Minutes are available at ELAC, SSC, and PTSA meetings that identify the progress and action plan on student achievement.
- The ELD Coordinator will report monthly to the parent community through ELAC and Site Council on all EIA, LEP expenditures to ensure appropriate spending.

- People Assigned:**
- Mark Capritto- Principal
  - David Hodges- Assistant Principal, Curriculum and Instruction and ELs
  - Linda Caruso- ELD Coord.
  - Ginger Sandoval - Business Office

**Start Date:** 8/27/2007

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## R-FEP Monitoring

### Means of Achievement: Monitoring program implementation and results

**Tasks:**

- a. Build a team to systematically review and monitor student achievement of R-FEPs at each quarterly grading period.
- b. Monitor newly reclassified R-FEP student achievement for 2-year minimum. (Use form in EL Master Plan)
- c. Monitor R-FEPs with grades of "D" or "F" on quarterly report cards for 2 years or until s/he graduates. (Use form in EL Master Plan)

**Measures:** Cumulative/Aeries records records are maintained for one-hundred percent of RFEP students reclassified within the last two years, and/or students receiving "Ds" and/or "Fs" on report cards.

One-hundred percent of all counselors who meet with qualifying RFEP students use the district approved EL Master Plan forms.

The reclassification monitoring form will be maintained on one-hundred percent of RFEP students until they achieve a 2.0 average in core academic subjects for two years.

Counselors meet with one-percent of RFEP students deficient in credits.

One-hundred percent of the parents of RFEP students receiving "Ds" and/or "Fs" receive information at least two times each year regarding student progress and services available to assist in improving student achievement.

**People Assigned:** Linda Caruso- ELD Coordintor  
Counseling Department- team TBD

**Start Date:** 8/27/2007

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Strengthening Instructional Strategies

### Means of Achievement: Improvement of instructional strategies and materials

**Tasks:**

- a. To implement "Best Practices" with classroom teachers through planning, modeling, and observing.
- b. To use standards-based texts (High Point) and computer technology to advance EL/LEP and R-FEP students toward proficiency on the CAHSEE in English and Math.
- c. To build a differentiated and shared curriculum for CAHSEE prep classes.

**Measures:** Fifteen percent of students enrolled will show improvement on quarterly common assessments, consistent completion of assignments, and engaged student participation.

One-hundred percent of students requiring strategic intervention will have access to differentiated instruction through online programs, such as: Auto-Skills, Let's Go Learn, and Chariot CAHSEE test prep.

**People Assigned:** Linda Caruso- ELD Coord.  
PJ Carmean - Special Projects Coord., Title I  
Jesus Orozco - Computer Technician  
Marsha Barr and Val Carmel- Librarian and Library Assistant

**Start Date:** 8/27/2007

**End Date:** 6/12/2008

# Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Goal:CELDT Advancement

### Goal Statement

A minimum of 70% of English Language Learners at a proficiency level of 1, 2, or 3 in fall 2006 will advance one proficiency level on the CELDT in the fall of 2007. A minimum of 70% of ELs at a proficiecny level of "4" will advance one level and 80% of those at a "5" will maintain an overall score of "5".

### Student Group

English Language Learners, Limited English Proficient students

### Performance Gains

Advancement of one proficiency level per year on the CELDT or maintaining a proficiency level of "5" until reclassified

### Means Evaluating

Initial placement tests and annual reporting of CELDT results from CDE

### Group Data

Results from initial placement tests, and ELL/LEP data results from CDE in January 2008

## Description of Specific Actions to Improve Educational Practice

### CELDT Testing

#### Means of Achievement: Monitoring program implementation and results

**Tasks:** Administer and score CELDT and/or LAS to all EL/LEP students annually. Administer and score initial tests for students newly arriving to the SBSD.

**Measures:** Use data from CELDT and/or LAS to aid in placement of students in appropriate High Point and/or core academic classes.

**People Assigned:** Hazel Anderson - English Department Clerk  
District CELDT testers

**Start Date:** 8/27/2007

**End Date:** 10/30/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Goal: Math Student Achievement

### Goal Statement

To increase the percentage of all students attaining proficiency in respective math subjects from 21% to 36% on quarterly subject assessments in 2007 - 08.

### Student Group

All subgroups

### Performance Gains

36% or higher of students will attain proficiency on departmental quarterly assessments.

### Means Evaluating

Local common assessments within the math department, conducted quarterly

### Group Data

Local common assessment data within the math department, and data released from CDE on CAHSEE and CST.

## Description of Specific Actions to Improve Educational Practice

### Computer Technology

#### Means of Achievement: Auxiliary services for students and parents

**Tasks:** Computer labs will be maintained and available for students and teachers to use as extended learning resources.

**Measures:** One-hundred percent of all students utilizing the computer labs will receive support through instruction, software, and hardware.

One-hundred percent of all computers in labs will be available for student use based on instructor request

**People Assigned:** Jesus Orozco - Computer Technician

**Start Date:** 8/1/2007

**End Date:** 7/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Math Coaches

### Means of Achievement: Auxiliary services for students and parents

**Tasks:** Math coaches will provide one-on-one and small group support to students in Algebra and CAHSEE Math classes.

**Measures:** Math coaches will visit one-hundred percent of classes assigned by the department chair.

Math coaches will work one-on-one or in small group sessions with one-hundred percent of students requiring or requesting assistance

One-hundred percent of all instructors will keep records of homework completed and assessment results.

**People Assigned:** Ben McClintic - Math Coach  
Marissa Allingham - Instructional Lead Team

**Start Date:** 9/1/2007

**End Date:** 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Math Coach	\$19,000.00

## MESA Program

### Means of Achievement: Involvement of staff, parents and community

**Tasks:** The Math, Engineering, Science, Achievement (MESA) Club will be provided for students achieving below grade-level, or at-risk of not passing the CAHSEE.

**Measures:** One-hundred percent of students at risk of not passing the CAHSEE will be offered an opportunity to receive academic support through MESA.

Academic records of student mastery in CAHSEE strategies and assessment will be kept by one-hundred percent of the staff.

**People Assigned:** MESA Staff- Katherine McClean  
Claire Carey  
Christina Kolb-Aguirre

**Start Date:** 9/5/2007

**End Date:** 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	MESA Staff Stipend	\$2,244.00

# Single Plan For Student Achievement

## Strengthening Instructional Strategies

### Means of Achievement: Improvement of instructional strategies and materials

**Tasks:** To implement "Best Practices" with classroom teachers through planning, modeling, and observing.  
Implementation of Professional Learning Communities that meet each Wednesday morning - Late start days.

**Measures:** Fifteen percent of students enrolled in math courses will improve one academic strand identified by quarterly common assessments, consistent completion of assignments, and engaged student participation.

**People Assigned:** PJ Carmean- Special Projects Coord.  
Wayne Cole- Math Dept. Chair  
Marissa Allingham- Instructional Lead Team  
Claire Carey- Instructional Lead Team  
Melissa Woods- Instructional Lead Team  
Marsha Barr - Librarian

**Start Date:** 8/28/2007

**End Date:** 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	After-school inservice opportunities	\$1,000.00
Title I, Part A, Basic Grants	Title I Instructional Supplies	\$5,300.00
SIP/Library	Text materials	\$12,000.00

## Title I Student Testing

### Means of Achievement: Monitoring program implementation and results

**Tasks:** Aid in organizing testing materials and administration of tests for Title I students taking the CAHSEE, CST, and local formative and summative assessments.

**Measures:** One-hundred percent of students will be monitored on a quarterly basis using Title I specific assessments and in appropriate testing environment.

Staff will receive adequate preparation of annual testing including assessments and ancillary materials for Title I students.

**People Assigned:** Linda Hunt - Testing Assistant

**Start Date:** 10/1/2007

**End Date:** 7/1/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Testing assistant stipend	\$2,800.00

# Single Plan For Student Achievement

## Title I Tutoring

### Means of Achievement: Auxiliary services for students and parents

**Tasks:** Provide direct instruction in Homework Center for Title I students at-risk of failing in core subjects.

**Measures:** Fifty percent all Title 1 students will utilize the Homework Center on a regular basis.

Homework center sign-in sheets will be collected on a weekly basis.

Eighty percent of all Title 1 students will maintain an account on a standards-based computer program, such as Chariot CAHSEE prep, Let's Go Learn, or other state-approved programs.

Information regarding the number and percent of students utilizing the services of the Homework Center and student performance data for students for those attending will be reported to Site Council and ELAC on a quarterly basis.

**People Assigned:** PJ Carmean - Special Projects Coordinator  
 Jesus Orozco - Computer Technician  
 Bill Dodson - Teacher  
 Richard Johnston - Teacher  
 Bill Kauth- Teacher  
 Jen Slemp- Teacher  
 Kat McLean- Teacher  
 Frank Stewart- Teacher  
 Counselors  
 Department Chairs

**Start Date:** 10/1/2007

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Title I Homework Center	\$3,250.00
Title I, Part A, Basic Grants	Computer Technician	\$7,750.00
SIP/Library	Computer Support	\$10,500.00

# Single Plan For Student Achievement

## Goal:CAHSEE Math

### Goal Statement

To increase the percentage of students attaining proficiency on the Math portion of the CAHSEE from 21% to 36% in 2007-2008.

### Student Group

All Subgroups

### Performance Gains

36% of students will achieve proficiency on the CAHSEE math test

### Means Evaluating

Administrations of the CAHSEE test during the 2007 - 2008 school year

### Group Data

Local, quarterly assessment data, and CAHSEE results released by the CDE

## Description of Specific Actions to Improve Educational Practice

### Remedial Student Achievement

#### Means of Achievement: Extended learning time

**Tasks:** Direct instruction of math skills aligned with the CAHSEE, using a Standards-based text and computer technology, in a supplementary Math class.

**Measures:**

- One-hundred percent of the staff will use data from bi-weekly expository reading and writing tasks to determine student proficiency and re-teach skills for student mastery on the CAHSEE.
- Fifty percent of 11th and 12th graders who are re-taking the CAHSEE exam will score proficient or above.

**People Assigned:** CAHSEE teachers- Araujo, Brtek, Hague, Adriansen  
PJ Carmean - Special Projects Coordinator  
Linda Caruso- ELD Coordinator  
Wayne Cole- Math Department Chair  
Jesus Orozco - Computer Technician

**Start Date:** 8/27/2007

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Goal: API Improvement

### Goal Statement

The schoolwide Academic Performance Index (API) will increase from 737 to 742 in 2007-08.

### Student Group

All subgroups

### Performance Gains

The schoolwide 2007 Growth API (to be released in August 2007) will increase by at least 5 points from the 2006 Base API (737).

### Means Evaluating

Review of annual release of API data and results.

### Group Data

2007 Base API and 2008 Growth API results

## Description of Specific Actions to Improve Educational Practice

### Becoming a Don

#### Means of Achievement: Extended learning time

**Tasks:** Provide standards-based instruction and assessment and extended learning time for Title I, EL, and first-time public school students entering grade nine.

**Measures:** During the two-week Becoming a Don program, One-hundred percent of all students enrolled in will complete a pretest, post-test, and writing component.

**People Assigned:** Various Santa Barbara High School staff

**Start Date:** 6/16/2008

**End Date:** 6/27/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Curriculum Alignment

### Means of Achievement: Alignment of instruction with content standards

**Tasks:** Late start days are available for staff to meet as Professional Learning Communities to map curriculum, develop standards-based formative and summative assessments, standards-based benchmark assessments, and utilize EduSoft to identify areas of academic strength and areas of concern within their academic disciplines and departments.

**Measures:** One-hundred percent of the PLCs will submit a weekly summary of PLC meetings that includes agenda items, minutes, and progress of curriculum mapping, development of formative and summative standards-based assessments, and standards-based benchmark assessments.

**People Assigned:** Department Chairs  
PLC leaders

**Start Date:** 8/30/2007

**End Date:** 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Improving Instructional Materials

### Means of Achievement: Improvement of instructional strategies and materials

**Tasks:** To provide instructional staff with the necessary materials to assist in the development and implementation of standards-based collaboration, instruction and assessment enabling students to gain mastery of academic content.

**Measures:** Every Department Chair will be responsible for meeting one-hundred percent of the staff (in their department) to assist in the acquisition of materials necessary to ensure the implementation of standards-based instruction and assessment within their departments.

All Department Chairs will submit minutes of each meeting to the Principal's secretary following each meeting.

**People Assigned:** Brooke - Art Department Chair  
Susan Park - Science Department Chair  
Chales Ortega - Music Department Chair  
Otto Layman - Theater Department Chair  
Wayne Cole - Math Department Chair

**Start Date:** 8/30/2007

**End Date:** 7/1/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Goal: ELA Student Achievement

### Goal Statement

To increase the percentage of all students attaining proficiency on departmental quarterly assessments in 2007-2008 from 25% to 36%.

### Student Group

All subgroups

### Performance Gains

36% of all students will attain proficiency on quarterly subject assessments

### Means Evaluating

Quarterly common assessments within the English department. These assessments may include timed writing assignments.

### Group Data

Common assessment data within the English department, and data results released from the CDE.

## Description of Specific Actions to Improve Educational Practice

### Combo Classes for Reading/Writing Proficiency

#### Means of Achievement: Extended learning time

- Tasks:**
- a) Teacher-directed development of expository reading comprehension skills using Standards-based text (Holt).
  - b) Teacher-directed development of expository writing skills using Standards-based text (Holt).
  - c) Teachers will align curriculum and develop a scope and sequence for the Holt textbook in order to cover the necessary standards before the CST and CAHSEE.

- Measures:**
- Fifty percent of all 9th grade students enrolled in Combo English classes will score proficient or above on the Spring 2008 CST in ELA.
- Seventy-five percent of 10th grade students enrolled in Combo English classes will pass the CAHSEE the first time they take the test.

**People Assigned:** Double-period English teachers: Velasco, Blackwell, Light, Sunkel, Carmean, PJ  
PJ Carmean - Special Projects Coordinator

**Start Date:** 8/27/2006

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Computer Technology

### Means of Achievement: Auxiliary services for students and parents

**Tasks:** Computer labs will be maintained and available for students and teachers to use as extended learning resources.

**Measures:** Seventy-five percent of Title I students will maintain accounts with Let's Go Learn, Chariot CAHSEE prep, or another web-based computer program.

Ninety percent of students with accounts will show an increase of twenty-five percent from their base line academic level measured at the end of each semester.

**People Assigned:** Jesus Orozco - Computer Technician

**Start Date:** 8/1/2007

**End Date:** 7/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## English Department Clerical Assistance

### Means of Achievement: Auxiliary services for students and parents

**Tasks:**

- Assist in coordination of AP & PSAT testing
- Assist in notifying students and parents about AP and PSAT tests.
- Assist in formatting and publishing monthly newsletter for home-school communication

**Measures:** Records of all students taking AP and PSAT tests will be updated each semester.

There will be a five-percent increase in student participation in AP and PSAT assessments.

Informational items for the monthly newsletter to SBHS families will be collected and published on a monthly basis in English and Spanish.

**People Assigned:** Hazel Anderson - English Department Clerk  
David Hodges - Assistant Principle  
Olivia Harrell - Staff Work Room Assistant  
Counselors

**Start Date:** 8/27/2007

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Monitoring of Combo Classes

### Means of Achievement: Monitoring program implementation and results

- Tasks:**
- Monitor student placement in double-period (Combo) English classes, based on reading and writing proficiency.
  - Monitor quarterly grades and local assessment results of students in Combo classes.
  - Develop intervention model to gauge effectiveness and improve student achievement in Combo English classes.
  - Ensure that services are provided for students performing below grade level in ELA.

- Measures:**
- Eighty-five percent of students requiring a Combo English class will be placed accordingly
- One-hundred percent of students placed in Combo English classes will participate in quarterly benchmark assessments.
- One-hundred percent of all students enrolled in Combo English courses will take formative assessments using Holt selection tests and other locally created standards-based assessments.
- Fifteen percent of the students enrolled in combo English classes will move up one band as measured by quarterly bench-mark assessments.
- Data from Combo classes and student progress reported quarterly to School Site Council and ELAC.

**People Assigned:** PJ Carmean- Special Projects Coordinator  
Patricia Ruth - English Department Chair  
Linda Caruso - ELD Coordinator  
Counselors

**Start Date:** 8/27/2007

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Professional Development

### Means of Achievement: Staff development and professional collaboration

- Tasks:** Provide staff development in teaching strategies, Academic Vocabulary and Literacy.

- Measures:**
- Quarterly Professional Development in teaching strategies, Academic Vocabulary, and literacy is available for one-hundred percent of the faculty.
- Combo English PLCs meet bi-weekly to develop five (5) common instructional strategies to implement in Combo English classes.

**People Assigned:** PJ Carmean- Special Projects Coordinator  
Linda Caruso- ELD Coordinator  
Department Chairs  
AVID Team

**Start Date:** 8/27/2007

**End Date:** 6/12/2008

# Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Strengthening Instructional Strategies

### Means of Achievement: Improvement of instructional strategies and materials

**Tasks:**

- a. To implement "Best Practices" with classroom teachers through the use of standards-based materials, modeling proven instructional strategies, and monitoring appropriate expenditures for instructional supplies.
- b. To develop common, local assessments to gauge progress in expository reading and writing.

**Measures:** One-hundred percent of students enrolled in Combo English classes will participate in quarterly benchmark assessments.

Fifty-percent of students in Combo English classes will score fifty percent or higher on the quarterly benchmark assessments by the end of the school year.

One-hundred percent of all students enrolled in Combo English classes will take locally developed formative assessments in expository reading and writing and show growth in these areas.

One-hundred percent of all Combo English teachers will use the Holt textbook and ancillaries as the core text.

**People Assigned:** PJ Carmean- Special Projects Coordinator  
 Patricia Ruth- English Dept. Chair  
 Combo English teachers- Velasco, Light, Sunkel, Blackwell, Carmean, PJ  
 Marsha Barr - Librarian  
 Ginger Sandoval - Business Office

**Start Date:** 8/27/2007

**End Date:** 6/13/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Student Testing Prep

### Means of Achievement: Monitoring program implementation and results

**Tasks:** Aid in organizing testing materials and administration of tests for Title I students taking the CAHSEE, CST, and local assessments.

**Measures:** One-hundred percent of students completing the CAHSEE and CSTs will be provided with the most applicable assessment.

One-hundred percent of all students completing the CAHSEE and CSTs will be provided with adequate instructional materials.

One-hundred percent of all Title I students will be provided a smaller testing environment.

**People Assigned:** Linda Hunt - Testing Assistant  
David Hodges - Assistant Principal  
Olivia - Staff Work Room Clerk

**Start Date:** 8/27/2007

**End Date:** 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Title I Tutoring

### Means of Achievement: Auxiliary services for students and parents

**Tasks:** Provide direct instruction in Homework Center for Title I students at-risk of failing in core subjects.

**Measures:** Fifty percent all Title 1 students will utilize the Homework Center on a regular basis.

Homework center sign-in sheets will be collected on a weekly basis.

Eighty percent of all Title 1 students will maintain an account on a standards-based computer program, such as Chariot CAHSEE prep, Let's Go Learn, or other state-approved programs.

Information regarding the number and percent of students utilizing the services of the Homework Center and student performance data for students for those attending will be reported to Site Council and ELAC on a quarterly basis.

**People Assigned:** PJ Carmean - Special Projects Coordinator  
Jesus Orozco - Computer Technician  
Bill Dodson - Teacher  
Richard Johnston - Teacher  
Bill Kauth- Teacher  
Jen Slemp- Teacher  
Kat McLean- Teacher  
Frank Stewart- Teacher  
Counselors  
Department Chairs

**Start Date:** 10/1/2007

**End Date:** 6/12/2008

# Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Goal:CAHSEE English

### Goal Statement

To increase the percentage of students attaining proficiency on the ELA portion of the CAHSEE from 21% to 36% in 2007-2008.

### Student Group

All subgroups

### Performance Gains

36% of students will attain proficiency on the CAHSEE

### Means Evaluating

Quarterly local assessments, and administrations of the CAHSEE throughout the 2007 - 2008 school year

### Group Data

Local quarterly assessment data, and CAHSEE data released by CDE

## Description of Specific Actions to Improve Educational Practice

### At-Risk Student Monitoring

#### Means of Achievement: Monitoring program implementation and results

**Tasks:** Monitor student grades, attendance, and progress towards achieving proficiency on the CAHSEE.

Monitor appropriate expenditures for Title I students.

**Measures:** Seventy-five percent of all 9th and 10th grade Title I students will be placed in Combo English classes.

Ninety-five of all 9th and 10th grade Title I students will take quarterly benchmark assessments and Holt selection tests.

Ninety-nine percent of all 11th and 12th grade Title I students will receive academic support in a supplemental English class.

Sixty percent of all Title I students will have fewer than 18 total period truanancies.

One-hundred percent of Title I expenditures support student achievement.

The Special Projects Coordinator will meet with counselors quarterly to identify interventions used for students at-risk of not passing the CAHSEE, and send home letters to parents notifying them of their children's status.

**People Assigned:** PJ Carmean - Special Projects Coordinator  
Linda Caruso - ELD Coordinator  
Ann Fischer - Administrator  
Hazel Anderson - English Department Clerk  
Ginger Sandoval - Business Office  
Counselors

**Start Date:** 8/27/2007

**End Date:** 7/1/2008

# Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Remedial Student Achievement

### Means of Achievement: Extended learning time

**Tasks:** Direct instruction of expository reading and writing skills, using a Standards-based text (Holt, CAHSEE Prep books, What's Happening) and computer technology, in a supplementary English class.

**Measures:** Data from bi-weekly expository reading and writing tasks used to determine student proficiency and re-teach skills for student mastery on the CAHSEE.

Fifty percent of 11th and 12th graders who are re-taking the CAHSEE exam will score proficient or above.

**People Assigned:** CAHSEE Prep teachers- Brtek, Hague, Slemp, Golden  
 PJ Carmean- Special Projects Coord.  
 Patricia Ruth- English Department Chair  
 Linda Caruso - ELD Coordinator  
 Jesus Orozco - Computer Technician

**Start Date:** 8/27/2007

**End Date:** 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Goal: Safe Schools

### Goal Statement

To decrease the number of total student suspensions by 5% from the 2006-07 school year to the 2007-08 school year.

### Student Group

All sub-groups

### Performance Gains

The number of suspensions will decrease by 5% annually.

### Means Evaluating

Monthly and annual recording of suspension data

### Group Data

Sub-group suspension data provided by district office

## Description of Specific Actions to Improve Educational Practice

### Bullying Prevention

#### Means of Achievement: Involvement of staff, parents and community

**Tasks:** Joint UCSB-SBHS bullying & victimization computer survey given to consenting students

**Measures:** Data from UCSB-SBHS survey reviewed and presented to faculty and School Site Council 2nd quarter.

The following interventions will be made available to all students:

- a) Focus groups on bullying and victimization held once per semester
- b) Curriculum (Too Good For Drugs and Violence) delivered to PE classes each semester
- c) School media campaign against bullying twice a month (student bulletin and SBTV)

Parent notification of survey results and available interventions in second semester

**People Assigned:** School Psychologist  
School Safety Committee  
School Site Council  
Youth Service Specialists

**Start Date:** 11/15/2007

**End Date:** 12/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## College-Career Center Technician

### Means of Achievement: Auxiliary services for students and parents

**Tasks:** Provide students and parents with regular information about college and career services.

**Measures:** College and Career staff will schedule monthly college visits for student presentations.

Career Center Tech will meet with ten percent of Title I students on a weekly basis to discuss career plans, or introduce students to computer software programs such as COIN and Naviance.

**People Assigned:** Career Center Technician

**Start Date:** 8/28/2007

**End Date:** 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Decreased Suspensions

### Means of Achievement: Auxiliary services for students and parents

**Tasks:**

- Monitor monthly student referrals to Assistant Principals office
- Monitor monthly student suspension data

**Measures:** One-hundred percent of students referred to see an assistant principal will meet meet to discuss concerns and additional interventions.

Administrative staff will meet weekly to discuss interventions, suspensions, and alternatives to suspension.

Student suspensions will decrease ten percent from school year 2006-07.

**People Assigned:**

- Principal
- Assistant Principals
- Career Center Assistant
- Counselors
- Psychologists
- Youth Service Specialists

**Start Date:** 8/30/2007

**End Date:** 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Goal:Instructional Support

### Goal Statement

To maintain the availability of computers that provide supplementary instructional programs for all students in 2007-08.

### Student Group

All Subgroups

### Performance Gains

Students will use computers in classrooms and/or computer labs on a monthly basis.

### Means Evaluating

- a. Monthly accounting of computer lab usage by classes
- b. Quarterly accounting of computer purchases to update aging hardware and software.

### Group Data

Quarterly departmental reports highlighting the use of technology in the instructional setting.

## Description of Specific Actions to Improve Educational Practice

### Technology

#### Means of Achievement: Improvement of instructional strategies and materials

**Tasks:** Identify and acquire computer hardware and software necessary for the integration and use of technology throughout all disciplines.

**Measures:** Perform annual updates of hardware and software  
Provide ongoing maintenance of computer labs and classroom computers  
Daily use and update of high school web site for access and use by all constituents

**People Assigned:** Michele Humboldt - Technology Coordinator  
Jesus Orozco - Computer Technology Technician  
Marsha Barr - Librarian  
Wendy Ladd - Website Maintenance

**Start Date:** 8/30/2007

**End Date:** 7/1/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

### Pupil Retention Block Grant

Program/Initiative Purpose	Amount
Pupil Retention Block Grant as part of AB825	\$94,510

### SIP/Library

Program/Initiative Purpose	Amount
SIP/Library as part of AB825 Block Grant	\$118,346

### Art & Music Block

Program/Initiative Purpose	Amount
	\$41,468

### Title I, Part A, Basic Grants

Program/Initiative Purpose	Amount
To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.	\$137,106

### Title II, Part A, Teacher & Principal Training & Recruiting

Program/Initiative Purpose	Amount
The purpose of Title II is to increase the academic achievement of all students by helping schools and districts (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.	\$23,421

### Economic Impact Aid, English Learner Programs (EIA-LEP)

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$178,646

### Title III, Language Instruction for Limited English Proficient Students

Program/Initiative Purpose	Amount
Provided by district staff from categorical funds allocated to the school through the Consolidated Application.	\$34,695

# Single Plan For Student Achievement

## School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Brian Joseff	Student	805-966-9101	11/19/2007
Brooke Gloger	Teacher	bgloger@sbsdk12.org	11/19/2007
Caitlin Macker	Student	805-966-9101	11/19/2007
David Tomasco	Parent	thomasco@silcom.com	11/19/2007
Hazel Anderson	Classified	handerson@sbsdk12.org	11/19/2007
Janet Rouse	Parent	rouse@cox.net	11/19/2007
Joseph Velasco	Teacher	jvelasco@sbsdk12.org	11/19/2007
Listly Tran	Parent	805-966-9101	11/19/2007
Marissa Allingham	Teacher	mallingham@sbsdk12.org	11/19/2007
Mark Capritto	Principal	mcapritto@sbsdk12.org	11/19/2007
Marsha Barr	Librarian	mbarr@sbsdk12.org	11/19/2007
Mary Watson	Parent	966-9101	11/19/2007
Michele Humboldt	Teacher	mhumboldt@sbsdk12.org	11/19/2007
Patti Ruth	Teacher	pruth@silcom.com	11/19/2007
PJ Carmean	Alternate	pjcarmean@sbsdk12.org	11/19/2007
Ramon Trujillo	Classified	rtrujillo@sbsdk12.org	11/19/2007
Rita Newhouse	Teacher	rnewhouse@sbsdk12.org	11/19/2007
Susan Park	Teacher	spark@sbsdk12.org	11/19/2007

# Single Plan For Student Achievement

## Recommendations

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	<b>Approval Date</b>
1. School Site Council Members	
2. Plan Review Due Date:	11/19/2007
3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):	
English Learner Advisory Committee	11/19/2007
School Site Council	11/19/2007
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	
7. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	
8. The school plan was adopted by the council on:	11/19/2007
9. Public Notice Due Date:	
10. District Governing Board Review Due Date:	11/20/2007
11. School Site Plan Approved:	11/19/2007
12. Attested by School Principal:	11/19/2007
13. Attested by School Site Council Chairperson:	11/19/2007

**Attested:**

Dr. Mark Capritto		
Typed Name of School Principal	Signature of School Principal	Date
Joseph Velasco - Marsha Barr		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date