

Eagle Canyon Continuation High School

2020/21

Single Plan for Student Achievement

DISTRICT:

DISTRICT:

Templeton Unified School
District
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District
960 Old County Road
Templeton, CA 93465-9419
805.434.5800
www.tusd.ca.schoolloop.com

SCHOOL:

SCHOOL:

Eagle Canyon Continuation
High School
950 Old County Road
Templeton, CA 93465-9419
805.434.5827

SSC CONTACT:

Andy Burnett
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Andy Burnett

Plan Objective

The top priority of California's education system is academic achievement. The Single Plan for Student Achievement is one of the many tools that California school districts are using to measure and track their academic achievement accomplishments.

The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The California Department of Education commends the efforts of all members of the school community for their efforts in achieving this purpose. The SPSA is aligned with the Local Control Accountability Plan and California's Eight Priorities.

Site Contact

This is a plan of action 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: Andy Burnett

Phone Number: 805.434.5833

Address: 964 Old County Road
Templeton, CA 93465

Email Address: aburnett@templetonusd.org

School Advisory Committee Membership

The current make-up of the school advisory committee is as follows:

Member Names	Principal	Director	Other Staff	Teacher	Parent	Community	Student	Alternate
Vicki Angelini				X				
TBD					X			
TBD					X			
Andy Burnett	X							

Opening Description

Mission Statement

The Templeton Unified School District Mission is based on the belief that all students in Templeton schools will develop to their fullest potential academically, socially, emotionally and physically. The District is committed to providing all students with a high quality, rigorous instructional program that includes a comprehensive curriculum within a safe and caring environment that arms them with 21st century skills allowing for success in college or the workforce. Eagle Canyon Continuation High School clearly assists the District with this mission.

Vision Statement

The vision of Eagle Canyon is to empower students to become productive members of the community through excellent learning opportunities in academics and life skills. Educational opportunities assist students in developing positive self-concepts and effective relationships. Educational services assist students in meeting their academic and career goals. To achieve these goals, a student must develop personal success, self-worth, self-discipline and esteem for others. The commitment to alternative education students provides a motive for individual instruction and productivity so students may attain their goals.

Eagle Canyon High School students will become self-directed, lifelong learners who take responsibility for their learning, possess critical thinking skills to solve problems, communicate effectively, develop a positive self-image and use school to career experiences to pursue post-secondary opportunities.

Eagle Canyon High School offers students a unique learning environment to advance their academic and social skills to prepare them for higher education and the workforce. The mission statement of Eagle Canyon High School stresses the importance of staff maintaining a professional learning community in which all students have the opportunity to learn at high levels of achievement.

Expected Schoolwide Learning Outcomes for Eagle Canyon High School are:

- All students will demonstrate proficiency in the California Content Standards (CCS) academic subjects, as measured by state, district and local assessments.
- All students will create and present orally and in writing and achieve mathematics literacy as measured by performance on district benchmarks and the Smarter Balanced Assessment (SBA).
- All students will demonstrate proficiency in technology skills in information technology programs, telecommunication, and Internet-based research techniques. Students will produce research projects in several academic areas to showcase their technology skills.
- All students will develop personal accountability and self-discipline, demonstrated by increasing attendance and demonstrating adequate progress towards graduation.

School Profile

Eagle Canyon Continuation High School (ECHS) offers individualized educational plans for students whose needs are best met through study outside the traditional classroom setting. Students receive small group instruction from their teacher. Each student, is given an individual plan which lists the courses to complete each semester and a timeline for addressing that plan. ECHS is offered to students in grades 9 through 12.

The ECHS program is substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the District-adopted course of study within the customary time frame of four years. ECHS students have access to the equivalent services and resources that are available to other students in the district and have equal rights and privileges. Students are required to secure 260 credits prior to graduation.

ECHS is a continuation school with a faculty of one teacher and a shared secretary and principal.

ANALYSIS OF CURRENT EDUCATION PRACTICES

The following statements characterize educational practices at this school:

1. Standards, Assessment, and Accountability

Eagle Canyon Continuation High School is implementing the TUSD goal for alignment of curriculum and instruction with the CCS. Student performance is based on curriculum standards included in the standardized testing system. The school is updating curriculum to align with the Next Generation Science Standards (NGSS) as well. ECHS offers non-college prep courses that meet the district's graduation requirements and measured performance levels.

All ECHS students participate in the Smarter Balanced Assessment and the California CST in Science. Data from the SBA summative exam guides instructional decisions on an annual basis.

Curriculum, instruction, and materials are aligned to the CCS. Individualized instruction allows students to work at their own pace to make up credits and/or move ahead.

2. Staffing and Professional Development

Eagle Canyon Continuation High School has a committed, NCLB compliant teacher who works closely with students in an alternative learning setting.

The District leadership has established criteria for staff development which requires that professional activities focus on standards-based instruction and assessment. ECHS utilizes the Professional Learning Communities model for teacher staff development. The professional development activities also address one or more of the school's Single Plan for Student Achievement goals for student achievement.

District faculty have received training on ELA and math standards. Course content has been revised to reflect changes between the 1997 standards and the CCS. For the past three years, the district focused on the ELA listening claim.

3. Teaching and Learning

Curriculum, instruction and materials are aligned to the CCS. Students work to meet graduation requirements based on their individualized needs. Instruction is geared to the individual student. The teacher designs whole class, small group and individualized lessons and learning opportunities.

4. Opportunity and Equal Educational Access

Through whole class, small group and one-to-one instruction, student needs are individualized, leading to academic success. Students needing credit recovery are allowed opportunities during the school day and through the extended day.

5. Involvement

Parent participation is encouraged and happens both formally and informally. Because of the nature of the program, the teacher is in frequent communication with individual parents. Parent involvement in the School Advisory Committee is encouraged.

6. Funding

Eagle Canyon Continuation High School is supported by various funding sources that provide both basic and supplemental services to students. Federal, state, and local funds all combine to allow for wide-ranging programs and services.

For many years prior to 2013-14, state funding (by far the single biggest source of funding for public schools) was comprised of general purpose (unrestricted) and categorical (restricted) funding. In 2013-14, a fundamental change to state funding was introduced under the Local Control Funding Formula. Along with an overall increase in funding from the state, almost all of the former specialized categorical funding for programs such as GATE, Art/Music, library services, and other specific programs was eliminated and rolled into general purpose funds.

Instead of numerous small, prescribed streams of funding with specific mandates for their use, schools now receive almost entirely general purpose funding which can be used for any educationally-appropriate activities.

District general fund support is the primary source of funding for core instructional activities, including employing teachers and support staff. Federal funding, such as Title I, augments services for underperforming students toward meeting standards. State Lottery funds and donations provide standards-based instructional resources. Funding is provided for computers and technology resources to assist teachers and students in curriculum and to support instructional services. Private donations occasionally enhance the quality and quantity of technology resources, enrichment activities, and general supplies.

Funding Sources

The following funds are allocated to this school through the school district's consolidated application and other sources.

• General fund support	\$	136,622
• Lottery	\$	1,454
• Title I	\$	4,147

Funding Total: \$142,223

- 1. School Goal:** Institute instructional practices, rigorous content and data systems to ensure that all students graduate career and college ready as measured by Smarter Balanced Assessment results, LCFF snapshot data and other local data.

Subject Area: All Core Subjects

Goal Statement: Use of high interest/relevant CCS aligned content and higher DOK level questioning in lessons to increase engagement and performance

Students Affected: All students

General Anticipated Results:
Improved student achievement

Other Results:

- Performance in ELA and math, as measured by SBA, will increase by 5% due to increased rigor.

Means of Evaluating Progress:

- Lessons with DOK levels 3 & 4
- Student assessment results

Subject Area: All Core Subjects

Goal Statement:

Faculty attend Professional Development to increase knowledge and instructional strategies aligned to CCS and Next Generation Science Standards (NGSS)

Students Affected: All students

General Anticipated Results:

Increased rigor and application of CCS higher level thinking skills

Other Results:

- Greater knowledge of content area
- Improved student achievement

Means of Evaluating Progress:

- Assessment results
- Increased student performance on CCS aligned lessons

Subject Area: All Core Subjects

Goal Statement:

Use ELA and math textbooks that align with CCS and revise lessons to include DOK 3 and 4 assignments

Students Affected: All students

General Anticipated Results:

Increase student achievement in ELA and math

Other Results:

Greater alignment with other schools in the district

Means of Evaluating Progress:

- Assessment results
- Textbook purchases

Subject Area: All Core Subjects

Goal Statement:

Improve student achievement by modifying existing English and math curriculum to deliver differentiated instruction aligned to the CCS

Students Affected: All students

General Anticipated Results:

Improved student achievement

Other Results:

- Students will increase English Language Arts performance in the listening claim by 5% as evidenced by SBA results
- Students will increase Mathematics performance by 5% as evidenced by SBA results or end of course exams

Means of Evaluating Progress:

- Transcripts
- Student portfolios

Subject Area: Language Arts

Goal Statement:

Curricular strategies in science will be implemented, allowing students to master the California Content Standards at the appropriate depth of knowledge

Students Affected: All students

General Anticipated Results:

More students will enter the next grade level with sufficient skills to be successful

Other Results:

Improved performance on the Smarter Balanced Assessment

Means of Evaluating Progress:

Student portfolios

Subject Area: English, Social Science and Science

Goal Statement:

Utilize Google Applications for Education and on-line sources to increase weekly use of technology to support instruction

Students Affected: All students

General Anticipated Results:

Increase overall rigor and authenticity of instruction

Other Results:

- Improved student achievement
- Greater interaction between students
- Improved attendance and satisfaction with program

Means of Evaluating:

- Instructional observations
- Student portfolios

Subject Area: Science

Goal Statement:

Staff members will study instructional changes inherent in the Next Generation Science Standards and make curricular recommendations for implementation in 2020-21

Students Affected: All

General Anticipated Results:

Identification of future professional development and curricular needs

Other Results:

Identify needed revenue for purchase of materials to support program

Means of Evaluating Progress:

Curricular and staff development requests

2. **School Goal:** Create and implement systems which provide regular two-way communication between stakeholders that guide the decision-making and evaluation of organizational systems.

Subject Areas: All

Goal Statement:

Staff shall communicate with students and parents/guardians regarding student performance bi-weekly

Students Affected: All

General Anticipated Results:

Increased course completion and on-time graduation

Other Results:

- Improved student achievement
- Improved parent involvement and student satisfaction

Means of Evaluating Progress:

- Observation
- Student survey
- Transcripts
- Documentation of contact

Subject Area: All

Goal Statement:

Work toward assigning a full-time administrator in the District LCAP and implement shared decision-making plan in the interim

Students Affected: All

General Anticipated Results:

Increased organizational effectiveness

Other Results:

- Improved communication with stakeholders
- Greater recognition

- Increased revenue

Means of Evaluating Progress:

LCAP actions and services

Subject Area: All

Goal Statement:

Revise Expected Schoolwide Learner Outcomes to reflect LCFF priorities and content

Students Affected: All

General Anticipated Results:

Increased program clarity

Other Results:

- Improved achievement
- Increased communication with stakeholders

Means of Evaluating Progress:

WASC self-study and SPSA documents

Subject Areas: All

Goal Statement:

Identify effective outreach strategies.

Students Affected: All

General Anticipated Results:

Increased course completion and on-time graduation

Other Results:

- Improved student achievement
- Improved parent involvement and student satisfaction

Means of Evaluating Progress:

- Observation
- Student survey
- Transcripts
- Documentation of contact

3. **School Goal:** Maintain safe and orderly school environments that involve and engage stakeholders as measured by California Healthy Kids Survey results, community feedback and other local measures.

Subject Area: Social-Emotional needs

Goal Statement:

Staff member will investigate and utilize resources to support social and emotional needs of at-risk youth

Students Affected: All

General Anticipated Results:

Improved attitudes and decreased incidences of drug use and stress related behavior; use of effective coping strategies to reduce anxiety

Other Results:

- Improved/increased communication with County Mental Health counselor

Means of Evaluating Progress:

- Reduced stress and absenteeism due to emotional needs; teacher observation and communication with students

Subject Area: College and Career Readiness

Goal Statement:

Staff member will investigate resources to support social and emotional needs of at risk youth.

Students Affected: All

General Anticipated Results:

Improved attitudes and decreased incidences of drug use and stress related behaviors

Other Results:

- Development of an individualized 10-year plan

Means of Evaluating Progress:

- Student portfolios to include post-secondary plans/goals

Subject Area: Community work connections

Goal Statement:

Alternative education staff will coordinate with local businesses to provide internship and employment opportunities for students

Students Affected: All

General Anticipated Results:

Improved career and college readiness

Other Results:

- Improved student achievement
- Additional revenue to purchase materials to support program

Means of Evaluating Progress:

- PLC agendas
- Course descriptions

Subject Area: All

Goal Statement:

Staff shall instruct and monitor student use of time management strategies such as personal timelines and concrete dates for course completion, ensuring students are on track for graduation

Students Affected: All

General Anticipated Results:

Increased course completion and on-time graduation

Other Results:

- Relevance and rigor of assignments will increase
- Improved student achievement

Means of Evaluating Progress:

- Classroom observations
- Student survey
- Transcripts

Recommendations and Assurances

- ✓ The School Advisory Committee is correctly constituted and was formed in accordance with the district governing board policy and state law.
- ✓ The School Advisory Committee 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.
- ✓ The School Advisory Committee reviewed the content requirements for school plans of programs included in the 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.
- ✓ 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.

The School Advisory Committee sought and considered all recommendations from the following groups or committees before adopting this plan:

- ◇ Public Notice Posted: August 18, 2020
- ◇ Governing Board Reviewed: September 24, 2020

Attested:

Andy Burnett

SSC Chairperson

Dated

Dated