

# Single Plan For Student Achievement

For School Year 2007-08

La Colina Junior High

CDS Code: 42-69286-6062095

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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 11/13/2007

# Single Plan For Student Achievement

## About this School

At La Colina Junior High School it is our mission that all students will continue to demonstrate significant growth and proficiency of their performance levels with respect to the current state content standards and standardized tests.

We are committed to providing an academically challenging, powerful and relevant instructional program for all students. Our comprehensive plan includes: involvement of the major stakeholders, identification of strengths and areas of concern, organization of resources, and the implementation of a comprehensive assessment process. A special emphasis will be directed to improve the performance of our at-risk students (e.g., Latino, English Learners, Socio-Economically Disadvantaged and Students with Disabilities).

La Colina Junior High School opened in September 1959. It is located on a beautiful campus set back from Foothill Road near the San Marcos Pass highway, with views of the mountains. The staff includes 40 regular education teachers, four special education teachers, three counselors, one school psychologist, one health technician, one librarian, and three administrators. Support staff includes six office personnel, one campus supervisor, five grounds and building maintenance staff, four food service workers, seven special education teaching assistants and one English Language Development Program teaching assistant.

The school became a two-year junior high in 1981, with enrollment dropping from 1,100 to 650. Grades seven and eight are now on campus with an enrollment of approximately 980. The campus is shared with the Open Alternative School, Las Alturas Continuation High School, and Community Day School. Campus meetings are held quarterly to maintain an effective and efficient campus.

## Analysis of Current Educational Practice

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

Faculty and administrators analyze the California Standards Test, including Content Clusters and benchmark assessments, to target areas for improvement and analyze sub-groups performance,(e.g., Latino, English Learners, Socio-Economically Disadvantaged and Students with Disabilities). A variety of meetings are scheduled to facilitate communication, collaboration and agreement on best practice (e.g., department chairperson meetings - monthly, department meetings - monthly, faculty meetings - monthly, August in-service days).

Professional Learning Community Teams meet weekly (Thursday, 8:15 - 9:15 a.m.) for in-service meetings dedicated to common data analysis, curriculum, instruction and assessment, and inter-departmental coordination (e.g, English and social studies teams). Strategies are identified and implemented with the goal that these strategies will be utilized uniformly in all PLC's. Administration trains faculty members on state and district policy as well as best practices throughout the year (see attachment - Professional Development Plan 2007-08).

Yearly articulation meetings with feeder elementary and high schools are held to discuss curriculum, instruction, assessments and placements.

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

State-adopted standards-based textbooks at home and school

Standards-based materials for English Learners and special education students.

Library access before, during, and after school

Computer Lab access during class

District-adopted novels

Standards-based teacher created innovative materials

Alignment of staff development to California State Standards, assessed student performance, and professional needs

# Single Plan For Student Achievement

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

Teachers meet to plan, identify key standards, discuss instructional strategies, and best practices for instruction (department chair meetings, department meetings, faculty meetings, Professional Learning Community teams (late start Thursday), August in-service days)

Faculty, counselors and administrators analyze CST, including Content Clusters and benchmark assessments to target areas for improvement and analyze sub-groups (Latino, English Learners, Socio-Economically Disadvantaged and Special Education)

Professional Growth Activities:

Mathematics conferences and/or workshops:

South Coast Mathematics Institute (UCSB)

California State Mathematics Conferences

SBCEO mathematics workshops

Language Arts conferences and/or workshops:

High Point

Holt English Language Arts (textbook and supplementary materials)

California Association Teachers of English (CATE) Conference

SBCEO English Language Arts workshops

Science conferences and/or workshops:

South Coast Science Project (UCSB)

Beyond the Classroom Science Project (UCSB)

California Science Teachers Association (CSTA)

National Science Teachers Association (NSTA)

Social Studies conferences and/or workshops:

California Council for Social Studies (CCSS)

Teachers Curriculum Institute

California Activities Directors Association (CADA) Leadership Conference

California Association for Health, Physical Education, Recreation and Dance (CAHPERD) Conference

Beginning Teacher Support and Assessment Program (BTSA)

Cross Cultural Language Aquisition Development (CLAD)

California Association for the Gifted (CAG) Summer Conference

Certificated Staff Special Education and 504 Accommodation Training

Local Education Agency Plan (LEAP)

Master Schedule Conference

Edusoft Training

Aeries Training

AVID - Summer Conference, District workshops

Just Communities - Institute for Educational Equity

# Single Plan For Student Achievement

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

Identify students using multiple measures including CST and CAT/6, benchmark assessments, grades/portfolios, attendance, student and parent feedback, teacher recommendations, and discipline records

Individual academic and personal counseling (counselors, school psychologist, Youth Services Specialist)

Increase the number of students enrolled in and successfully completing Gifted and Talented Education (GATE) and Honors classes

Student Success Team (SST) to identify students who are below-satisfactory academically and/or behaviorally

California High School Exit Exam (CAHSEE) tutorial classes offered to students who are at-risk of not passing the California High School Exit Exam

Maximize the number of students taking the California Standards Test (CST) and California Achievement Test/6 (CAT/6) (minimized special accommodations)

Student conferences with administrator (as needed)

Departments use of differentiated instruction, cooperative and collaborative working groups, peer tutoring and articulation in department meetings to support strategies for student achievement

English Language Arts courses (double period - use Holt textbook) for students scoring at or below 325 on the CST

HighPoint (triple period - two periods of HighPoint plus one period of Reading Improvement)

Transition classes for English Learners (double period - use Holt textbook)

Core departments teach test-taking strategies

Vocabulary building across the curriculum

Reading requirement per semester (College Prep - 750 pages; Honors - 1500 pages; GATE - 2000 pages)

Homework Centers (lunchtime and after school), California Student Opportunity Access Program (Cal-SOAP), Library, Computer Lab and Fundamentals of Success (FOS)

Weekly progress reports for at-risk students

Planning to initiate on-line grades/citizenship for guardians

Professional Learning Community Team Meetings (faculty and departments) meet each Thursday to review common curriculum, instruction, common assessments and data, (e.g., STAR, Edusoft, Holt, etc.)

English Learner reclassification meetings

Fighting Back - Reconnecting Youth (RY) and Life Skills (grades 7 and 8)

# Single Plan For Student Achievement

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

See Goals and Actions for the categorical funds listed below:

Economic Impact Aid/Limited English Proficient Program (EIA/LEP)

AB825 (SIP/Library)

Title II Part A: Teacher Training and Recruiting

Title III: Language Instruction (LEP)

Pupil Retention Block Grant

English Language Acquisition Program (ELAP)

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

CST, CAT/6, CELDT, LAS, APRENDA 3 (8), STS (7), STAR Writing (7)

Department/PLC benchmark common assessments

Textbook-based assessments

Cross curricular writing rubric (analysis of student writing samples - autobiography, narrative, summary and persuasive)

Holt Language Arts On-line assessment

Algebra Readiness assessment

High Point assessments

Let's Go Learn assessments

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

Four teachers equals 10% in courses offering English Language Arts support, High Point and Fundamentals of Success (FOS)

# Single Plan For Student Achievement

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

UCSB Graduate School of Education

Council on Alcoholism and Drug Abuse (Club Live, Reconnecting Youth, Daniel Bryant Youth and Family Treatment Center)

Fundamentals of Success (FOS)

Adopt-A-School Partnerships

Peer Advocates - Planned Parenthood

California Student Opportunity Access Program (Cal-SOAP)

PTSA, ELAC, Site Council, Safe School, Diversity/Equity and ASB Student Council

Santa Barbara Police Department - school resource officer

Assistance League - Very Important Person (VIP) Luncheons and Operation Teen School Bell

Healthy Families

New Beginnings

Safe Alternatives for Treating Youth (SAFTY)

Foster Youth Services

Homeless Education/Liaison Project

Community Service Learning Plan

Family Service Agency of Santa Barbara County (2-1-1)

Medical

Fighting Back - Mentor, Parent, SUPER

Just Communities

Planned Parenthood

SB Art Museum

SBCEO

SB Parks and Recreation

SB Police

Kiwanis, Rotary and Soroptimist

La Colina: student recognition, administration visits (rights and rules), homeroom, counseling, Student Success Team, CAHSEE Tutorial Program, Homework Center (lunch/after-school), library, clubs, committees, ASB activities, assemblies, Incident Response Team

# Single Plan For Student Achievement

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

Staffing (lower student:teacher ratio)

Special education caseloads (lower caseload ratio)

Elective offerings (increase staffing)

Support services (increase staffing)

Textbooks and supplementary materials (increase funding)

Technology (increase funding to remain current)

Facility maintenance (increase funding for staffing and equipment)

Professional growth development (increase funding)

Qualified substitute teachers (increase funding)

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

Funding for professional growth and in-service training

District support (curriculum, instruction, assessment, data analysis)

Technology (equipment, materials, software, training, maintenance)

Communication, collaboration and adherence to agreements between feeder elementary districts, secondary schools and district office

# Single Plan For Student Achievement

## School Goals for Improving Student Achievement

### English Language Development

#### Improve EL achievement

100% of English Learners will improve one level on the CELDT by April, 2008

A minimum of 32.5% of English Learners will attain English proficiency by August, 2008

100% of English Learners will receive C's or higher in core classes. If not, the students earning D's and F's in core classes will be assigned to a support class (i.e., mathematics, English) before or after school taught by an English or mathematics teacher

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### Mathematics

#### Proficiency - Mathematics

A minimum of 60% of all students in mathematics (grades 7 and 8) will attain proficiency or higher as measured by the California Standards Test (AYP) by August, 2008

A minimum of 60% of all students in Algebra will attain proficiency or higher as measured by the California Standards Test by August, 2008

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### Other

#### Special Education

A minimum of 26% of all students with disabilities will attain proficiency or higher as measured by the California Standards Test (English Language Arts) by August, 2008

A minimum of 24% of all students with disabilities will attain proficiency or higher as measured by the California Standards Test (Mathematics) by August, 2008

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### Reading/Language Arts

#### Proficiency - English

A minimum of 74% of all students will attain proficiency or higher as measured by the California Standards Test by August, 2008

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### School Climate

#### Improve Culture/Climate

Increase by 10% opportunities for inclusion and influence (i.e., higher class levels, clubs, committees, activities, etc.) by June, 2008

Decrease by 10% the need for discipline intervention by June, 2008

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## Planned Improvements in Student Performance

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.

# Single Plan For Student Achievement

## Goal: Improve EL achievement

### Goal Statement

100% of English Learners will improve one level on the CELDT by April, 2008

A minimum of 32.5% of English Learners will attain English proficiency by August, 2008

100% of English Learners will receive C's or higher in core classes. If not, the students earning D's and F's in core classes will be assigned to a support class (i.e., mathematics, English) before or after school taught by an English or mathematics teacher

### Student Group

EL students (students who identified a language other than English as their primary language as per the Home Language Survey) and their language classification (e.g., English Only, Limited English, Fluent, Reclassified)

### Performance Gains

Increase 10% of total students gaining one bandwidth on the benchmarks (e.g., Edusoft, Holt textbook, HighPoint)

Increase 5% of total students attaining English proficiency

Decrease D's and F's by 15% per quarter

Students who are below a (2.0) grade-point-average, will increase their grade-point-average by (1.0)

There will be a 10% increase per month of students achieving 80% mastery on HighPoint assessments

### Means Evaluating

California Standards Test (annual)

Holt Assessments (month)

CELDT (annual)

Grades and Progress Report (mid-quarter and quarter)

Grade Exception Report (mid-quarter and quarter)

HighPoint Assessments (bi-weekly)

### Group Data

California Standards Test (ELA and mathematics cluster scores)

Holt Assessments (quarterly ELA benchmarks)

CELDT (overall scores)

Grades (D's and F's; Grade-Point-Average)

HighPoint Assessments (Selection tests)

# Single Plan For Student Achievement

## Description of Specific Actions to Improve Educational Practice

### Continue Professional Learning Community Team

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

**Tasks:** Schedule weekly Professional Learning Community meetings (late start Thursday; one hour per week) to align curriculum and instruction as well as to develop common assessments and analyze common assessment data

Continue Interventions (CAHSEE tutorials, homework centers, English Learner Quarterly Meetings, IEP's, Student Success Team, Reading Improvement classes)

Attend professional development activities

Attend District LEAP meetings

Continue Advancement Via Individual Determination (AVID)

Continue Aeries and Edusoft

Board Focus Goal: 2, 5

**Measures:** Department/PLC Plan (quarter)  
Report on professional development activities (month)  
LEAP Plan (quarter)  
Department/PLC assessments (month)  
California Standards Test (annual)  
Edusoft Benchmark Assessments (quarter)  
Holt Assessments (month)  
CELDT (annual)  
Grades (mid-quarter; quarter)  
Grade-Point-Average(quarter)  
Administration Walk Through observations (week)  
HighPoint Assessments (bi-week)  
Let's Go Learn (software reading program; week)

**People Assigned:** Teachers:  
Marcia Merrifield  
Marci Dobbs

Instructional Aide:  
Carmen Martinez

Counselors:  
Athena Sims  
Kelly Thrasher  
Renee Romero

Administrators:  
Rachel Harris  
Lito Garcia  
David L. Ortiz

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

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

## Single Plan For Student Achievement

<b>Funding Source</b>	<b>Related Expenditure</b>	<b>Estimated Cost(s)</b>
English Language Acquisition Program (ELAP)	Translation	\$1,650.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Professional Development	\$3,000.00

# Single Plan For Student Achievement

## Student Support Services

### Means of Achievement: Increased educational opportunity

- Tasks:**
- Provide additional English Language Arts classes (Reading Improvement)
  - Reduce student:teacher ratio (20:1)
  - Tutorial Centers (lunchtime and after school)
  - CAHSEE Tutorial Classes (core subject areas)
  - Parent Project classes (offer 10 parent education sessions to help families with educational needs)
  - English Learner instructional assistant (liaison - student/student, student/staff, staff/parent, staff/staff; translation for parent/guardian meetings)
  - Provide home sets of textbooks
  - Provide additional library books
  - Increase educational technology (e.g., computers, LCD projector and document camera, etc.)
  - Board Focus Goal: 1, 2

- Measures:**
- Department/PLC Plan (quarter)
  - Report on professional development activities (month)
  - LEAP Plan (quarter)
  - Department/PLC assessments (month)
  - California Standards Test (annual)
  - Edusoft Benchmark Assessments (quarter)
  - Holt Assessments (month)
  - CELDT (annual)
  - Grades (mid-quarter; quarter)
  - Grade-Point-Average(quarter)
  - HighPoint Assessments (bi-week)
  - Let's Go Learn (software reading program; week)
  - Administration Walk Through observations (week)

- People Assigned:**
- Teachers:
    - Marcia Merrifield
    - Marci Dobbs
  - Instructional Aide:
    - Carmen Martinez
  - Counselors:
    - Athena Sims
    - Kelly Thrasher
    - Renee Romero
  - Administrators:
    - Rachel Harris
    - Lito Garcia
    - David L. Ortiz

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

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

## Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Instructional assistant	\$25,214.00
English Language Acquisition Program (ELAP)	Parent Project	\$3,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Computer Technology	\$14,008.00
Pupil Retention Block Grant	Staff Reduction	\$16,000.00
English Language Acquisition Program (ELAP)	Let's Go Learn	\$625.00
Title III, Language Instruction for Limited English Proficient Students	Instructional Assistant	\$4,601.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Let's Go Learn	\$2,500.00

# Single Plan For Student Achievement

## Goal: Proficiency - Mathematics

### Goal Statement

A minimum of 60% of all students in mathematics (grades 7 and 8) will attain proficiency or higher as measured by the California Standards Test (AYP) by August, 2008

A minimum of 60% of all students in Algebra will attain proficiency or higher as measured by the California Standards Test by August, 2008

### Student Group

All students

Student focus sub-groups:

Latino

English Learner

Students with Disabilities

Socio-Economically Disadvantaged

### Performance Gains

Increase by 3% all students in mathematics (grades 7 and 8) who attain proficiency or higher as measured by the California Standards Test (AYP)

Increase by 3% students in Algebra who attain proficiency or higher as measured by the California Standards Test

Increase by 10% all students achieving proficiency on the Edusoft department benchmark assessments

Increase by 10% all students achieving proficiency on the mathematics department benchmark assessments

Decrease D's and F's by 15% per quarter

### Means Evaluating

California Standards Test (annual)

Edusoft Benchmark Assessments (Algebra Readiness Assessment; quarter)

Grades (quarter)

Grade-Point-Average(quarter)

Department benchmark assessments (based on schedule)

### Group Data

California Standards Test (ELA and mathematics cluster scores)

Edusoft Benchmark Assessments (quarterly mathematics benchmarks)

Algebra Readiness Assessment (proficiency)

Grades (D's and F's, Grade-Point-Average)

Department benchmark assessments (proficiency)

# Single Plan For Student Achievement

## Description of Specific Actions to Improve Educational Practice

### Increase department collaboration and alignment

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

**Tasks:** Continue the alignment of common curriculum, instruction, assessments and support interventions

Continue Interventions (CAHSEE tutorials, homework centers, English Learner Quarterly Meetings, IEP's, Student Success Team, Reading Improvement classes, FOS)

Provide home sets of textbooks

Provide additional library books

Increase educational technology (e.g., computers, LCD projector, document camera, etc.)

Board Focus Goal: 1, 2, 3

**Measures:** Department/PLC Plan (quarter)  
 Report on professional development activities (month)  
 LEAP Plan (quarter)  
 Department/PLC assessments (month)  
 California Standards Test (annual)  
 Edusoft Benchmark Assessments (quarter)  
 CELDT (annual)  
 Grades (quarter)  
 Administration Walk Through observations (week)  
 Algebra Readiness Assessment (annual)

**People Assigned:** Teachers:  
 Steve Dugan  
 Ken Stevens  
 Tracy Thompson  
 Bob Ayer  
 Belinda White  
 Elizabeth Brown  
 Kim Hoffert

Counselors:  
 Athena Sims  
 Kelly Thrasher  
 Renee Romero

Administrators:  
 Lito Garcia  
 Rachel Harris  
 David L. Ortiz

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

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

Funding Source	Related Expenditure	Estimated Cost(s)
SIP/Library	Tutorial Centers	\$4,500.00
SIP/Library	Library books	\$6,000.00
SIP/Library	Computer Technology	\$6,000.00
SIP/Library	Instructional Materials	\$4,993.50

# Single Plan For Student Achievement

## Increase Professional Development

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

**Tasks:** Schedule Professional Learning Community (late start Thursday; one hour per week) to align curriculum and instruction, develop common assessments and analyze common assessment data

Attend professional development activities

Attend District LEAP meetings

Continue AVID

Continue Aeries and Edusoft

Board Focus Goal: 5

**Measures:** Department/PLC Plan (quarter)  
 Report on professional development activities (month)  
 LEAP Plan (quarter)  
 Department/PLC assessments (based on schedule)  
 California Standards Test (annual)  
 Edusoft Benchmark Assessments (quarter)  
 CELDT (annual)  
 Grades (quarter)  
 Administration Walk Through observations (week)  
 Algebra Readiness Assessment (annual)

**People Assigned:** Teachers:  
 Steve Dugan  
 Ken Stevens  
 Tracy Thompson  
 Bob Ayer  
 Belinda White  
 Elizabeth Brown  
 Kim Hoffert  
 Deborah Reid

Counselors:  
 Athena Sims  
 Kelly Thrasher  
 Renee Romero

Administrators:  
 Lito Garcia  
 Rachel Harris  
 David L. Ortiz

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

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

Funding Source	Related Expenditure	Estimated Cost(s)
SIP/Library	Professional Development	\$2,550.00
Title II, Part A, Teacher & Principal Training & Recruiting	Professional Development	\$4,805.50

# Single Plan For Student Achievement

## Goal: Special Education

### Goal Statement

A minimum of 26% of all students with disabilities will attain proficiency or higher as measured by the California Standards Test (English Language Arts) by August, 2008

A minimum of 24% of all students with disabilities will attain proficiency or higher as measured by the California Standards Test (Mathematics) by August, 2008

### Student Group

Students with a disability as designated via IEP

### Performance Gains

Increase by 5% of total students attaining English proficiency

Increase by 9% of total students attaining mathematics proficiency

Increase by 10% all students achieving proficiency on the ELA and mathematics Edusoft benchmark assessments

Increase by 10% all students achieving proficiency on the ELA and mathematics Department benchmark assessments

Decrease D's and F's by 15% per quarter

### Means Evaluating

California Standards Test (annual)

Edusoft Benchmark Assessments (quarter)

Department Benchmark Assessments

Grades and Progress Report (quarter and mid-quarter)

Grade-Point-Average (quarter)

Individual Education Plan (IEP - goals and objectives)

CELDT (annual)

Administration Walk Through Observations (week)

Algebra Readiness assessment (annual)

### Group Data

California Standards Test (ELA and mathematics cluster scores)

Grades (D's and F's; Grade-Point-Average)

Department assessments (ELA and mathematics proficiency)

# Single Plan For Student Achievement

## Description of Specific Actions to Improve Educational Practice

### Collaboration with English and Math Departments

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

**Tasks:** Initiate Professional Learning Community Team within Special Education: subject area - align curriculum and instruction, develop common assessments and analyze common assessment data

Collaborate with the English and Mathematics PLC's

Provide home sets of textbooks

Provide additional library books

Increase educational technology (e.g., computers, LCD projector, document camera, etc.)

Board Focus Goal: 1, 3

**Measures:** Department/PLC Plan (quarter)  
 Report on professional development activities (month)  
 LEAP Plan (quarter)  
 Department/PLC assessments (quarter)  
 California Standards Test (annual)  
 CELDT (annual)  
 Grades (quarter)  
 Administration Walk Through observations (week)  
 Algebra Readiness Assessment (annual)  
 Individual Educational Plan (goals - annual, benchmarks - quarter)

**People Assigned:** Teachers:  
 Nancy Abrams  
 Deborah Reid  
 Meghan Lamb

School Psychologist:  
 Deborah Umansky

Speech/Language:  
 Annemarie Simes

Counselors:  
 Athena Sims  
 Kelly Thrasher  
 Renee Romero

Administrators:  
 Rachel Harris  
 Lito Garcia  
 David L. Ortiz

**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

## Increase Professional Development

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

**Tasks:**

- Participate in Professional Learning Community Team Meetings (faculty, department, subject-level)
- Attend professional development activities
- Implement Aeries and Edusoft
- Continue AVID
- Board Focus Goal: 3 and 5

**Measures:**

- Department/PLC Plan (quarter)
- Report on professional development activities (month)
- LEAP Plan (quarter)
- Department/PLC assessments (English; quarter)
- California Standards Test (annual)
- CELDT (annual)
- Grades (quarter)
- Administration Walk Through observations (week)
- Algebra Readiness Assessment (annual)
- Individual Education Plan (goals - annual, benchmarks - quarter)

**People Assigned:**

- Teachers:
  - Nancy Abrams
  - Deborah Reid
  - Meghan Lamb
- School Psychologist:
  - Deborah Umansky
- Speech/Language:
  - Annemarie Simes
- Counselors:
  - Athena Sims
  - Kelly Thrasher
  - Renee Romero
- Administrators:
  - Rachel Harris
  - Lito Garcia
  - David L. Ortiz

**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: Proficiency - English

### Goal Statement

A minimum of 74% of all students will attain proficiency or higher as measured by the California Standards Test by August, 2008

### Student Group

All students

Focus sub-groups:

Latino

English Learner

Students with Disabilities

Socio-Economically Disadvantaged

### Performance Gains

Increase by 4% all students in English (grade 7 and 8) who attain proficiency or higher as measured by the California Standards Test (AYP)

Increase by 10% all students achieving proficiency on the Edusoft English benchmark assessments

Increase by 10% all students achieving proficiency on the English department benchmark assessments

Decrease D's and F's by 15%

### Means Evaluating

California Standards Test (annual)

Edusoft Benchmark Assessments (quarter)

Grades (quarter)

Grade-Point-Average (quarter)

Department benchmark assessments (based on schedule)

CELDT (annual)

### Group Data

California Standards Test (ELA cluster scores)

Edusoft Benchmark Assessments (ELA benchmarks - quarter)

Grades (D's and F's, Grade-Point-Average)

Department benchmark assessments (proficiency)

CELDT (Early Advanced, Advanced)

# Single Plan For Student Achievement

## Description of Specific Actions to Improve Educational Practice

### English Support Class

#### Means of Achievement: Extended learning time

**Tasks:** Provide an additional English class (Reading Improvement) to students who scored at Basic (325 scaled score or lower) on the CST (grades 7 and 8)

Board Focus Goal: 1 and 2

**Measures:** Department/PLC Plan (quarter)  
 Report on professional development activities (month)  
 LEAP Plan (quarter)  
 Department/PLC assessments (month)  
 California Standards Test (annual)  
 Edusoft Benchmark Assessments (quarter)  
 Holt Assessments (month)  
 Grades (quarter)  
 Grade Point Average(quarter)  
 Administration Walk Through observations (week)  
 Library book checkout data (quarter)  
 CELDT (annual)

**People Assigned:** Teachers:  
 Amy Christensen  
 Rebekah Sillars  
 Becca Sampson  
 Maureen Granger  
 Cami Stevens  
 Marci Dobbs  
 Philip Hughes  
 Nancy Abrams  
 Meghan Lamb  
 Marcia Merrifield

Librarian:  
 Ramona Marten

Counselors:  
 Athena Sims  
 Kelly Thrasher  
 Renee Romero

Administrators:  
 Rachel Harris  
 Lito Garcia  
 David L. Ortiz

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

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

Funding Source	Related Expenditure	Estimated Cost(s)
Pupil Retention Block Grant	Reading Improvement	\$16,000.00

# Single Plan For Student Achievement

## Increase Professional Development

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

**Tasks:** Participate in Professional Learning Community Team Meetings (faculty, department, grade-level and special groups (e.g., special education, English Learner or GATE))

Attend professional development activities

Implement Aeries and Edusoft

Continue AVID

Board Focus Goal: 5

**Measures:** Department/PLC Plan (quarter)  
Report on professional development activities (month)  
LEAP Plan (quarter)  
Department/PLC assessments (month)  
California Standards Test (annual)  
Edusoft Benchmark Assessments (quarter)  
Holt Assessments (month)  
Grades (quarter)  
Administration Walk Through observations (week)  
Library book checkout data (quarter)  
CELDT (annual)

**People Assigned:** Teachers:  
Amy Christensen  
Rebekah Sillars  
Becca Sampson  
Maureen Granger  
Cami Stevens  
Marcie Dobbs  
Philip Hughes  
Marcia Merrifield  
Nancy Abrams  
Meghan Lamb

Librarian:  
Ramona Marten

Counselors:  
Athena Sims  
Kelly Thrasher  
Renee Romero

Administrators:  
Rachel Harris  
Lito Garcia  
David L. Ortiz

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

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

# Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
SIP/Library	Professional Development	\$2,550.00
Title II, Part A, Teacher & Principal Training & Recruiting	Professional Development	\$4,805.50

## Support Materials

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

- Tasks:**
- Continue the alignment of common curriculum, instruction, assessments and support interventions
  - Continue interventions (CAHSEE tutorials, homework centers, English Learner Quarterly Meetings, IEP's, Student Success Team, Reading Improvement classes, FOS)
  - Provide home sets of textbooks
  - Provide additional library books
  - Increase educational technology (e.g., computers, LCD projector, document camera, etc.)
  - Board Focus Goal: 1, 2, 3

- Measures:**
- Department/PLC Plan (quarter)
  - Report on professional development activities (month)
  - LEAP Plan (quarter)
  - Department/PLC assessments (month)
  - California Standards Test (annual)
  - Edusoft Benchmark Assessments (quarter)
  - Holt Assessments (month)
  - Grades (quarter)
  - Grade Point Average(quarter)
  - Administration Walk Through observations (week)
  - Library book checkout data (quarter)
  - CELDT (annual)

- People Assigned:**
- Teachers:
    - Amy Christensen
    - Rebekah Sillars
    - Becca Sampson
    - Maureen Granger
    - Cami Stevens
    - Marci Dobbs
    - Philip Hughes
  - Librarian:
    - Ramona Marten
  - Counselors:
    - Athena Sims
    - Kelly Thrasher
    - Renee Romero
  - Administrators:
    - Rachel Harris
    - Lito Garcia
    - David L. Ortiz

**Start Date:** 8/27/2007  
**End Date:** 6/12/2008

## Single Plan For Student Achievement

<b>Funding Source</b>	<b>Related Expenditure</b>	<b>Estimated Cost(s)</b>
SIP/Library	Tutorial Centers	\$4,500.00
SIP/Library	Library books	\$6,000.00
SIP/Library	Computer Technology	\$6,000.00
SIP/Library	Instructional Materials	\$4,993.50

# Single Plan For Student Achievement

## Goal: Improve Culture/Climate

### Goal Statement

Increase by 10% opportunities for inclusion and influence (i.e., higher class levels, clubs, committees, activities, etc.) by June, 2008

Decrease by 10% the need for discipline intervention by June, 2008

### Student Group

All students

Focus sub-groups:

Latino

English Learner

Students with Disabilities

Socio-Economically Disadvantaged

### Performance Gains

Improve by 10%:

Influence and inclusion in school (e.g., higher level classes, electives, leadership, committees, clubs, after-school sports, community service)

California Standards Test scores

Grades

Citizenship

Decrease by 10%:

Absenteeism

Tardiness

Truancy

Progressive discipline (e.g., suspension and expulsion recommendations)

### Means Evaluating

California Standards Test (annual)

Edusoft Benchmark Assessments (quarter)

Algebra Readiness Test (annual)

Holt Assessments (month)

CELDT (annual)

Grades (quarter)

Grade Point Average(quarter)

HighPoint Assessments (bi-week)

Attendance Rates (quarter)

Citizenship (quarter)

Suspension/Expulsion Rates (annual)

Progressive Discipline (i.e., entries into Aeries - Discipline; annual)

# Single Plan For Student Achievement

## Group Data

California Standards Test (ELA and mathematics cluster scores)

Edusoft Benchmark Assessments (ELA and mathematics)

Algebra Readiness Test (proficiency score)

Holt Assessments (quarterly ELA benchmarks)

CELDT (overall scores)

Grades (D's and F's and grade-point-average)

HighPoint Assessments (selection test)

Attendance Rates (monthly truancy report)

Citizenship (N' and U's)

Suspension/Expulsion Rates (ED 48900 (K))

Progressive Discipline (referrals)

Participation rates in school activities/clubs (overall, sub-groups)

Healthy Kids Survey (safety, drugs and alcohol)

Counselors, Youth Services Specialist (referrals)

Student Success Team (referrals)

Medical Administrative Activities (referrals)

# Single Plan For Student Achievement

## Description of Specific Actions to Improve Educational Practice

### Staff development

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

**Tasks:** Schedule weekly Professional Learning Community meetings (late start Thursday; one hour per week) to align common curriculum, instruction, assessments, and to analyze the common assessment data

Continue Interventions (CAHSEE tutorials, homework centers, English Learner Quarterly Meetings, IEP's, Student Success Team Meetings, Reading Improvement classes, FOS)

Attend professional growth development activities (i.e., PLC, Aeries, Edusoft, AVID)

Attend District LEAP meetings (i.e., EL, ELA and mathematics)

Board Focus Goal: 1

**Measures:** Department/PLC Plan (quarter)  
 Report on professional development activities (month)  
 LEAP Plan (quarter)  
 Department/PLC assessments (month)  
 California Standards Test (annual)  
 Edusoft Benchmark Assessments (quarter)  
 CELDT (annual)  
 Grades (quarter)  
 Administration Walk Through observations (week)  
 Algebra Readiness Assessment (annual)

**People Assigned:** Staff:  
 Certificated  
 Classified

Counselors:  
 Athena Sims  
 Kelly Thrasher  
 Renee Romero

Administrators:  
 Lito Garcia  
 Rachel Harris  
 David L. Ortiz

**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

## Diversity and Equity

### Means of Achievement: Increased educational opportunity

**Tasks:** Continue implementation of strategic plan promoting diversity, equity and inclusion

Provide training and facilitate strategic planning meetings with school groups (e.g., staff, faculty, PTSA, ELAC, School Site Council, ASB Student Council)

Continue implementation Diversity/Equity Awareness Week (including disability awareness)

Continue implementation of diversity/equity/disability awareness related activities (i.e., class, co-curricular, extra-curricular)

Board Focus Goal: 5

**Measures:** Just Communities Inclusion/Influence Survey (i.e., to increase understanding of related successes, concerns, problems and/or issues; annual)  
 Participation rates (school activities; month)  
 CST (annual)  
 Attendance (month)  
 Grades (quarter)  
 Citizenship (quarter)  
 Referrals to assistant principals or counselors (month)  
 Suspensions and recommendations for expulsion (annual)  
 Healthy Kids Survey (annual)  
 Student Success Team (week)

**People Assigned:** Staff:  
 Certificated  
 Classified

Counselors:  
 Athena Sims  
 Kelly Thrasher  
 Renee Romero

Administrators:  
 Lito Garcia  
 Rachel Harris  
 David L. Ortiz

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

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

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

## AVID Certification

### Means of Achievement: Increased educational opportunity

# Single Plan For Student Achievement

- Tasks:**
- Implement grade 7 AVID
  - Continue grade 8 AVID
  - Implement AVID 11 Essentials
  - 1) Recruitment:  
AVID student selection focuses on students in the middle (2.0 to 3.5 G.P.A. as one indicator) with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.
  - 2) Voluntary Participation:  
AVID program participants, both students and staff, choose to participate.
  - 3) Implementation:  
The school must be committed to full implementation of the AVID program, with the AVID year-long elective class available within the regular academic school day.
  - 4) Rigor:  
AVID students are enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.
  - 5) Writing:  
A strong, relevant writing and reading curriculum provides the basis for instruction in the AVID elective class.
  - 6) Inquiry:  
Inquiry is used as a basis for instruction in the AVID classroom.
  - 7) Collaboration:  
Collaboration is used as a basis for instruction in the AVID classroom.
  - 8) Tutors:  
A sufficient number of tutors are available in the AVID class to facilitate student access to rigorous curriculum.
  - 9) Data:  
AVID program implementation and student progress are monitored through the AVID Data System, and results are analyzed to ensure success.
  - 10) Funding:  
The school or district has identified resources for program costs, has agreed to implement AVID Program Implementation Essentials and to participate in AVID Certification. It has committed to ongoing participation in AVID staff development.
  - 11) Site Team:  
An active interdisciplinary site team collaborates on issues of students access to and success in rigorous college preparatory courses.

Board Focus Goal: 1 and 2

- Measures:**
- AVID Certification (annual)
  - AVID exit interview and evaluation (annual)
  - AVID on-line data submittal (AVID coordinator; annual)
  - Participation rates (school activities; quarter)
  - CST (annual)
  - Attendance (quarter)
  - Grades (quarter)
  - Citizenship (quarter)
  - Enrollment in higher level classes (annual)
  - Demographics of AVID classes (annual)
  - AVID Writing Contest (annual)

# Single Plan For Student Achievement

**People Assigned:** AVID coordinator and teachers:  
Jose Marquez  
Laura Wilson

Staff:  
Certificated  
Classified

Counselors:  
Athena Sims  
Kelly Thrasher  
Renee Romero

Administrators:  
Lito Garcia  
Rachel Harris  
David L. Ortiz

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

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

<b>Funding Source</b>	<b>Related Expenditure</b>	<b>Estimated Cost(s)</b>
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No funding allocated.

# Single Plan For Student Achievement

## Peer Leadership Program

### Means of Achievement: Increased educational opportunity

**Tasks:** Facilitate Peer Leadership Program (co-sponsored by the Anti-Defamation League and the Santa Barbara School Districts (Secondary) to promote the development of leadership skills, school culture/climate and social responsibility; two day workshop and biweekly meetings)

Board Focus Goal: 1 and 2

**Measures:** Peer Leadership exit interview and evaluation (annual)  
 Participation rates in school activities (quarter)  
 CST (annual)  
 Attendance (quarter)  
 Grades (quarter)  
 Citizenship (quarter)  
 Referrals to assistant principal or counselor (month)  
 Healthy Kids Survey (annual)  
 Student Success Team (week)  
 MediCal Administrative Activities (MAA; 3 times per year)  
 Suspension and recommendation for expulsion rates (annual)

**People Assigned:** Advisor:  
 Laura Wilson

Youth Services Specialist:  
 Veronica Pantoja

Staff:  
 Certificated  
 Classified

Counselors:  
 Athena Sims  
 Kelly Thrasher  
 Renee Romero

Administrators:  
 Lito Garcia  
 Rachel Harris  
 David L. Ortiz

ADL staff

**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

## Maintain Instrumental Music

### Means of Achievement: Increased educational opportunity

**Tasks:** Continue Instrumental Music (Advanced, Beginning, Jazz and Drumline Band)  
Board Focus Goal: 1 and 5

**Measures:** CST (annual)  
Attendance (quarter)  
Grades (quarter)  
Citizenship (quarter)  
Participation in competitions and festivals (annual)

**People Assigned:** Teacher:  
Jason Nam  
  
Counselors:  
Athena Sims  
Kelly Thrasher  
Renee Romero  
  
Administrators:  
Lito Garcia  
Rachel Harris  
David L. Ortiz

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

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

Funding Source	Related Expenditure	Estimated Cost(s)
Art & Music Block	Staffing	\$17,018.00

# 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.

### English Language Acquisition Program (ELAP)

Program/Initiative Purpose	Amount
Funds to supplement regular school programs grades 4-8 and other related program services for English learner students.	\$5,275

### Pupil Retention Block Grant

Program/Initiative Purpose	Amount
Pupil Retention Block Grant as part of AB825	\$32,000

### SIP/Library

Program/Initiative Purpose	Amount
SIP/Library as part of AB825 Block Grant	\$48,087

### Art & Music Block

Program/Initiative Purpose	Amount
	\$17,018

### 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.	\$9,611

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

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$44,722

### 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.	\$4,601

# Single Plan For Student Achievement

## School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Annie Marroquin	Student	(805) 967-4506	11/13/2007
Bev Hehnke	Classified	(805) 967-4506 x 102	11/13/2007
Cristy Pugh	PTSA	(805) 967-4506	11/13/2007
David L. Ortiz	Administration	(805) 967-4506 x114	11/13/2007
Duffy McElroy	Student	(805) 967-4506	11/13/2007
Jessica Escalante	Student	(805) 967-4506	11/13/2007
Judy Koper	PTSA	(805) 967-4506	11/13/2007
Karen McBride	Certificated	(805) 967-4506 x309	11/13/2007
Marcia Merrifield	ELAC	(805) 967-4506	11/13/2007
Ramona Marten	Certificated	(805) 967-4506 x116	11/13/2007
Sandy Enos	Certificated	(805) 967-4506 x406	11/13/2007
Valerie Spadoro	PTSA	(805) 967-4506	11/13/2007

# 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:	11/13/2007
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):	
Gifted and Talented Education Advisory Committee	10/11/2007
English Learner Advisory Committee	10/18/2007
PTSA	11/5/2007
School Site Council	10/9/2007
ASB Student Council	11/1/2007
Department Chairpersons	10/4/2007
Faculty	10/9/2007
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:	11/13/2007
9. Public Notice Due Date:	11/30/2007
10. District Governing Board Review Due Date:	11/30/2007
11. School Site Plan Approved:	11/13/2007
12. Attested by School Principal:	11/13/2007
13. Attested by School Site Council Chairperson:	11/13/2007

# Single Plan For Student Achievement

**Attested:**

David L. Ortiz		
Typed Name of School Principal	Signature of School Principal	Date
Judi Koper		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date