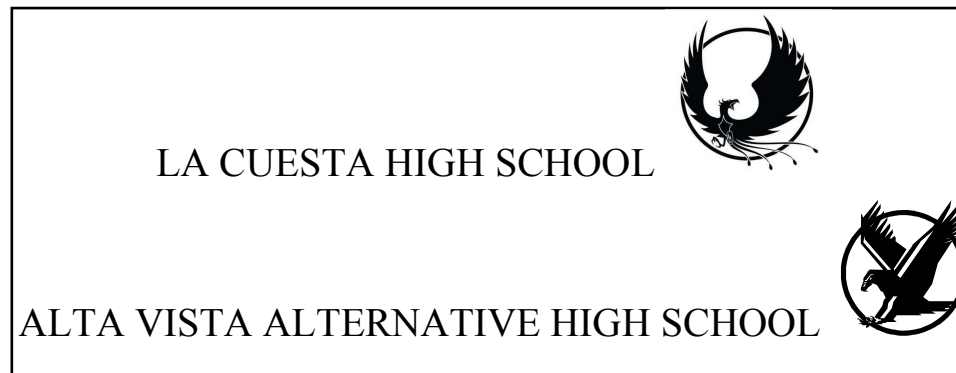


# Single Plan for Student Achievement 2012-13

---



The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Kathleen L. Abney**  
**710 Santa Barbara Street**  
**Santa Barbara, Ca. 93101**  
**805-966-0883 x 112**  
**kabney@sbsdk12.org**

CDS Codes: 42-76786-4232690  
42-76786-0120402  
Plan Period: 8/20/2012-6/30/2013  
Date of this revision: 1/14/2013

Mission Statement(s)	Analyze Student Data	Conclusions from Parent, Teacher, Students
	Summary of Data:	Conclusions Data Performance:

<p>The mission of La Cuesta High School is to provide each student with a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The La Cuesta team joins the parents and community to support students in developing skills to become resilient, self-sufficient adults who will succeed and contribute responsibly in a global community.</p> <p>La Cuesta High School provides a structured academic program that enables students to obtain a high school diploma or pass the California High School Proficiency Exam (CHSPE). In order to accomplish this, the school focuses on individual needs, provides a standards-based curriculum with a college focus, and the building of self-esteem and positive self-concept. La Cuesta students are encouraged to improve their attendance, stretch their academic limits, and develop a positive attitude about school.</p> <p>La Cuesta High School is structured to provide all students with the opportunity to:</p> <ul style="list-style-type: none"> <li>• Achieve academic excellence with a focus on an academic foundation that prepares students for college and career.</li> <li>• Understand and respect individual and cultural diversity.</li> <li>• Balance individual interests and civic responsibilities.</li> <li>• Participate effectively in our democratic society.</li> <li>• Participate in an increasingly technological society.</li> <li>• Develop strong moral and ethical values.</li> <li>• Develop and maintain confidence and a sense of self-worth.</li> <li>• Take responsibility for their own learning and development, and become life-long learners.</li> </ul> <p>Alta Vista Alternative High School, encompassing all of the small learning communities providing instruction through independent study, has vision and mission statements that address this unique learning community:</p> <ul style="list-style-type: none"> <li>• <i>Vision:</i> Individualized education that empowers students to become lifelong learners who fully realize their potential and discover meaning, purpose, and fulfillment in life.</li> <li>• <i>Mission:</i> To facilitate a student's educational needs, and to guide them towards their goals.</li> </ul>	<div> <div> <div>—</div> <div>Alta Vista API 2011-2012 654 (-17)</div> </div> <div> <div>—</div> <div>La Cuesta API 2011-2012 503 (+41)</div> </div> <div> <div>—</div> <div>CELDT</div> </div> <div> <div>—</div> <div>Alta Vista 2010-2011 –Reclassified 7 Students</div> </div> <div> <div>—</div> <div>Alta Vista 2011-2012-- Reclassified 2 Students</div> </div> <div> <div>—</div> <div>La Cuesta 2010-2011 –Reclassified 15 Students</div> </div> <div> <div>—</div> <div>La Cuesta 2011-2012—Reclassified 24 Students</div> </div> <div> <div>—</div> <div>CAHSEE Passage Rate</div> </div> <div> <div>—</div> <div>Alta Vista ELA 2010-11 87%; 2011-2012 88%</div> </div> <div> <div>—</div> <div>Alta Vista Math 2010-2011 70%; 2011-2012 69%</div> </div> <div> <div>—</div> <div>La Cuesta ELA 2010-11 47%; 2011-2012 52%</div> </div> <div> <div>—</div> <div>La Cuesta Math 2010-2011 43%; 2011-2012 61%</div> </div> <div> <div>—</div> <div>Attendance</div> </div> <div> <div>—</div> <div>Alta Vista 2010-11 81/9%; 2011-2012 87.21%</div> </div> <div> <div>—</div> <div>La Cuesta 2010-2011 88%; 2011-2012 93.55%</div> </div> <div> <div>—</div> <div>Decreased Suspension Rate</div> </div> <div> <div>—</div> <div>2011-2012—Data Quest lists Alta Vista suspensions at 3%; data for prior year unavailable in system but we rarely suspend AV students due to the nature of independent study</div> </div> <div> <div>—</div> <div>2011-2012—Data Quest lists La Cuesta suspensions at 15%; data for prior year unavailable in system but the rare suspensions for La Cuesta students are generally in-house whenever possible</div> </div> <div> <div>—</div> <div>Graduation rate</div> </div> <div> <div>—</div> <div>Alta Vista 2011-2012 graduated 49/55 Seniors who enrolled in August 2011; the other 14 students returned to their home high schools and graduated</div> </div> <div> <div>—</div> <div>La Cuesta 2011-2012 graduated 38/59 Seniors who enrolled in August 2011; 12 Seniors returned to their home high schools and graduated; ; 1 completed all graduation credits but did not pass the CAHSEE; 8 returned to La Cuesta this school year; 1 of the 8 has subsequently enrolled at Adult Ed</div> </div> </div> <div>Areas met:</div>	<p>Our students continue to struggle academically for a number of reasons, the primary one being that they are reading below grade level. In order for them to be successful academically, they must learn to read more proficiently.</p> <p>Small classes give La Cuesta teachers the opportunity to focus more closely on the individual needs of students; we also offer intervention classes to double up in both math and English (for those students needing assistance in passing the CAHSEE) while encouraging students to earn the credits they need to graduate on time and plan for college/career.</p> <p>Alta Vista teachers meet one-on-one with their students, using critical questioning to determine student mastery of the materials. Study hall is mandatory and used to support student learning.</p> <p>Positive school culture and school safety issues were addressed by Site Council and there is an expressed desire to continue a focus on these areas, as well. These areas of focus include drug and alcohol education, funding Community as Classroom trips to colleges, museums and other sites of interest, creating a leadership class and having a teacher oversee it as advisor, and encouraging students to become more aware of and take pride in their campus.</p> <div>Conclusion areas met:</div>
--	--	---

	<p>We are proud of the following:  Increased passage rate on the CAHSEE, increased number of graduates, increased attendance for those students who struggled with truancy at the traditional high schools, decreased numbers of suspensions, initial WASC accreditation for La Cuesta, candidacy WASC accreditation for Alta Vista.</p>	<p>Being located on a more centralized campus with a master schedule and the opportunity to tailor schedules to meet the specific needs of students (using the academic talents of teachers) has created an overall improved academic and cultural shift that is positive and productive.</p>
	<p><b>Areas not met:</b></p> <p>We need to implement more effective interventions for students not passing the CAHSEE, and provide incentives for students who are not inclined to attend. Regular attendance breeds success and continues to be a challenge for some students. After transferring from a traditional campus to La Cuesta or Alta Vista, a majority of students see a decline in CST results in math and ELA. It is unclear whether this can be attributed to apathy on the part of student test-takers, ineffective instruction, or most likely, a combination of the two. While La Cuesta met its annual growth targets, Alta Vista did not.</p>	<p><b>Conclusion areas not met:</b></p> <p>Time on task is important for students who struggle in the areas of English language arts and math. If we cannot get them to school, it is difficult to assist them with the areas they need the most help in.</p>

## Analyze Educational Practices

Required Area	Description	Conclusion
<b>Alignment of Curriculum, instruction and materials to content and performance standards</b>	Teachers continue to ensure that all classroom instruction and materials are aligned with the adopted curriculum; standards-based models of instruction are seen in all of the La Cuesta classrooms. Students at Alta Vista also receive standards aligned curriculum and instruction. During the 2012-13 school year La Cuesta and Alta Vista will work on implementation of the Common Core Standards as part of the district-wide transition plan.	Students at La Cuesta and Alta Vista receive the same standards-based instruction as their peers on the traditional high school campus, as evidenced by student performance and on-site curriculum binders. Teachers continue to meet regularly in WASC work groups, with a focus on curriculum, instruction and data analysis. La Cuesta is working on a timeline and ongoing strategies for a 2013-2014 WASC visit while Alta Vista is finishing up for a full self-study in anticipation of a Spring WASC visit.
<b>Availability of standards-based instructional materials appropriate to all student groups</b>	The district has been supportive of the efforts to purchase texts for the continuation schools. Standards-based materials are available in all subject areas, purchased with the new adoption each year. Our students and teachers have access to the most current adoptions in the following core subject areas: English, Mathematics, Social Studies, Science and Health. As part of the implementation of the Common Core State Standards, faculty and administration will work to identify materials needed in order to teach these standards.	Students have access to all district-adopted text books; these are used in the classrooms at La Cuesta and by the students at Alta Vista. La Cuesta and Alta Vista meet all of the requirements of the Williams Act.
<b>Alignment of staff development to standards, assessed student performance and professional needs</b>	La Cuesta and Alta Vista staffs have determined that professional development should receive a high priority. Beginning with the 2012-13 school year all professional development will focus on three areas: Transition to the Common Core State Standards, Effective Use of Technology in the classroom, and Cultural Proficiency. We continue to look for opportunities to involve teachers in staff development opportunities that will bring the richest reward back to students. La Cuesta and Alta Vista have five teachers and one administrator serving on the Expert Facilitator team as part of the district's plan for transition to the Common Core State Standards. A total of 14 staff members have received AVID training over four summers, while six current staff members have participated in the Institute for Educational Equity. Professional Learning Communities (PLCs) will continue to work on answering the questions 1) What do students need to learn; 2) How will we know when each student has learned it; 3) How will we respond when a student experiences difficulty in learning? Ongoing staff development is also focused through the WASC accreditation process; the WASC critical areas for follow-up will also influence our Professional Development for the next five years in as much as they directly relate to the district's Strategic Plan.	During the 2012-13 school year professional development will be focused on implementation of the Common Core. Specifically, there will be a focus on literacy development in all content areas. Teachers will also receive ongoing professional development in the area of technology as conducted by a district technology integrator and site technology coaches. Teachers will also take advantage of opportunities to enhance their understanding of students' varied cultural backgrounds. Professional Learning Communities will meet regularly to addresses the three key questions related to instruction and learning.

<p><b>Services provided by the regular program to enable under performing students to meet standards</b></p>	<p>The majority of the students enrolled at La Cuesta and Alta Vista are considered to be underperforming students, although a significant number of the Alta Vista students are on track and high achievers. Our strategies include small classes, small group instruction, pre and post testing in reading and math, remediation in reading and math, and individualized instruction. Student test history and transcripts are assessed prior to enrollment. Beginning January 2013 all students will have their reading lexile and math readiness measured upon formally enrolling, thus allowing counselors and administrators to make informed decisions about placement. Students' credit progress and transcripts are evaluated at the end of each six-week grading periods and at the semester.</p>	<p>Student success is seen through passage of the CAHSEE if a student has not passed one or both sections when enrolling at La Cuesta or Alta Vista; becoming current on credits, allowing for a student to be on track to graduate with his or her class; and earning enough credits to graduate (even if it means an additional semester or year).</p>
<p><b>Services provided by categorical funds to enable under performing students to meet standards</b></p>	<p>Categorical funds pay for enrichment materials that supplement those materials provided by general funds. The funds are also used to purchase software and computer technology (when and where appropriate) that enhances areas of weakness or builds on areas of strength. Computer programs are also used during credit recovery for students who need to earn credits in academic areas that are not being offered during the instructional day. Funds are also used for staff development in the form of workshops, conferences, and curriculum development. Community as Classroom trips to colleges, museums, cultural events and other school enrichment activities are also funded through categorical funds.</p>	<p>The broad outreach opportunities to colleges, museums and cultural events, in addition to the academic emphasis at La Cuesta and Alta Vista has allowed our students to grow as citizens and community members, as well as academicians.</p> <p>La Cuesta and Alta Vista graduated a total of 84 students for the 2011-2012 school year, with an additional 14 Middle College students receiving diplomas from their home high schools. Twelve La Cuesta students chose to return to their home high school during the second semester of their senior year, thus graduating from that school.</p>

## Analyze Educational Practices

Required Area	Description	Conclusion
Use of the state and local assessments to modify instruction and improve student achievement	<p>Results from the STAR, CAHSEE, CELDT, and site based assessments are evaluated by staff to determine class placement and level of work provided to students. Students reading below grade level are targeted for differentiated instruction within the classroom, while students with below grade level math skills have an opportunity to plug the holes with specific skills instruction. The district ELD standards require that all students considered English Learners receive 104 minutes a day of language specific instruction. All students are being moved toward having the skills necessary to pass the CAHSEE at the proficient level. Math and English intervention classes are offered for those juniors and seniors who have not as yet passed the exam.</p> <p>Beginning Spring 2013 La Cuesta will serve as one of the three SBUSD schools to pilot the Smarter Balanced Assessments of the Common Core State Standards.</p> <p>All EL students will be assessed using the Scholastic Reading Inventory (SRI) to determine reading lexile level; we are continuing to seek an appropriate math pre-test to determine placement. In addition, English Learners and students who have not passed the ELA portion of the CAHSEE will utilize “Expert Space” which provides them with the tools to develop 21<sup>st</sup> century information literacy skills.</p> <p>English Learners are evaluated several times during the school year—at the end of each semester and when CAHSEE or CELDT scores are received. Reclassification of English Learners follows the SBUSD model which includes a review of the student’s latest CELDT score, passage of CAHSEE ELA exam, teacher evaluation of student performance (grades of “C” or higher in all core courses), and parent opinion/consultation. During the initial evaluation period in August 2012, 23% of English Learners were reclassified at La Cuesta using this process.</p>	<p>Assessment of student performance is an ongoing and integral part of the learning process. Integrating assessment into learning ensures that students benefit from it. Specific skills, knowledge and competencies of the student performance criteria are developed, encouraged and expanded by the assessment process. Assessment will be based on learning outcomes that reflect the extent to which students master and apply knowledge, skills and competencies. An essential prerequisite of the performance-based assessment system is the development of standards of performance that will enable students to meet the school effectiveness criteria for employment and/or post secondary education. Standards of performance have been established in collaboration with parents, students and the community in keeping with the state and district level standards.</p> <p>Along with improving test results, we utilize samples of student work in a portfolio format and interactive notebooks (based on the AVID curricular model) to monitor student performance and achievement. The portfolios include samples of student work (selected by students and teachers); projects (individual and collaborative); verification of proficiency completion; School to Career information; work related projects; examples of work that utilizes various forms of technology and multi-media; and statements from teachers, counselors, and/or administrators regarding the students learning and level of responsibility. The interactive notebooks contain subject specific information with student work, notes, assessments and other evidence of student achievement.</p>
Number and percentage of teachers in academic areas experiencing low student performance	<p>Students who are referred to La Cuesta and Alta Vista come for a variety of reasons. However, the majority of them are credit deficient, many read below grade level, may have established patterns of truancy, and have not had a great deal of academic success during their school tenure. The staff at La Cuesta and Alta Vista continue to evaluate students as individuals and strive to meet the challenge of assisting each student to become a more successful and effective learner, challenging each student to raise their own personal academic expectations.</p>	<p>Students at La Cuesta and Alta Vista are challenged to become academic learners; using strategies like small group instruction, computer based one-on-one and small group work, and individualized instruction, the students who graduate from La Cuesta and Alta Vista have made academic gains based on where they started. CAHSEE passage, UC Eligibility for interested Alta Vista students, and graduation rates point to success for all students.</p>

<p><b>Family, school, district and community resources available to assist these students</b></p>	<p>At La Cuesta we offer small classes with instructional materials geared to student reading level. At both sites students are provided with academic support through remedial reading and math instruction when appropriate. Teachers are available, at student and parent request, for tutoring and other interventions, as needed.</p> <p>Students participate in a number of on-site and off-site community sponsored programs, including:</p> <ul style="list-style-type: none"> <li>• District Attorney Truancy Program</li> <li>• yStrive</li> <li>• AHA</li> <li>• Wilderness Youth Project</li> <li>• Key Class</li> <li>• Las Comadres</li> <li>• Note 4 Notes Beats Class</li> <li>• African Drumming with Panzumo Drumming</li> <li>• Museum of Art Collaborative</li> <li>• TAP (Transfer Achievement Program) through SBCC</li> <li>• Running Start Summer Program through SBCC</li> <li>• SPARK Summer Program for Parents through SBCC</li> <li>• Credit Recovery classes three days a week at La Cuesta</li> <li>• Work Experience Education classes once a week on campus</li> <li>• Partners in Education Internships</li> <li>• Get Focused, Stay Focused</li> </ul> <p>The academic program at La Cuesta uses the above strategies and programs to engage students in their schools and their community. All parents are encouraged to participate in school meetings, classroom conferences, and parent information evenings at La Cuesta and Alta Vista. We actively encourage their participation and involvement in our School Site Council, field trips, ELAC (English Language Acquisition Committee), and in the truancy process from the beginning stages through letters and conferences, when necessary.</p> <p>All returning La Cuesta and Alta Vista parents were asked to complete the WASC Parent Survey. This is a critical area of follow-up in the WASC accreditation process.</p>	<p>Outside resources not only enrich student lives but also give students an academic focus. Many students have discovered their passion for art, music or the outdoors through their experiences at La Cuesta and Alta Vista. Parent, student, staff and community involvement enrich student lives, leading to more graduates and fewer drop outs.</p>
---	---	--



<b>School, district and community barriers to improvements in student achievement</b>	<p>Students enrolling in alternative education programs often come with a variety of negative habits, including habitual truancy, which can be a challenge to overcome. Their challenges include:</p> <ul style="list-style-type: none"> <li>• truancy</li> <li>• challenging family situations</li> <li>• stated disdain or dislike for school</li> <li>• unaddressed academic challenges</li> <li>• substance abuse</li> <li>• open entry-open exit policy (very fluid nature of student population)</li> </ul>	<p>Although negative habits can impede a student's progress, we use a variety of resources to overcome these challenges. Teachers make phone calls or send postcards when students do something positive. Our Community Outreach Coordinator makes phone calls home when students have missed more than two days of school without notification. The newly resurrected District Attorney Truancy program is being utilized to address truancy. We also work closely with probation and the juvenile justice system to support our students. Every 6 weeks we have an awards ceremony, honoring students for perfect attendance, academic excellence, good citizenship and most improved. We also name two students of the month every month through a partnership with Santa Barbara Bank and Trust.</p>
<b>Limitations of the current program to enable under performing student to meet standards</b>	<p>The limitations are often the same as the barriers. Students enter La Cuesta and Alta Vista at various times during a semester or school year, often bringing a variety of counterproductive habits with them. Often, they have not had recent success in school and that is manifested in credit deficiencies. It is also often evident in the lack of academic skills that many of our students possess. Since we combined three satellite campuses into one downtown main campus (2008-2009 and 2009-2010), La Cuesta students have access to six regular education teachers and one special education teacher, making more course offerings available and opening up possibilities for offering multiple classes in academic areas where credit deficiency is high. In addition, with the creation of Alta Vista in 2009-2010, we have broadened the offerings available in independent study, and we are providing interested Alta Vista students with the opportunity to graduate with UC A-G eligibility.</p> <p>Under the "ESEA" mandates, the district has strongly supported La Cuesta and Alta Vista in the effort to have all teachers appropriately credentialed in the subjects they are assigned to teach. Effective with the 2006-2007 school year, all of our teachers are certified as highly qualified (as determined by NCLB) in the areas for which they have curricular responsibility. Having teachers who are highly qualified in their designated subject areas has allowed teachers to create and mold curriculum to most appropriately meet the needs of all students—at-risk, on-track, and accelerated. Our WASC focus was and will continue to be on curriculum and course design.</p>	<p>The data only confirms what we already knew. Our students continue to struggle academically for a number of reasons, the primary one being that they are reading below grade level. In order for them to be successful academically, they must learn to read more proficiently. To that end, as teachers implement the literacy focus of the Common Core, students will focus on reading informational texts as literacy instruction is emphasized across all content areas. Additionally, students will become skilled at writing from informational texts and will increase their use of academic vocabulary. During the Common Core implementation teachers will transition to use of aligned formative and summative assessments, including district quarterly benchmarks. Small classes give La Cuesta teachers the opportunity to focus more closely on the individual needs of students while encouraging students to earn the credits they need to graduate on time and consider the possibility of college. Alta Vista students have the opportunity to meet one-on-one with their teacher in addition to utilizing study hall for assistance each week.</p> <p>Although we have offered Parent Project classes in the past, the funds are not available this year to make that possible. Our parents have been invited to participate on the home high school campuses their students traditionally attended.</p>

## Content Action Plan

All La Cuesta and Alta Vista students will attain high standards by reaching a level of proficient or better on the CAHSEE in English Language Arts and Math by 2014. Students taking the CST in Math and English Language Arts will see an increase of one performance band. These same students will also qualify to be reclassified as Fully English Proficient, if they have been labeled at English Learners.

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding	Funding Source
Tier I	<b>Holt Literature and Language Arts</b>	Universal Access	Ongoing WASC and PLC topics	August 27, 2012- June 6, 2013	State and district adopted curriculum	Kathleen Abney, Principal and Frann Wageneck, Assistant Principal	Formative and Summative Assessments	Quarterly	CCSS Training for all teachers via district plan; PLCs; WASC; teachers previously trained in SB472 and math interventions; ERWC; Jonathan LeMaster Literacy Training in core subjects	PRBG	0812
	-Holt Integrated Reader	Proficiency	AVID		CST results		Every 6 weeks				
	Academic Vocabulary	Accurate Placement of Students					Annually				
	AVID strategies										
	Introduction of Common Core State Standards-Aligned Instruction										
	SRI Lexile Assessment	All students assessed upon enrollment									
	<b>Grade Level Mathematics</b>										
	-CPM Algebra										
	-CPM Geometry										
	-Accelerated Math										
Interactive notebooks											
Introduction of Common Core State Standards-Aligned Instruction											
Math Assessment		All students assessed upon enrollment									

<b>Tier II</b>	Intervention Class in English, Math  CAHSEE Writing Prompts  CAHSEE Review; Released Problems in Math	Small group instruction	-Evaluate transcripts -Determine students that need CAHSEE intervention -Schedule classes -Student schedules change every 6 weeks, based on need	-Summer  -Summer  -Every 6 weeks during school year -Same	Kate Kinsella	Kathleen Abney, Principal and Frann Wageneck, Assistant Principal	Formative Assessments  CAHSEE exam results	Every 6 weeks  Upon receipt		PRBG	0812
<b>Tier III</b>	Expert Space intervention  Resource teacher  Resource Support in Classroom  ELD Instruction	Smaller group instruction	-Evaluate transcripts -Determine students that need CAHSEE intervention -Schedule classes -Student schedules change every 6 weeks, based on need	-Summer  -Summer  -Every 6 weeks during school year -Same	Kate Kinsella; Scholastic;	Kathleen Abney, Principal and Frann Wageneck, Assistant Principal	Passage of CAHSEE ELA, math exams; test @ grade level		Curriculum Associates Online PD  SBCEO	PRBG  PRBG	0812  0812

## Literacy Strategies Action Plan

English Learners and other struggling learners enrolled at La Cuesta and/or Alta Vista for two semesters or more, with 80% attendance or better, will demonstrate proficiency or better as measured by performance on the CAHSEE English Language Arts exam, the CST English-Language Arts exam, and the CELDT exam by 2014.

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding	Funding Source
<b>Tier I</b>	-CELDT Testing -Reading and Writing across the curriculum -104 minutes daily of ELA/ELD instruction -Expert Space --Let's Go Learn --SRI Lexile Assessment	Universal Access	Test all EL students between August 25, 2011 and October 31, 2011 -Evaluate transcripts; place ELs in classes 104 minutes daily	From time of enrollment through 10/31/12 -Upon enrollment -Review every semester and when new test scores are received	State mandated exam -AVID Strategies -District LEAP Kate Kinsella Berkeley Reading Department	Kathleen Abney, Principal and Frann Wageneck, Assistant Principal Teacher, Coordinator	CELDT exam	Daily	-CELDT training -All teachers are SDAIE trained Webinar	Title III PRBG Title III	4203 0812 4203
<b>Tier II</b>	Supplemental ELD instruction daily Reclassification Review	Small group work	-Evaluate transcripts -Determine students that need further intervention -Schedule classes -Students struggling with language proficiency will be evaluated every semester and when up to date test results become available.	-Every 6 weeks during school year -Same	Berkeley Reading Department Kate Kinsella	Kathleen Abney, Principal and Frann Wageneck, Assistant Principal Teacher	SRI- Lexile Expert Space	Daily	Webinar	PRBG Title III	0812 4203

<b>Tier III</b>	Paraprofessional Support in Classroom	-Smaller group instruction; one- on-one	-Students struggling with language proficiency will be evaluated every semester and when new test results are available	Identify students	RtI	Kathleen Abney, Principal and Frann Wageneck, Assistant Principal  Teacher	Expert Space	Daily	Webinar	EIA	7090
---------------------	---	---	---	-------------------	-----	---	--------------	-------	---------	-----	------

## Technology Action Plan

Students will have access to technology and internet sites that will add to the overall academic quality of their education. Teachers will have the opportunity to access professional development in technology based areas as well as the time to learn to use technology appropriately to enhance student learning.

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding	Funding Source
Tier I	Wireless Internet Computers in the Classroom for student and teacher use	All students will have access to resources on the Internet, the SBCEO Portal and other teaching websites, as appropriate. Teachers will investigate new ways to integrate technology and Computer-based learning systems into their practices as educators.	Assure that there are working computers available in all classrooms	August 25, 2011-September, 2012	State, district adopted curriculum	Kathleen Abney, Principal, Frann Wageneck, Assistant Principal	Walk-through observations  Formal teacher evaluations	Every 6 weeks		LOTTERY	1100
	Professional Development via District Tech Integrators and Site-based Tech Coaches  Edu 2.0		Collaborate with the district Technology Team		CTAP	Teachers					
Tier II	Aventa Cyber High	La Cuesta and Alta Vista students will have access to course work on the computer for credit recovery or supplemental to classroom instruction.	-Evaluate transcripts -Determine students that need further coursework -Schedule Credit Recovery, Cyber High	August 25, 2011-June 6, 2012	State, district adopted curriculum	Kathleen Abney, Principal  Teachers @ Alta Vista, <b>LA CUESTA</b> Credit Recovery	Course completion	Every 6 weeks	Aventa Webinars	PRBG	0812

<b>Tier III</b>	Online Support	Students will have the opportunity to increase their reading and language skills, using a computer based program	Evaluate transcripts -Determine students that need further coursework -Schedule Credit Recovery, Cyber High, Aventa, Expert Space	August 25, 2012-June 6, 2013	Best Practices Research— Blended Learning & Flipped Classrooms	Kathleen Abney, Principal and Frann Wageneck, Asst. Principal  Teacher for Let's Go Learn  SRI Lexile	Course completion	Every 6 weeks	Kinsella	PRBG Title III	0812 4203
	UCCP	Middle College, highly motivated Alta Vista students have access to online a-g courses approved by the UC system as well as AP courses through Aventa Online	Evaluate transcripts -Determine students needing a-g coursework -Schedule courses	August 27, 2012-June 6, 2013	UC approved courses	Kathleen Abney, Principal  Teachers using coursework	Course completion	Every 6 weeks	Ongoing 2012-2013 school year	PRBG	0812

### Successful, Safe and Healthy Students Action Plan

The mission of La Cuesta and Alta Vista High Schools is to provide each student with a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The La Cuesta and Alta Vista teams join the parents and community to support students in developing skills to become resilient, self-sufficient adults who will succeed and contribute responsibly in a global community.

Tier	Intervention	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding	Funding Source
Tier I	Friday Electives	Universal Access	Every student chooses an elective course for Friday afternoon	Every 6 weeks	Bandura; Self Efficacy	Kathleen Abney, Principal; Debra Teton, Counselor	Classroom behaviors, end products (in some cases)	Every 6 weeks when classes change		PRBG	0812
	Highly Qualified Teachers		Teachers make learning environment positive, productive	Every 6 weeks			Success in the classroom		CCEA Conference; CCIS Conference	PRBG	0812
	Facilities, technology up to date		Students have access to modern technology, safe facilities	As needed			Campus, classroom success		District-sponsored tech training; facilities upgrades	PRBG	0812



<b>Tier II</b>	Community Outreach Coordinator	Smaller groups	Receives incoming absence calls; calls homes when students are out several days	Weekly for the School Year 2012-13		Kathleen Abney, Principal; Debra Teton, Counselor	ASAM Attendance percentages		Anthony Muhammad	General	2200
	SB Museum of Art Collaboration		Art teacher works with up to 60 students per term	2012-13			Credits Earned		Ruby Paine		
	AHA (Academy of Healing Arts)		Facilitators work with up to 25 students per semester	2012-13			Classroom, campus behaviors		Museum of Art teachers and docents	Art, Music Grant, PRBG	0806, 0812
	Community As Classroom		Campus-wide field trips to colleges, museums (not all students can go to out of town trips due to jobs, etc)	As Scheduled			Increased community experiences		“Teach Like a Champion” Brain Research—Janet Zandona		
	Wilderness Youth Project			October-April					Just Communities—Safe Schools Training	PRBG	0812
	YStrive			2012-13			Awareness of nature, self, community Create, perform beats, musical compositions			PRBG	0812

Tier III	SBCC Dual Enrollment Courses	Increase number of La Cuesta and Alta Vista I.S. students taking and completing dual enrollment courses.	Any student who shows an interest in taking a course is given assistance in choosing an appropriate course, enrolling, and seeking resources that will help them be successful.	First Semester and Second Semester		Kathleen Abney, Principal; Frann Wageneck, Asst. Principal; Debra Teton, Counselor	Increased rigor; early college credit; high school credit/credit recovery; increased confidence				
	Get Focused, Stay Focused	Students develop career and college goals; 10 year plan will be available to SBCC counseling department	Students who have completed the Career Connections 10-year plan will work through follow-up modules.	As scheduled			Dual Enrollment credit; preparation for enrollment in SBCC program of study or work apprentice program			PRBG	0812
	Community As Classroom	Selected students based on leadership, academic, social behaviors	Earned field trips out of town, UCSB touch tanks, Cabrillo Gym, community service sites, etc.	Evaluated every 6 weeks			Increased attendance, positive behaviors, leadership qualities			PRBG	0812
	Credit Recovery	After school intensive credit earning opportunity for seniors, some juniors as needed	Students needing more than 100 credits to graduate	Weekly			Enhanced graduation opportunities			PRBG	0812
	Leadership class, activities; stipend for Leadership advisor; Service Learning	Interested students	Weekly lunch meetings, planned on campus activities	Weekly			Increased attendance, more positive behaviors on campus			PRBG	0812
	Gay Straight Alliance	Interested students	Weekly lunch meetings, planned on campus activities				Increased attendance, more positive behaviors on campus				



	<b>Students</b>	
<b>Name</b>	<b>Phone Number</b>	<b>e-mail</b>
Vanessa Diaz		
Jesse Rodriguez		
Jenny Valdez		
	<b>Teachers</b>	
<b>Name</b>	<b>Phone Number</b>	<b>e-mail</b>
Paul Cronshaw	966-0883	pcronshaw@sbsdk12.org
Mwei Banks	966-0883	mbanks@sbsdk12.org
Norma Lule	966-0883	nlule@sbsdk12.org
Rhonda Bell	966-0883	rbell@sbsdk12.org
	<b>Classified Staff</b>	
<b>Name</b>	<b>Phone Number</b>	<b>e-mail</b>
Tamara Alonzo	966-0883 x 113	talonzo@sbsdk12.org
	<b>Community Members/Parents</b>	
<b>Name</b>	<b>Phone Number</b>	<b>e-mail</b>
	<b>Principal</b>	
<b>Name</b>	<b>Phone Number</b>	<b>e-mail</b>
Kathleen L. Abney	966-0883 x 112	kabney@sbsdk12.org
<b>Signature of Principal:</b>		

**School Site Council Membership**

Signature of SSC President:		
-----------------------------	--	--

	<b>Parents</b>	
<b>Name</b>	<b>Phone Number</b>	<b>e-mail</b>
Claudia Uribe, President		
Lidia Mendoza, Vice-President		
Ambrosio Rios, DELAC		
	<b>Teachers</b>	
<b>Name</b>	<b>Phone Number</b>	<b>e-mail</b>
	<b>Classified Staff</b>	
<b>Name</b>	<b>Phone Number</b>	<b>e-mail</b>
Celeste Pracale	966-0883	cpracale@sbsdk12.org
	<b>Community Members</b>	
<b>Name</b>	<b>Phone Number</b>	<b>e-mail</b>
Linda Guerena		lguerena@dphs.org
Sal Guerena, DELAC representative		salindaguerena@cox.net
	<b>Principal</b>	
<b>Name</b>	<b>Phone Number</b>	<b>e-mail</b>
Kathleen L. Abney	966-0883 x 112	kabney@sbsdk12.org
<b>Signature of Principal:</b>		

**English Learner Advisory Committee Membership**

Signature of SSC President:		
-----------------------------	--	--

## Successful, Safe & Healthy Students

[illegible]



### Leadership Data Committee Membership (Optional)

### Drop Out Prevention Committee Membership (high school only)