

Single Plan For Student Achievement

For School Year 2007-08

Santa Barbara Junior High

CDS Code: 42-69286-6060057



Date of this revision: 11/29/2007 11:02:00 PM

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:

Contact Person: John A. Becchio
Phone Number: 805 963 7751
Address: 721 East Cota St.
Santa Barbara, CA 93103-3184
E-mail Address: jbecchio@sbsdk12.org

District: Santa Barbara High

The District Governing Board approved this revision of the School Plan on

Single Plan For Student Achievement

About this School

Santa Barbara Junior High is committed to promoting opportunities for academic excellence and developing personal and civic responsibility in a safe, tolerant and caring environment.

Santa Barbara Junior High School was constructed in 1932 on a 16.44-acre site. It is a registered historic landmark with the State of California. Not only is this landmark the home for 750 students and about 80 staff members, but it is also used as a community resource. In 2003-04, renovations to the schools theatre were completed, and the Marjorie Luke Theatre came to fruition. This was made possible by Measure V Bond funds, community donations, and the Santa Barbara School Districts collaboration with the Community Youth Performing Arts Center. The school, school district and community use the Marjorie Luke Theatre for performances which underscore youth activities, cultural diversity, and artistic expression. Additionally, the schools athletic fields are jointly used with SB City Parks and Recreation Department, and it is a community polling place for voting.

The neighborhood elementary feeder schools are Franklin, Cleveland, Roosevelt, Peabody, Montecito Union, Cold Spring, Cesar Chavez Charter School, and Washington. Intra-district transfers allow students from other elementary schools to enroll as well.

Santa Barbara Junior High School is in year four of No Child Left Behind Program Improvement Status. This year, we will be offering Supplemental Educational Services as well as dedicating 10 percent of our Title I funds for staff development. We recognize that staff development is an integral component of a successful school. We have dedicated Wednesdays to a Late Start Schedule for teachers to collaborate around best practices within their professional learning communities (PLCs). Teachers will use this time to focus on the academic rigor in our GATE, Honors, and College Prep Courses, as well as the achievement of our below proficient students, English Learners, and students with special needs.

Santa Barbara Junior High provides students with unique standards-based experiences. Seventh grade history study culminates with a Renaissance Faire in May, highlighting specific segments of the period including costuming, food, medicine, social justice, cultural practices, literature, music and academics. 8th grade history students participate in Civil War Day which is an enrichment activity structured around the 8th grade social studies standards.

Our science department hosts Science Nights in both English and Spanish, Astronomy Night, and collaborates with USCB science graduate students to display how science and physics are prominent in every day activities.

The band participates in the State Street and Milpas Street parades, and we boast a drama department that performs at least twice a year in the Marjorie Luke Theatre.

The English department helps students participate in the SB County Spelling Bee, and will host a school-wide spelling bee this year. The English department will also implement Literacy Support classes for students performing below proficient in English Language Arts. Within the English department we also offer debate class and a journalism class that produces an award-winning yearbook.

The math department has designed a unique program where students who are below proficient in CST math receive an additional support class, taught by credentialed, experienced math teachers.

We also have a technology lab that features a recording studio and technology stations for use alongside a fully-equipped wood shop.

In addition to promoting academic excellence, Santa Barbara Junior High is committed to developing personal and civic responsibility. By offering membership in a large variety of clubs students have the opportunity to experience activities ranging from academic to community service to recreation. Some of the favorites include: Club Live, Recycling Club, Quantum Leaps, After-School Sports, Gevirts Homework Center, Cesar Chavez Leadership Institute Club, and Surf Club. Almost half of our student population is a member of at least one club on campus.

Our Library-Media Center contains a computer lab, resources for students and teachers, and is staffed by a credentialed library media teacher. A unique historical feature of the library is the 1934 Douglas Parshall mural which depicts Olympic sports. The library encourages and supports our daily 20-minute Sustained Silent Reading Period by providing books which students of all reading levels can enjoy.

Single Plan For Student Achievement

Additionally, we have a self-contained computer lab that students and teachers may sign up to use during the school day.

Santa Barbara Junior High School is able to provide additional support to our students and their families because it is home to the following district and affiliated programs: Secondary GATE office, Cal-SOAP, Hippy Program, Child Development, and ITS/Technology Support.

Analysis of Current Educational Practice

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

- English, Math, Social Studies and Science all have a curriculum aligned with the state standards.
- All Visual and Performing Arts, Industrial Technology, Foreign Language and Physical Education departments have voluntarily adopted the state standards for their discipline and have aligned their curriculum accordingly.
- In Special Education the curriculum, instruction and materials are aligned to the content and performance standards based on the Individual Education Plans for each student.
- The Math and Social Studies Departments each have a grade-level school-wide curriculum written using the backward mapping design model to ensure its alignment to the state standards. Teachers use quarterly common assessments to align lessons within grade level content areas.
- The English Department teachers use the Holt Textbook series to drive their curriculum. This book is a state adopted textbook written to ensure that all state standards are addressed.
 - English department teachers are AB466 trained in the adopted Holt series textbook.
- The High Point Program is a standards based program that provides a lesson by lesson correlation to ELD standards for each level.
- Math, English, Social Studies, and Science departments identify essential learning from the standards and include common quarterly standard-based assessments to monitor progress.
- All elective classes incorporate the English and Math standards using number sense, measurement, graphing, reading comprehension, vocabulary, summaries, and writing skills.
- The English department has collaborated to align a curriculum in a year long plan. They also meet and revise plans on a weekly basis based on assessed student needs.
- The English curriculum includes re-teaching standards prior to state-wide testing.
- The Math Department uses textbooks that are aligned with the state standards.
- The ELD department uses the HP levels to provide alignment with the content and performance standards.
- Late start one day per week for Professional Learning Community Data Teams where teachers can work collaboratively to ensure the alignment of curriculum to state standards, produce common assessments, analyze student performance data, plan data driven lessons, and develop plans for differentiated instruction.
- Teachers in English, math, social studies and science create benchmark assessments and standards at which all students will be expected to meet by a given timeline. These benchmarks are directly related to standards.

Single Plan For Student Achievement

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

--All students use state-adopted textbooks and district-adopted reading books.

--Students are provided with both a home and school copy of their standards based textbooks from the library.

--Teachers in English, math, social studies and science create benchmark assessments based on standards which all students will be expected to meet by a given timeline. These benchmarks are directly related to standards.

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

--Staff development activities focus on professional learning communities (PLC) model and the AVID program.

--teachers meet each week in their PLC teams to collaborate around best practices in this research-based model.

--Staff and teachers analyze and discuss data as soon as it arrives to the school. Teachers use this data in their Professional Learning Community teams.

--New teachers are supported by enrollment in Beginning Teachers Support and Assessment (BTSA). This program supports teachers in creating standards based lessons to be used daily in their classrooms.

--Teachers attend conferences that directly support their work in PLCs and use of AVID strategies.

--Teachers meet to identify essential standards, instructional strategies, discuss rigor/relevance framework, best practices for student engagement, and to develop data driven curriculum. They meet during department meetings, faculty meetings, and Late Start Wednesdays.

--All administrators have completed AB75 Principal training

--Teachers are provided with student performance data focusing on EL and Special Ed. students. All teachers are able to identify who their special ed and English Learner students are.

-- A team of 8 teachers, 1 counselor, and 2 administrators attended the AVID Summer Institute to develop 3-year plan for implementing AVID school wide.

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

--Late start one day per week for Professional Learning Community Data Teams to meet and work collaboratively to ensure common curriculum, grading, pacing, and standards-based benchmark assessments. They will also be meeting in interdisciplinary teams once a month and use the rigor relevance framework to ensure highly effective instruction.

--Counselors identify at-risk students and meet with students on a one-on-one basis.

--If the one-on-one meeting with the counselor does not show improvement, the counselor will then schedule a family-teacher-conference (FTC), where the counselor will meet the student's family and teachers. During the conference the counselor gathers feedback from the student's teachers and helps to create student goals for success.

--If the FTC shows that more intervention is needed, then a Student Study Team (SST) is called, where all teachers of the identified student, plus the student, the SST, and counselor meet to help set goals for achievement. The SST is made up of teachers, counselors, school psychologist, and administration.

Single Plan For Student Achievement

- SST interventions include: mandatory zero or seventh period tutorial class, SST intervention class with mentor teacher, referral to YSS, Gevirtz Homework Club, tutorial time with specific teachers.
- Students that are below proficient in ELA participate in a literacy support class held each day after school.
- High Point: program geared for students that are below proficient on the state assessments and CELDT test scores. This program has four levels: Basics, A, B and C. Students graduate to a higher level at the end of each year/semester. The HP program is a two period class. However, the Basic level HP is a three period class.
- 7th and 8th grade AVID elective class: Students that participate in this class are typically under-represented in higher education classes, first generation college bound and low socio-economic status. The program focuses on organization, technology skills, study skills and school work support. The intent is to move students into higher level classes and provide support.
- English Language Development (ELD) program: Students that are in this program participate in a High Point class (one of the five levels mentioned above), a physical education class, a SDAIE math class, and a SDAIE history or science class (depending on the students grade level). These students are monitored by the team of three teachers of EL students.
- SDAIE math: 7th and 8th grade students that are part of the ELD program participate in a standards based pre-algebra course.
- SDAIE history: 8th grade students that are part of the ELD program participate in a standards based US History course.
- SDAIE science: 7th grade students that are part of the ELD program participate in a standards based Life Science course.
- Special Education: Students are designated Special Education through a series of assessments. An individual education plan (IEP) is written and monitored quarterly. Students are mainstreamed into general education classes as specified in the IEP. In many cases, Special Education aides assist students in general education classes. The majority of students are also given an individual instruction class to assist with school work and study skills.
- Cal-SOAP tutors are on campus daily and assist in general education classes.
- Gevirtz Homework club after school daily. Credentialed teachers and Cal-SOAP tutors assist students with school work.
- Progress reports available for students to take around to teachers on Friday for parents to monitor weekly progress.
- Monthly English Learners Advisory Committee (ELAC) meetings. Parents and teachers meet to discuss such topics as school procedures, understanding progress and grade reports, supporting students with school work, and strengthening communication skills with the school.
- Teachers provide tutorials or homework help before or after school and at lunch.
- Reconnecting Youth class: The goals of this program are: to improve academic performance, decrease/maintain no drug use, and mood management. Ten to twelve recommended students participate one class period a day for a semester.
- Reading Break daily, 20 minutes after lunch.
- Time for SST meetings.
- Two periods of math for students who fall at a "basic" level on STAR tests in the area of math. They are given a 7 period day/elective with parent approval.

Single Plan For Student Achievement

--Cesar Chavez Leadership Institute Club- mentors, assists, and monitors college-bound underrepresented students.

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

--Math and English Summer Leadership Academy for students below proficient in math and English. Approximately 120 students participate. The program is standards based and focuses on Language Arts and Math. The students are also introduced to junior high life through a series of classes that focus on organization skills and study skills.

--AVID School-wide plan: Teachers participate in AVID Summer Institute to follow the three year plan developed to implement AVID school-wide.

--English Learner and AVID counselor.

--Two periods of math for students who fall at a "below proficient" level on STAR tests in areas of math. The first period is a standards based grade level math class (core math class). The second period is a support class that includes remediation, review, and preview. The core math teacher is teamed with the support teacher for optimal communication of student progress and needs.

--Literacy Support class for students in College Prep. English classes performing below proficient. This class will meet each day during 7th period.

--English Language Development (ELD) program: Students that are in this program participate in a High Point class (one of the five levels mentioned above), a physical education class, a SDAIE math class, and a SDAIE history or science class (depending on the students grade level). These students are monitored by the team of three teachers of EL students.

--Fidelity to implementation of the recommendations from SBCEO as a result of our Comprehensive Program Analysis.

--Technology: computer hardware, and software to assist with standards based instruction for EL students and below proficient students.

--Materials: supplemental text books, work books.

--Participation in AVID teacher training, PLC staff training, and use of Rigor/Relevance Framework to design lessons and assessments.

--Instructional planning time for teachers.

--Meetings and materials for meetings for families of under-performing students.

--Incentives for students to come to after and before school programs.

--All communication to the students' homes is presented in English and Spanish.

--Family and Academic Outreach Center

--Special Education Program Specialist

--Bilingual clerical support to assist with program implementation and monitoring of support programs for struggling students.

--Class size reduction in math and High Point for English Learners in High Point Basics ELD program.

Single Plan For Student Achievement

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

--Test scores provided by the district, disaggregated into subgroups are analyzed in order to improve teaching and learning.

--California Standards Tests/7th Grade Writing Test

--CELDT, Apenda 3

--Math Placement test and standards-based English assessment in summer Leadership Academy and the beginning of the year .

--Common quarterly assessments that allow for Professional Learning Communities to analyze data and design curriculum and instruction based on the data.

--Cal Poly SLO Diagnostic Testing/ math

--Prentice Hall Intervention Kit/math

--CUM records

--Teacher-developed rubrics and assessments

--Progress reports

--Teacher observations

--Quarter and semester report cards

--Woodcock Johnson III and psychological tests are used for special education purposes.

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

--While all teachers experience working with students of low performance, 21 teachers work directly with students in areas such as High Point, Literacy Support Classes, Special Education, and Math Support classes.

Single Plan For Student Achievement

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

- ELAC, PTA, Site Council, ASB, Cal-SOAP,
 - AVID program
 - SBCEO office, Carol Johansen
 - Cesar Chavez Leadership Institute Club
- UCSB, early academic outreach
- UCSB Graduate School of Education
- Westmont Graduate School of Education
- Santa Barbara Police Dept.
- CALM
- MISC
- YSS/Fighting Back
- Optimists Club
- Student Study Team
- FTC
- Parks and Recreation
- School Counselors
- La Casa De La Raza Tutoring through the UCSB Academic Senate
- School Community Policing Partnership (SCPP) Mentor Program
- Santa Barbara Contractors Association
- Teen Court Program
 - SUPER II
- Santa Barbara Museum of Art
- Boys and Girls Club
- Police Activities League
 - UCSB Pathways Program

Single Plan For Student Achievement

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

--Enrolling students from all over the districts attendance area at all times during the school year create a demand of catch-up to our schools system. Often the changes in enrollment occur because of disciplinary consequence, sometimes a change in address.

--Large class sizes, short class periods.

--Low reading levels.

--Low basic math skills.

--Too many standards with not enough time to cover all of them.

--Absenteeism.

--Pulling out students for testing, etc.

--Enrollment of students from all over the district, some outside the schools feeder areas. The barriers here are only that these students did not receive the same introduction to school as the feeder elementary students. For example, minimum day visits to our school, counselor visits to the feeder schools, summer orientation opportunity, SBJHS Open House.

--Test scores determining students' status in reading and math programs arrive late to school, creating a barrier to ascertaining an accurate schedule for the students and teachers.

--Reduction in school day from 7 required and funded periods to 6.

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

--Teacher retention and recruitment

--Teachers are hired up to the last days of summer, even into the first few days of teacher in-service. Schools including SBJHS, with great demands of under-performing students, and with one year into the AYP/PI process should be able to have teachers positions filled with extreme importance, supported by the district.

--Reduction in school day from 7 required periods to 6.

--Observation instrument for certificated staff does not address current trends in education and skills necessary for delivery of effective instruction and other professional responsibilities.

--Management evaluations need to be evaluated with a specific instrument that gauges and gives feedback on specific leadership and tasks that are requisite to running an effective school program.

Single Plan For Student Achievement

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

Santa Barbara Junior High School is in year four of NCLB Program Improvement. 2004 testing data showed that we missed our Annual Measurable Objectives (AMO) in four subgroups in mathematics (Latino, Socio-economically Disadvantaged, English Learners, and Students with Special Needs). Additionally, in English/Language Arts we missed the AMO in the category of Students with Special Needs.

2005 data revealed that SBJHS missed the AMOs in both English/Language Arts and mathematics for English Learners and Students with Special Needs. In math we saw proficiency rate gains across all subgroups, while in English/Language Arts proficiency rates declined slightly.

2006 data indicates that SBJHS has met its targets in English Language Arts by demonstrating significant gains in all subgroups. We missed our targets in mathematics for the English Learner subgroup.

This plan focuses on English Learners and Students with Special Needs in both English Language Arts and math. In math we established a math academy for 120 students during the summer and also partnered with Casa de la Raza to institute a summer pre algebra and algebra class at La Casa. The math academy curriculum was designed based on intake data from a diagnostic assessment administered to the students at the beginning of the program. As a result of this program, students were prepared for grade level math or beyond. Additionally, we have continued with the pre algebra and algebra support classes in 7th and 8th grade. Students who are in danger of failing will be placed in a mandatory seventh period class.

Special Education students are represented in the math support classes and literacy support classes. Our special education program specialist is leading the effort to have all special education students exposed to grade level standards within their special education math and English classes. Also, the Individual Instruction classes are using the AVID elective model this year. Our Program Specialist is coordinating their efforts in operating as a Professional Learning Community focused on data, as well as having special education teachers involved in the interdisciplinary team meetings.

This past summer we established a English academy for 120 students. The English academy curriculum was designed based on intake data from a diagnostic assessment administered to the students at the beginning of the program. As a result of this program, students were prepared for grade level math or beyond. In English/Language Arts we have added literacy support classes to give extra instructional time to students who are in grade level English classes, but are below proficient. The English department is implementing standards-based common quarterly assessments that allow them to identify power standards and create a data driven curriculum calendar. Students who are failing in English will be enrolled in a mandatory English tutorial seventh period.

Single Plan For Student Achievement

Conclusions from Parent, Teacher and Student Input

Conclusions from Parent, Teacher and Student Input:

Our plan for 2007 is a result of input from our entire school community by way of a Comprehensive Program Analysis conducted last Spring. SBJHS contracted with SBCEO to go through this program analysis and gain valuable data about our school program in an effort to establish some key focus areas for our school plan.

The findings from this report revealed four focus areas and many suggestions and recommendations for improving our school program. The four focus areas identified are:

- Professional Learning Communities Model
- Improve Instructional Practices
- Development of Pyramid of Interventions
- School Climate

An implementation timeline was generated by SBCEO and SBJHS has followed this implementation plan closely.

Single Plan For Student Achievement

School Goals for Improving Student Achievement

English Language Development

LEP student proficiency

LEP students will show achievement progress throughout the year by improving one performance level on the CELDT, improve performance on the district benchmarks, improve performance level on the State standardized test, and maintain a 2.0 GPA.

Mathematics

Proficiency in Math

Students will achieve performance gains on State standardized test, classes will demonstrate steady improvement of mastery as measured by quarterly benchmarks, and maintain a 2.0 GPA in math.

Other

Student w/Spec. Needs

Students with special needs will perform at 15% proficient on CST math and ELA for school year 07/08.

Individual instruction classes will use AVID tutorial approach. Instructional Aides will be trained as AVID tutors.

Teacher Quality

Provide our highly qualified teachers with training and support, materials and technology, and collaborative time in order to fulfill their responsibilities within their professional learning community teams.

Reading/Language Arts

Proficiency in ELA

Students will achieve performance gains on State standardized test, classes will demonstrate steady improvement of mastery as measured by quarterly benchmarks, and maintain a 2.0 GPA in English class.

School Climate

School Climate & Safety

All students will be educated in a school community environment that is safe, drug-free, and conducive to learning. The school climate should positively affect the way parents, students and staff feel about SBJHS. Each of these stakeholders should feel like part of the school community. This goal specifically focuses on connecting students to individuals at school who can best help them assimilate to academic life and improve achievement.

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:LEP student proficiency

Goal Statement

LEP students will show achievement progress throughout the year by improving one performance level on the CELDT, improve performance on the district benchmarks, improve performance level on the State standardized test, and maintain a 2.0 GPA.

Student Group

LEP students

Performance Gains

One CELDT level improvement per year

Improve one performance level on standardized test

High Point classes will be at 50% mastery for 1st quarter district benchmark, 60% mastery at semester benchmark, 70% mastery at 3rd quarter benchmark, and 80% mastery by second semester benchmark.

Achieve 2.0 academic GPA in English and Math

Means Evaluating

CELDT test results

standardized test report

District benchmarks/Edusoft

progress and grade reports monitored by EL counselor

LAT team monitors progress

Group Data

CELDT test results

standardized test scores

District benchmark data from Edusoft

progress and grade reports

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

EL & AVID Counselor/Family Outreach Coordinator

Means of Achievement: Auxiliary services for students and parents

Tasks: Family Outreach Counselor/Community Liaison Counselor

English Learner Counselor- counselor for High Point Basics and High Point A students

AVID Counselor- Take on caseload of AVID students in accordance with school plan to increase underrepresented student participation in higher level classes, close achievement gap.

Communicate and assist teachers with struggling EL students.

Site contact person for La Casa de la Raza tutoring/mentoring program for SBJHS EL students.

Parent seminars. Refers EL parents to community resources based on needs. Bring in community resources to speak with students and parents.

Board Focus Goal: 1, 2, 5

Measures: AVID certification on Essentials 1-8

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.

High Point classes will be at 50% mastery for 1st quarter district benchmark, 60% mastery at semester benchmark, 70% mastery at 3rd quarter benchmark, and 80% mastery by second semester benchmark

Placement in higher level courses (AVID and CCLIC students)

People Assigned: Ruben Gil

Start Date: 8/22/2007

End Date: 6/15/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
English Language Acquisition Program (ELAP)	Personnel	\$16,500.00

SDAIE Algebra Class Size Reduction

Means of Achievement: Extended learning time

Tasks: SDAIE algebra class size reduction to 25:1
Board Focus Goal: 1, 2

Measures: One proficiency level in math

60% of students in each class will demonstrate mastery of content as measured by the quarterly benchmark assessments

Academic GPA of 2.0 in math

People Assigned: Christine McLain

Start Date: 8/22/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$16,000.00

Single Plan For Student Achievement

Support staff for extended learning periods

Means of Achievement: Alignment of instruction with content standards

Tasks: Bilingual Clerical support for English Learners in Mandatory Zero/Seven Period Tutorials and English Learner Literacy Support classes. Monitor attendance, truancy, and bookkeeping/payroll for hourly program. Collection of data to measure effectiveness of program on EL students. Responsible for English Learner parent contact for attendance issues. Provides translation for parent/teacher meetings, or SST meetings for EL students. Member of Language Acquisition Team.

Board Focus Goal: 1, 2

Measures: 95% attendance rate in tutorials

Attendance report assessed quarterly

Monitoring process will include the following steps.

Warning, call home, conference with principal, assigned detention, assigned Saturday School, alternative placement.

Performance report assessed quarterly

This includes % of students who exit program, % students who need program decreases, decrease in number of student who need intensive intervention class.

People Assigned: Laura Garcia

Start Date: 8/22/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
English Language Acquisition Program (ELAP)	Personnel	\$28,000.00

High Point Basics Class Size

Means of Achievement: Alignment of instruction with content standards

Tasks: Class size reduction in High Point Basics classes.

Measures: Increase one High Point level

People Assigned: Juliet Clark Ruiz

Start Date: 8/22/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$16,000.00

Single Plan For Student Achievement

English Learner Literacy Support Classes

Means of Achievement: Extended learning time

Tasks: 7th and 8th grade literacy support class for English Learners who are in college prep classes, but who are below proficient.

Measures: Students will show performance band gains on Holt quarterly benchmark assessment.

People Assigned: Vicky Derschied and Kathy Dubock.

Start Date: 8/22/2007

End Date: 6/15/2008

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

Core Diagnostic assessments

Means of Achievement: Increased educational opportunity

Tasks: All LEP students will be given the Core ELA diagnostic assessment prior to being placed in a given level of intervention for the year.

Measures: Holt Entry Level placement test

People Assigned: ELA department chair

Julie Bolton, Assistant Principal

Start Date: 8/31/2007

End Date: 9/5/2007

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

"What's Happening" Publication

Means of Achievement: Improvement of instructional strategies and materials

Tasks: One year subscription to "What's Happening" publication for ELD class.

Measures:

People Assigned: Juliet Clark Ruiz

Start Date: 8/28/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
English Language Acquisition Program (ELAP)	materials	\$108.00

Single Plan For Student Achievement

Rick Dufour VIP series in-service

Means of Achievement: Alignment of instruction with content standards

Tasks: Attendance at Rick Dufour VIP Series In-Service on Professional Learning Communities

Measures: All administrators and department chairs in core areas trained in Rick Dufour PLC concepts.

People Assigned: Fred Madrigal and Kirsten Escobedo

Start Date: 1/15/2008

End Date: 1/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	Registration	\$200.00

Language Acquisition Team

Means of Achievement: Monitoring program implementation and results

Tasks: The Language Acquisition Team will meet quarterly to monitor the progress of all English Learners and students recently reclassified. This team will fulfill the legal requirements that all EL students and recently reclassified students are being monitored and provided with access to the Core curriculum and interventions, if necessary.

Measures: Quarterly analysis of grades, CELDT scores, CST results, and attendance.

Reclassification criteria: GPA above 2.0 in Core subjects with no D's or F's, CST scale score of 365 or higher in ELA, and 4 or 5 in all sections of CELDT test.

People Assigned: Julie Bolton, Laura Garcia, Ruben Gil, Kirsten Escobedo, Elise Simmons, Janet Allen.

Start Date: 9/1/2007

End Date: 6/15/2008

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

Single Plan For Student Achievement

Goal: Proficiency in Math

Goal Statement

Students will achieve performance gains on State standardized test, classes will demonstrate steady improvement of mastery as measured by quarterly benchmarks, and maintain a 2.0 GPA in math.

Student Group

All Students

Performance Gains

One proficiency level in math

60% of students in each class will demonstrate mastery of content as measured by the quarterly benchmark assessments

Academic GPA of 2.0 in math

Means Evaluating

Standardized test scores

Quarterly benchmarks/Edusoft

Progress and grade reports

Group Data

Student standardized test data

Quarterly benchmark data from edusoft

Quarterly grade reports

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

AVID Summer Institute

Means of Achievement: Alignment of instruction with content standards

Tasks: Attend the AVID Summer Institute in summer 2007. This will allow us to continue our 3-year site plan for implementation of AVID school-wide. Emphasis on Avidizing Individual Instruction classes, adding AVID elective class, and scheduling AVID students with AVID trained teachers.

Board Focus Goal: 1, 2, 3, 5

Measures: AVID certification at level II, Essentials 1-8

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.

People Assigned: Ruben Gil, Fred Madrigal, Elise Simmons

Start Date: 7/6/2007

End Date: 6/15/2008

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

Single Plan For Student Achievement

Summer AVID Leadership Academy

Means of Achievement: Increased educational opportunity

Tasks: Continue summer math and ELA Leadership Academy focused on preparing students with skills needed to be successful in Junior High, High School and beyond. build leadership skills, discuss college options, build math and ELA skills, relevant curriculum, parent education component. For incoming 7th grade students.

Measures: AVID certification levels II, essentials 1-4

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.

People Assigned: Ruben Gil, John Becchio, Pete Relis, Kareem Battle, Alma Flores, Elise Simmons

Start Date: 1/3/2008

End Date: 7/29/2008

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

Pre Algebra & Algebra Support Classes

Means of Achievement: Extended learning time

Tasks: Placement of students in a second period of math. This class provides support for below proficient students in pre-algebra and algebra classes.

Board Focus Goal: 1

Measures: One proficiency level in math

60% of students in each class will demonstrate mastery of content as measured by the quarterly benchmark assessments

Academic GPA of 2.0 in math

People Assigned: Nellie Hill, math teacher.
Christine McLain, math teacher.

Start Date: 8/28/2006

End Date: 6/15/2007

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Personnel	\$16,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$16,000.00
Title III, Language Instruction for Limited English Proficient Students	Personnel	\$16,000.00

AVID Summer Institute 2008

Means of Achievement: Staff development and professional collaboration

Tasks: Attendance at 2008 AVID Summer Institute to continue with our three year plan for school-wide AVID implementation.

Measures: AVID certification levels 1 and 2

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.

People Assigned: Elise Simmons

Start Date: 5/15/2008

End Date: 7/16/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Professional Development	\$5,000.00
Title II, Part A, Teacher & Principal Training & Recruiting	Professional Development	\$5,000.00

Single Plan For Student Achievement

Core diagnostic assessment

Means of Achievement: Alignment of instruction with content standards

Tasks: All student will be given a standards-based baseline assessment to ensure proper placement and to better align instruction with needs of students.

Measures: Counselors move students who are improperly placed
Pacing calendar developed based on item analysis data and needs of students.

People Assigned: Brianna Laks
John Becchio, Principal

Start Date: 8/28/2007

End Date: 9/5/2007

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

Student Agendas

Means of Achievement: Monitoring program implementation and results

Tasks: Schoolwide focus on mandatory use of student agendas. This will be monitored consistently by all staff members. We will expect all students to use this tool to improve academic success.

Measures: Student use of agendas will be monitored in reading break as well as in all other classes.
Admin and counselors will periodically monitor students use of agendas.
consequences include warning, call home, detention, parent conference, Friday detention, Sat School.

People Assigned: All Staff.

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: Student w/Spec. Needs

Goal Statement

Students with special needs will perform at 15% proficient on CST math and ELA for school year 07/08.

Individual instruction classes will use AVID tutorial approach. Instructional Aides will be trained as AVID tutors.

Student Group

Special Education Students

Performance Gains

increase by 10% proficient on ELA CST

Increase by 10% proficient on math CST

Means Evaluating

08/09 CST data for math and ELA

Group Data

Progress and grade reports

Standardized test scores and reports

Description of Specific Actions to Improve Educational Practice

AVID Summer Institute

Means of Achievement: Staff development and professional collaboration

Tasks: Money for staff members to attend the AVID Summer Institute in summer 2007. Implementation of AVID strategies in Individual Instruction classes

Board Focus Goal: 1, 2, 3, 5

Measures: "Avidized" II classes-- monitored by AVID evaluation instrument to determine level of implementation

People Assigned: Kirsten Escobedo

Start Date: 7/6/2007

End Date: 7/10/2008

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

Spec. Ed. Program Specialist

Single Plan For Student Achievement

Means of Achievement: Monitoring program implementation and results

Single Plan For Student Achievement

Tasks: Special Education Program Specialist-

- Improve integration and collaboration between general ed and special ed. teachers.
- Facilitates the implementation of research-based instructional strategies in special education classes.
- coordinates the restructuring of Individual Instruction classes using AVID model.
- Coaches, mentors, and trains the Instructional Assistants in AVID strategies
- Monitors compliance and implementation of all IEPs behavior support plans.
- Takes non-teaching duties off Special Ed teachers so they can be with students.
- Trains and provides ongoing support for Special Education teachers and aides.
- Coaches, mentors and trains special education teachers and aides.
- Coaches and mentors general ed. teachers in implementation of IEP's.
- Develop and research best practices for Special Education program.
- SST team member.
- Scheduling students.
- Scheduling instructional assistants.
- Special education academic testing for initial referrals and triennial IEP's.
- Working with feeder schools (in and out) for proper placements.
- Collaborate with school psychologist and administration on manifestation determinations.
- Oversee duties of special ed clerk.
- Under the supervision of the principal, serves as Administrative Designee at IEPs

Board Focus Goals: 1, 3, 5

Measures: Increase proficiency in ELA and Math

- IEP timeline compliance as measure by CASEMIS.
- Decrease number of students referred and assessed for special education who are found to be ineligible.
- Special Ed. teacher survey will measure integration and collaboration.
- General Ed. teacher survey will measure integration and collaboration.

People Assigned: Kirsten Escobedo

Start Date: 8/22/2006

End Date: 6/15/2007

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Personnel	\$50,252.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$33,748.00

Special Ed. Clerical Support

Means of Achievement: Auxiliary services for students and parents

Tasks:

- Maintains master calendar of IEP dates.
- Responds to parents' request for IEP meeting or IEP paperwork.
- Prepares signed IEP's to be sent home.
- Ensures compliance with IEP timelines.
- Translation of documents and IEP meetings.
- Bilingual phone calls to schedule meetings.
- Assist with Spanish speaking parent contacts for teachers.
- Communicates with regular ed. teachers regarding special ed. students IEP meetings.
- Collects teacher input for IEP's.

Board Focus Goal: 3, 5

Measures: CASEMIS- IEP timeline compliance software

People Assigned: Maria

Start Date: 8/22/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Personnel	\$16,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Personnel	\$16,000.00

AVID trained Instructional Aides

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Instructional Aides will be trained in AVID methodologies to be used in Individual Instructions classes

Measures: Monitored by the AVID evaluation instrument to determine level of implementation

Observations of Individual Instruction classes

People Assigned: Kirsten Escobedo, Paul Rooney, Linnea Murphy, Terry Smith, Mireya Escartin, German Sepulveda, Olivia Perdices

Start Date: 9/15/2007

End Date: 6/15/2008

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

Single Plan For Student Achievement

Goal:Teacher Quality

Goal Statement

Provide our highly qualified teachers with training and support, materials and technology, and collaborative time in order to fulfill their responsibilities within their professional learning community teams.

Student Group

All faculty will participate in professional learning community teams

Students will be affected by a more focused approach to teaching and learning

Performance Gains

Schoolwide proficiency rates in all subjects will increase

Gains expected on quarterly subject matter benchmarks

Means Evaluating

CST proficiency rates across subgroups

Quarterly benchmark data in the core subjects

Group Data

CST proficiency rates across subgroups

Quarterly benchmark data in the core subjects

Description of Specific Actions to Improve Educational Practice

Model Schools Conference

Means of Achievement: Monitoring program implementation and results

Tasks: Model Schools Conference dealing with Rigor/Relevance Framework by Bill Daggott.
Concepts to be brought back to implement in PLC work for 07/08.

Measures: Feedback from formal and informal observations will include Rigor and Relevance Framework.
Rigor/Relevance Framework presented to staff during in service days.

People Assigned: John Becchio, Elise Simmons

Start Date: 6/29/2007

End Date: 7/3/2007

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

Single Plan For Student Achievement

Rick Dufour Conference

Means of Achievement: Staff development and professional collaboration

Tasks: Rick Dufour conference on Professional Learning Communities and effective collaboration techniques for teachers.

Measures: implementation of PLC teams and program development
Collecting of norms, Smart Goals, meeting agendas and artifacts from PLCs

People Assigned: John Becchio and other staff members

Start Date: 10/5/2007

End Date: 10/8/2007

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

Austin Buffim conference

Means of Achievement: Staff development and professional collaboration

Tasks: Workshop on Professional Learning Communities and effective strategies for sustaining the PLC model.

Measures: Attendance at workshop and present information to department chairs.

People Assigned: Kirsten Escobedo, Elise Simmons, Fred Madrigal, Julie Bolton

Start Date: 9/15/2007

End Date: 9/16/2007

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

AB 466 Holt ELA Textbook Training

Means of Achievement: Alignment of instruction with content standards

Tasks: All English department teachers attend SB 472 (AB466) Holt ELA Textbook Training. All teachers in English department will be trained in the adopted textbook.

Measures: Highly trained teachers in the adopted textbook for English department.
Improvement in utilizing adopted textbook as measured by walkthroughs

People Assigned: Vicky Dershcheid, Davie Bregante, Eileen Goerke, Steve Shelton, Sandy Robertson

Start Date: 8/13/2007

End Date: 8/17/2007

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

Single Plan For Student Achievement

Rigor/Relevance Framework Training

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Staff receives training on the Rigor/Relevance Framework in order to use this tool schoolwide to raise the level of rigor.

Measures: Admin. will monitor its use through formal observation conferences, walkthrough observations, participation in PLCs, and PLC agendas, notes and artifacts.

People Assigned: John Becchio, Fred Madrigal, Julie Bolton

Start Date: 8/23/2007

End Date: 6/15/2008

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

Learning by Doing book order

Means of Achievement: Staff development and professional collaboration

Tasks: Purchase one copy for the each department of the book "Learning by Doing". This is a guide to developing and running highly effective PLC teams.

Measures:

People Assigned: All department chairpersons

Start Date: 8/31/2007

End Date: 6/15/2008

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

Single Plan For Student Achievement

Goal: Proficiency in ELA

Goal Statement

Students will achieve performance gains on State standardized test, classes will demonstrate steady improvement of mastery as measured by quarterly benchmarks, and maintain a 2.0 GPA in English class.

Student Group

All Students

Performance Gains

One proficiency level in English CST

60% of students in each class will demonstrate mastery of content as measured by the quarterly benchmark assessments

Academic GPA of 2.0 in English

Means Evaluating

Standardized test scores

Quarterly benchmarks/Edusoft

Progress and grade reports

Group Data

Student standardized test data

Quarterly benchmark data from edusoft

Quarterly grade reports

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

AVID Summer Institute

Means of Achievement: Staff development and professional collaboration

Tasks: Money for staff members to attend the AVID Summer Institute in summer 2007. This will allow us to continue our 3-year site plan for implementation of AVID school-wide. Emphasis on Avidizing Individual Instruction classes.

Board Focus Goal: 1, 2, 3, 5

Measures: AVID certification at level II, Essentials 1-8

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.

People Assigned: Fred Madrigal & Ruben Gil

Start Date: 7/6/2006

End Date: 7/10/2007

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

Single Plan For Student Achievement

Support staff for extended learning periods

Means of Achievement: Monitoring program implementation and results

Tasks: Bilingual Clerical support for Mandatory Zero/Seven Period Tutorials. Monitor attendance, truancy, and bookkeeping/payroll for hourly program. Collection of data to measure effectiveness of program. Responsible for parent contact for attendance issues.

Board Focus Goal: 1, 2

Measures: 95% attendance rate in tutorials

Attendance report assessed quarterly

Monitoring process will include the following steps.

Warning, call home, conference with principal, assigned detention, assigned Saturday School, alternative placement.

Performance report assessed quarterly

This includes % of students who exit program, % students who need program decreases, decrease in number of student who need intensive intervention class.

People Assigned: Laura Garcia

(EIA)

Start Date: 9/1/2007

End Date: 6/15/2008

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

Literacy Support Classes

Means of Achievement: Extended learning time

Tasks: 7th and 8th grade literacy support class for English Only students who are in college prep classes, but who are below proficient.

Measures: One proficiency level in English

60% of students in each class will demonstrate mastery of content as measured by the quarterly benchmark assessments

Academic GPA of 2.0 in English

People Assigned: Eileen Goerke, Steve Shelton, Vicky Derscheid, Kathy Dubock

Start Date: 8/22/2007

End Date: 6/15/2008

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

Single Plan For Student Achievement

AB 466 Holt ELA Textbook Training

Means of Achievement: Improvement of instructional strategies and materials

Tasks: All English department teachers attend SB 472 (AB466) Holt ELA Textbook Training. All teachers in English department will be trained in the adopted textbook.

Measures: Highly trained teachers in the adopted textbook for English department.
Improvement in utilizing adopted textbook as measured by walkthroughs

People Assigned: Vicky Dershchied, Davie Bregante, Eileen Goerke, Steve Shelton, Sandy Robertson

Start Date: 8/13/2007

End Date: 8/17/2007

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

Core diagnostic assessment

Means of Achievement: Alignment of instruction with content standards

Tasks: All students will take the Holt diagnostic assessment to ensure proper placement in classes and to better align instruction with the needs of students.

Measures: Holt entry level assessment
Students placed appropriately based on results
curriculum developed based on item analysis

People Assigned: Vicky Derschied and Davie Bregante, department chairs

Fred Madrigal, Assistant Principal

Start Date: 8/28/2007

End Date: 9/5/2007

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

Single Plan For Student Achievement

Student Agendas

Means of Achievement: Monitoring program implementation and results

Tasks: Schoolwide focus on mandatory use of student agendas. This will be monitored consistently by all staff members. We will expect all students to use this tool to improve academic success.

Measures: Student use of agendas will be monitored in reading break as well as in all other classes.

Admin and counselors will periodically monitor students use of agendas.

Consequences include warning, call home, detention, parent conference, Friday detention, Sat School.

People Assigned: All Staff.

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: School Climate & Safety

Goal Statement

All students will be educated in a school community environment that is safe, drug-free, and conducive to learning. The school climate should positively affect the way parents, students and staff feel about SBJHS. Each of these stakeholders should feel like part of the school community. This goal specifically focuses on connecting students to individuals at school who can best help them assimilate to academic life and improve achievement.

Student Group

All Students

Leadership Class Students

Safe School Ambassadors

Aha Program students

AVID Students

RY Classes

Cesar Chavez Leadership Institute Club

Performance Gains

Baseline monthly data for number of referrals for class disturbance will be established. goal this year is for these referrals to not increase from month to month.

50% reduction in number of suspensions for disrupting/Defy valid use of authority (48900(k)), and physical injury/fighting (48900(a)).

Means Evaluating

Parent, student, and staff annual surveys

Monthly Data analysis of discipline referrals

Monthly data on suspensions

Group Data

Parent, student, and staff annual surveys

Monthly Data analysis of discipline referrals

Monthly data on suspensions

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Assembly Program

Means of Achievement: Auxiliary services for students and parents

Tasks: Motivational assemblies focusing on diversity, decision making, peer pressure, importance of education, and the arts.

Measures: Immediate feedback from staff and students
Annual student survey

People Assigned: Julie Bolton, Fred Madrigal & Rick Villa

Start Date: 9/10/2007

End Date: 6/15/2008

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

Camfel Films

Means of Achievement: Increased educational opportunity

Tasks: Three screen assembly focus on motivation, respect and responsibility.

Measures:

People Assigned: Julie Bolton, Rick Villa

Start Date: 9/12/2006

End Date: 9/12/2006

Funding Source	Related Expenditure	Estimated Cost(s)
SIP/Library	Assembly	\$700.00

Condor Press Printing

Means of Achievement: Auxiliary services for students and parents

Tasks: Printing of the Condor Press school newspaper

Measures:

People Assigned: Steve Shelton and journalism class

Start Date: 8/22/2006

End Date: 6/15/2007

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

Single Plan For Student Achievement

Safe School Ambassadors

Means of Achievement: Monitoring program implementation and results

Tasks: Program through Safe School Ambassadors. Program to promote school leaders, campus safety, cultural awareness, and social responsibility.

Measures: School-wide incidents of suspension for 48900(k)-disrupt school activities and defy valid authority- will decrease by 50%.

Discipline data monitored by monthly data reports

Monthly mentor meetings to hear feedback from 7th grade students and Safe School Ambassadors will report out to teacher team

Regular monthly meetings with Safe School Ambassadors to hear their feedback about school climate issues

People Assigned: Fred Madrigal, Ginger Gelhaus, and Todd Fredeen, John Becchio, Lynn Rutherford, Ruben Gil

Start Date: 9/15/2007

End Date: 6/15/2008

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

SIP/Library Set-Aside

Means of Achievement: Improvement of instructional strategies and materials

Tasks: \$12 per pupil set-aside for Library

Measures:

People Assigned: Linelle Glass

Start Date: 9/1/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
SIP/Library	Instructional Materials	\$9,000.00

Alternative PE class

Means of Achievement: Auxiliary services for students and parents

Tasks: Alternative PE class that will fit the fitness needs of students who are reluctant to participate in the traditional PE program activities.

Measures: Satisfaction Survey administered to students to evaluate effectiveness of class

People Assigned: Katrina Haynes

Start Date: 8/27/2007

End Date: 6/15/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
SIP/Library	Personnel	\$16,000.00

Intervention Center Coordinator

Means of Achievement: Increased educational opportunity

Tasks: Monitors center for students on in house suspension to make sure that students are supplied with work from their regular classroom teachers.
 Regulates our truancy/tardy policy for first time offenders.
 Serves as Opportunity Center for students so they can remain in school despite behavior that violates Ed Code.

Measures:

People Assigned: Alpha Ramirez
Start Date: 8/27/2006
End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
State Lottery	Personnel	\$15,000.00
Pupil Retention Block Grant	Personnel	\$16,000.00

PE supervision Aide

Means of Achievement: Auxiliary services for students and parents

Tasks: Campus supervisor for PE area. This person will monitor students while in the PE area.

Measures: Reduce referrals from PE.
 Decrease suspension for 48900(k) by 50%. discipline data to be monitored monthly.

People Assigned: Raul Delgadillo
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

Quarterly U-N-F list

Means of Achievement: Auxiliary services for students and parents

Tasks: Quarterly U-N-F list will be generated and conference will be held with students who appear on this list. Appropriate interventions will be discussed.

Measures: Using first quarter as a baseline, there will be a reduction in U's, N's, and F's each quarter throughout the school year.

Monthly discipline data will be examined and teacher referrals for class disturbance will be tracked. Expected reduction in class disturbance referrals.

People Assigned: Office staff, counselors, and Admin.

Start Date: 8/27/2007

End Date: 6/15/2008

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

Quarterly Achievement Recognition

Means of Achievement: Auxiliary services for students and parents

Tasks: Generate quarterly achievement list in order to reward students high performance. Rewards will include extended lunch, Principal's BBQ, rewards assembly, etc...

Measures: Each quarter increase the number of students on achievement list.

People Assigned: Office Staff, counselors, and administration.

Start Date: 8/27/2007

End Date: 6/15/2008

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

Lunchtime Activities

Means of Achievement: Auxiliary services for students and parents

Tasks: Institute a noon time sports league. Students sign up with friends as a team to participate in different sports league tournaments throughout the year.

Monthly events organize by School Climate Council (club made up of students and teacher).

Measures: Increase number of activities during lunch.

People Assigned: Leo Borden

Start Date: 8/27/2007

End Date: 6/15/2008

Single Plan For Student Achievement

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

Mentor Support Class

Means of Achievement: Extended learning time

Tasks: Class for students who are identified as at risk behaviorly and academically. These students have multiple F's and N's and U's for citizenship and work habit marks. Teacher will become a case manager for these students. This class will be an extra class outside the school day, partly to be used for academic support and partly to be used for behavioral support.

Measures: These students at semester will have no "Fs" and no "U's" on their grade report. This will be monitored by the mentor teacher.

People Assigned: Aaron Harkey

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

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.	\$20,149

SIP/Library

Program/Initiative Purpose	Amount
SIP/Library as part of AB825 Block Grant	\$38,721

Pupil Retention Block Grant

Program/Initiative Purpose	Amount
Pupil Retention Block Grant as part of AB825	\$16,000

Art & Music Block

Program/Initiative Purpose	Amount
	\$13,703

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.	\$87,062

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.	\$7,739

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

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$101,823

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.	\$17,574

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Courtney Smith	Certificated/Teacher	csmith@sbsdk12.org	9/26/2007
Ivette Gil	Student	7	9/26/2007
Jane Reisman	Parent	8	9/26/2007
John Becchio	Certificated/Principal	jbecchio@sbsdk12.org	9/26/2007
Katrina Haynes	Certificated/Chairperson	khaynes@sbsdk12.org	9/26/2007
Linea Murphy	Classified	lmurphy@sbsdk12.org	9/26/2007
Marilyn Garza	Certificated/Teacher	mgarza@sbsdk12.org	9/26/2007
Marisa Parker	Certificated/Teacher	mparker@sbsdk12.org	9/26/2007
Maureen Speer	Parent	7	9/26/2007
Nellie Hill	Certificated/Teacher	nhill@sbsdk12.org	9/26/2007
Vincent Castillo	Parent	8056366998	9/26/2007

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:

- | | Approval
Date |
|---|--------------------------|
| 1. School Site Council Members | |
| 2. Plan Review Due Date: | 9/26/2007 |
| 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

School Site Council

Spec. Ed. Department Team

PTSA

SBJHS Leadership Team

Cesar Chavez Leadership Institute

Santa Barbara County Ed. Office | |
| 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: | 9/26/2007 |
| 9. Public Notice Due Date: | |
| 10. District Governing Board Review Due Date: | 11/16/2007 |
| 11. School Site Plan Approved: | |
| 12. Attested by School Principal: | |
| 13. Attested by School Site Council Chairperson: | |

Single Plan For Student Achievement

Attested:

John A. Becchio		
Typed Name of School Principal	Signature of School Principal	Date
Katrina Haynes		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date