



Single Plan for Student Achievement Executive Summary 2012-2013

School: La Cuesta and Alta Vista High Schools

1. Demographic Information:

Number of Students: Currently (1/7/13) La Cuesta has 132 students enrolled and Alta Vista has 138 students enrolled. Fully enrolled, La Cuesta would have 140 students and Alta Vista would enroll 144 students.

Percentage of English Learners: Currently, of the 132 students enrolled at La Cuesta, 29.5 per cent are English Learners; eight per cent of the students enrolled at Alta Vista are English Learners. We actively evaluate students quarterly, when grades are issued, and after the results from each CELDT and CAHSEE test to determine if a student is eligible to be re-classified. If so, we facilitate the process and assure that students are appropriately re-classified as fully proficient English learners. During the initial evaluation period in August 2012, 23 per cent of English Learners were reclassified at La Cuesta using this process.

Percentage of Students with Disabilities: La Cuesta currently has 10.6 per cent of its student population with active IEPs. Half of these students are also classified as English Learners.

2. Student Achievement Data:

Results from the STAR, CAHSEE, CELDT, and site based assessments are evaluated by staff to determine class placement and level of academic rigor provided to students. However, student test scores reflect what we know about alternative education students and that is that they often arrive with a variety of negative habits, engrained over time, that affect their ability to be successful. Student success on the CSTs is a prime example; students do not necessarily see these tests as “high stakes” and drops in scores reflect that apathy. However, passing scores on the CAHSEE continue to be a priority. November 2012 CAHSEE scores were released January 8, 2013; 85 per cent of the 13 Alta Vista 11th and 12th graders taking the ELA passed while 71 per cent passed the math. Of the 29 La Cuesta students testing in November 2012, 34 per cent passed the English and 38 per cent passed the math. Of the 29 testing 17 were either English Learners or Special Education students—or both.

3. Response To Data:

We currently offer a regular ed and special ed intervention class for the math CAHSEE; in Spring 2013 we will be adding an English intervention class back into the master schedule at La Cuesta. Special ed students received intervention instruction in their RSP English class.

All EL students, as well as all newly enrolling La Cuesta 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 21st



century information literacy skills. In January 2013 we are hiring an ELD aide to work in the EL classroom and to support English Learners in the general ed classrooms. Due the nature of independent study, English Learners at Alta Vista will begin using “Let’s Go Learn,” an online program developed by a Berkeley Reading professor, for 225 minutes per week of supplementary support.

La Cuesta and Alta Vista have been re-classifying English Learners since 2009-2010, using the CAHSEE ELA as our proficiency standard. We re-classify students when grades are issued (every 6 weeks) and when CAHSEE and CELDT results are released.

4. Response in 2012-2013 Different vs 2011-2012

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 receive ongoing professional development in the area of technology conducted by a district technology integrator and site technology coaches while also take advantage of opportunities to enhance their understanding of students’ varied cultural backgrounds. Professional Learning Communities are meeting regularly to address the three key questions related to instruction and learning, while also working on WASC self-study reports for both schools.

We are addressing the district challenge to increase our student enrollment of under-represented students in more rigorous courses in two ways; starting January 2013, La Cuesta is adding a second SBCC dual enrollment course on campus to enhance our current *Career Connections* class (*Get Focused; Stay Focused*) while continuing to encourage interested students to enroll in classes on the SBCC campus. The goal at Alta Vista is to increase the enrollment of students in Advanced Placement courses through Aventa, increase the enrollment of all students in a-g courses, and increase the enrollment of students in dual enrollment courses on the SBCC campus (beyond Middle College students who must enroll in at least one SBCC class to be in Middle College).

We are also revising our marketing of Middle College in a number of ways: Alta Vista's assistant principal is meeting with the traditional high school counselors quarterly and encouraging them to make Middle College an option among their choices offered to students; Middle College counselor and teachers are continuing their outreach to the high schools and plan to approach the AVID 10th and 11th grade AVID classes; we want to assure that all interested students at our high schools know about Middle College and what it has to offer and that discovering Middle College is not left to chance.

Alternative education is a viable and appropriate option for those students seeking something outside the “norm.” The superintendent would like to double the enrollment of Middle College; SBCC's new president would like to quadruple the current numbers. We are excited about expanding enrollment in our current programs and exploring new alternative ed options to meet the needs of our district's students.