

Templeton Independent Study 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:

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Templeton Independent
Study High School
964 Old County Road
Templeton, CA 93465-9419
805.434.5827

SSC CONTACT:

SSC CONTACT:

TBD

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, California's Eight Priorities and accreditation documents.

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
Cheryl London				X				
Tiffany Cassara					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. Templeton Independent Study High School clearly assists the District with this mission.

Vision Statement

The vision of TISHS 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.

Templeton Independent Study 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.

Templeton Independent Study 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 Templeton Independent Study 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 Templeton Independent Study High School are:

- All students will demonstrate proficiency in the California Content Standards (CCS) academic subjects, as measured by teacher-created exams, the Smarter Balanced Assessment (SBA) and weekly assignments.
- All students will be goal-setting, self-starting, successful adults as demonstrated by not only meeting graduation requirements, but also completing Cuesta College classes and/or pursuing co-curricular opportunities.
- All students will demonstrate proficiency in information technology programs and Internet-based techniques as measured by research papers and successful completion of APEX technology courses.
- All students will develop personal accountability and self-discipline, as demonstrated by attendance at weekly meetings and timely completion of coursework.

School Profile

Templeton Independent Study High School (TISHS) offers individualized educational plans for students whose needs are best met through study outside the traditional classroom setting. Students receive one-on-one instruction from their teacher. Each student, along with the instructor, develops an individual plan which lists the courses to complete each semester and a timeline for addressing that plan. Independent Study is offered to students in grades 9 through 12. A student's participation is voluntary and students have the right, at any time, to enter or return to the regular classroom mode of instruction. Students transferring to or from the independent study program typically plan to make the change at the end of a grading period to allow for a smooth transition from one program to another.

The independent study 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 timeframe of four years. Students in independent study 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.

TISHS is an independent study high school with a faculty of four teachers and a secretary. We have temporarily expanded the number of teachers to eight during the Distance Learning instruction. TISHS added two satellite campuses in 2018-19, resulting in a 60% increase in enrollment.

ANALYSIS OF CURRENT EDUCATION PRACTICES

The following statements characterize educational practices at this school:

1. Standards, Assessment, and Accountability

Templeton Independent Study 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.

Individualized instruction allows students to work at their own pace to make up credits and/or move ahead. End of course exams validate mastery of content and are analyzed to maintain equitable standards across the faculty.

TISHS offers college prep and non-college prep courses depending on the student's career aspirations and measured performance levels. Concurrent enrollment at Cuesta College is available and consistently offered to students pursuing matriculation to a university following graduation.

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

2. Staffing and Professional Development

Templeton Independent Study High School currently has eight highly talented, NCLB compliant teachers who work well 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. The district utilizes the Professional Learning Communities model for teacher staff development. In this model, school staff meets weekly for collaboration activities which focus on curriculum and instructional strategies and the assessment for student learning. These collaboration activities also address one or more of the school's Single Plan for Student Achievement goals.

Faculty have received training on ELA and math standards. Course content has been revised to reflect changes between the 1997 standards and the CCS. Staff will continue to update math curriculum to lower the percentage of students who did not meet the standard by 10%. Focus will be placed on curriculum changes and the practice test for SBAC.

3. Teaching and Learning

Curriculum, instruction and materials are aligned to the CCS. Students work at their own pace to meet graduation requirements and achieve college/career readiness. Instruction is geared to the individual student. Close collaboration between faculty guarantees tight alignment between expectations and grading decisions. Individualized weekly meetings create opportunities for differentiation that are unparalleled when compared to a brick and mortar classroom setting.

4. Opportunity and Equal Educational Access

Through one-to-one instruction, student needs are individualized, leading to academic success. Supplementary textbooks and materials are available for check out in order to provide additional support for students. Writing, reading, and math tutorials are available to students beyond the weekly individualized meeting. Students are also able to attend school as needed in order to complete assignments or to receive additional instruction.

5. Involvement

There is active parent participation. Parents advise staff regarding the instructional program via direct communication as well as by participation in the School Advisory Committee. Some parents attend the student's weekly meetings.

6. Funding

Templeton Independent Study High School receives general fund and categorical support from TUSD. In addition, the school occasionally receives donations from outside agencies such as the Templeton Education Foundation.

Funding Sources

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

• General fund support	\$	475,241
• Lottery	\$	3,990
• Title I	\$	8,997
• Lottery – Instructional Materials	\$	31,063

Funding Total: \$519,291

- 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:

Continue to improve organizational effectiveness by studying the WASC self-study process

Students Affected: All students

General Anticipated Results:

Improved student achievement

Other Results:

- Faculty and students will identify at least two critical learning needs and develop action plans to improve outcomes
- Performance in ELA and math, as measured by SBA, will increase by 5% due to increased rigor, exposure to Depth of Knowledge (DOK) level 3 and 4 assignments and analysis of end-of-course assessments
- Piloting benchmark assessments will lead to more accurate articulation of student performance

Means of Evaluating Progress:

- Self-study outcomes
- Student assessment results

Subject Area: All Core Subjects

Goal Statement:

Improve organizational effectiveness by one faculty member attending CCIS conference.

Students Affected: All students

General Anticipated Results:

Improved organizational outcomes

Other Results:

- Faculty will identify at least two best practices for possible introduction at TISHS

Means of Evaluating Progress:

- Improved SBAC scores

Subject Area: All Core Subjects

Goal Statement:

Include students who attend Cuesta College as part of CCI on the California Dashboard

Students Affected: All students

General Anticipated Results:

Increase percentage of students achieving CCI as mandated by CDE

Other Results:

- Greater knowledge of content area
- Improved student achievement

Means of Evaluating Progress:

- PLC meeting agendas
- Assessment results
- Data accurately reflected on the CA Dashboard for TISHS

Subject Area: All Core Subjects

Goal Statement:

Use locally created benchmarks as school-wide mathematics assessments

Students Affected: All students

General Anticipated Results:

Use of multiple measures provides objective data of student performance

Other Results:

Improved calibration as performance across faculty is cross referenced

Means of Evaluating Progress:

- PLC meeting agendas
- Assessment results
- Tracking log-in Illuminate

Subject Area: All Core Subjects

Goal Statement:

Align ELA and math classes with CCS and revise weekly meetings 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
- Increased participation in concurrent enrollment at Cuesta College

Means of Evaluating Progress:

- PLC meeting agendas
- Assessment results
- Textbook purchases

Subject Area: All Core Subjects

Goal Statement:

Improve student achievement by implementing English and math curriculum to deliver differentiated, general/college prep instruction which is aligned to the CCS

Students Affected: All students

General Anticipated Results: Improved student achievement

Other Results:

- Students will increase English Language Arts performance 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
- CA Dashboard

Subject Area: Language Arts

Goal Statement:

Curricular strategies in listening will be implemented, allowing students to master the CCS 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:

- PLC meeting agendas
- CA Dashboard

Subject Area: Mathematics

Goal Statement:

On a regular basis, staff members will incorporate performance task activities in algebra 1, geometry and algebra 2 curriculum

Students Affected: All students

General Anticipated Results:

Increase overall rigor of mathematics instruction and improve alignment between daily instruction and DOK level of standardized assessments

Other Results:

- Improved student achievement
- More students complete higher level math courses and concurrent enrollment at Cuesta College

Means of Evaluating:

- Instructional observations
- Transcripts

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 Areas: English and Math

Goal Statement:

Staff members will implement required intervention sessions for students who missed their weekly meeting or who are at-risk of failing courses

Students Affected: At-risk youth

General Anticipated Results:

Improved outcomes for students

Other Results:

- Improved attendance
- Greater graduation rate
- Improved student engagement

Means of Evaluating:

- Intervention sign-in sheets
- Assessment results
- Weekly activity logs

Subject Areas: All

Goal Statement: Review Illuminate data on final exams to strategize changes to course assignments and projects

Students Affected: All students

General Anticipated Results: Improved accuracy in program decisions based upon measured student progress

Other Results:

- Improved student achievement
- Greater collaboration between staff members

Means of Evaluating:

- PLC meeting agendas
- Instructional records

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:

- PLC agendas
- 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 instruct and monitor student use of time management strategies such as personal timelines and concrete dates for course completion and communicate progress to students and families at least twice annually

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

Subject Area: All

Goal Statement:

Advertise the success of concurrent enrollment programs using social and traditional media

Students Affected: New and existing students

General Anticipated Results:

Participation in Cuesta College and THS concurrent enrollment programs will increase

Other Results:

- Greater recognition
- Increased revenue

Means of Evaluating Progress:

- Social media posts
- Advertising brochures

Subject Area: All

Goal Statement:

Maintain the creation of a full-time administrator in the District LCAP with a target attendance of 300 students 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 School Wide 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

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: All

Goal Statement:

Administer the CA Healthy Kids Survey every other year in order to measure and track school connectedness and behavioral choices

Students Affected: Grades 9 and 11

General Anticipated Results:

Identification of needed support services for students

Other Results:

- Improved communication with stakeholders regarding support services for students
- Increased access to and utilization of support services

Means of Evaluating Progress:

- CHKS results

Subject Area: College and Career Readiness

Goal Statement:

Staff will incorporate a career interest inventory assignment imbedded in the English curriculum to help students evaluate career paths that may be of interest to them.

Students Affected: All

General Anticipated Results:

Improved career and college readiness services

Other Results:

- Awareness of career paths
- Increased enrollment at Cuesta College

Means of Evaluating Progress:

- PLC agendas
- English writing workshop scores

Subject Area: Community work connections

Goal Statement:

Students will have the tools to connect with local businesses to seek employment and internship opportunities.

Students Affected: All

General Anticipated Results:

Improved career and college readiness

Other Results:

- Improved student achievement
- Greater retention of students year-to-year

Means of Evaluating Progress:

- PLC agendas
- Course descriptions
- Increased number of students working

Subject Areas: All

Goal Statement:

The number of elective courses available to students through online and independent coursework will increase compared to offerings in the baseline year of 2015-16

Students Affected: All students

General Anticipated Results:

Increased enrollment

Other Results:

- Improved student engagement

Means of Evaluating:

- Enrollment tracking
- Course List

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 plan was adopted by the School Advisory Committee on: pending

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

- ◆ English Learner Advisory Committee
- ◆ Public Notice Posted: August 18, 2020
- ◆ Governing Board Reviewed: September 24, 2020

Attested:

Andy Burnett

SAC Chairperson

Dated

Dated