

Templeton Elementary School

2020/2021

Single Plan for Student Achievement

DISTRICT:

DISTRICT:

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

SCHOOL:

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Templeton Elementary School
215 Eighth Street
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Templeton, CA 93465-9419
805.434.5820

SAC CONTACT:

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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 to achieve this purpose.

Site Contact

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: Renee Argain, Principal

Phone Number: (805)434-5820

Address: 215 Eighth Street
Templeton, CA 93465

Email Address: rargain@templetonusd.org

School Advisory Committee Membership

The current makeup of the school advisory committee is as follows:

Member Names	Principal	Director	Other Staff	Teacher	Parent	Community	Student	Alternate
Rebekah Carvalho				X				
Janelle Wesner				X				
Jessica Fielder			X					
Jennifer Grinager					X			
Renee Argain	X							
Lisa Bushong				X				
Lucas Pope					X			
Charity MacGillvry					X			
Amber Long				X				
Lindsay Lopez					X			
Column Totals	1		1	4	4			

At elementary schools, the school advisory committee must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, an equal number of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Opening Description

Mission Statement

Our Templeton Elementary community is committed to providing a caring, connected environment where all students are empowered to develop independence and compassion through learning.

Vision Statement

Templeton Elementary School is a place where we value each person's gifts and provide help with each person's needs; we maintain an inviting campus where students, teachers, and parents want to be, making social/emotional learning a priority; we provide advances in technology; and we prepare our students for their place in future society.

School Profile

Templeton Elementary School (TES) serves the youngest members of our small, semi-rural community. The campus serves students in transitional kindergarten through second grade and a group of special education DISC students from age 3 to grade 2. In the 2018-19 school year, there were 518 students in grades TK-2 with a student/teacher ratio of 28 to 1. There were an additional

18 students in the DISC preschool program. The faculty includes 22 classroom teachers for grades TK-2 (2 job share - 21 classes), 4.0 Special Education teachers (Speech, DISC, Resource), a school counselor, and several specialists and support staff. The student enrollment numbers and staffing is projected to be similar for the 2019-2020 school year. We provide a strong core curriculum while striving to meet the needs of the whole child.

The School Advisory Committee (SAC) analyzes and implements the school plan and makes recommendations on school improvement. The SAC functions as the instructional decision-making group for the improvement of student achievement. They do this by allocating resources toward targeted school improvement in our school plan. Each year the SAC analyzes program results to determine new priorities. Parents bring a community/home connection to our discussion. The principal and teachers function as the curriculum experts. Input from the TES SAC discussions and analysis of the current and future LCAP by the TES SAC are brought to the district LCAP meetings.

Over 125 parents and many community members volunteer weekly on campus. The parent organizations (Parent Teacher Organization (PTO), School Advisory Committee (SAC), and DELAC / ELAC (District English Learners Advisory Committee)) are very active. PTO asks for parent volunteers at the beginning of each school year. In addition to classroom opportunities, parents are invited to attend meetings such as Back to School Night, School Advisory Committee, Open House, Family Game Night, and district committees for English Learners, community forums, or curriculum planning.

TES has a strong focus on academic excellence. Student needs are addressed on a regular basis through the RtI (Response to Intervention) model. This includes: Student Study Team meetings, placement in intervention programs, regular on-going assessments, Eagle Hour (Response to Instruction Reading Process), and differentiation. Students not making regular grade-level progress are provided support through a wide array of intervention programs. All students are integrated into the regular school population. Students with special needs are accommodated in a variety of programs that strive to develop a balance between consultations, pull out and inclusion models. The reading specialist and ELA intervention aides serve kindergarten, first and second grade students who are having difficulties with reading. The math intervention team addresses specific skill areas and works with students needing assistance with various math concepts; math intervention is push-in, pull-out, or a combination of both depending on the needs of the students. Although TES has a relatively small population of English Language Learners (ELL), they are clustered at each grade level in a mainstreamed classroom with a teacher trained in language acquisition. Currently, there are 34 ELD students, representing more than 6% of our total student population. Additional support is provided through Designated and Integrated ELD (English Language Development) instruction. Students arriving at Templeton Elementary School are most likely not to have been identified for special education services. However, there are some students who have been identified at the county level starting at age 3 and have an IEP (Individualized Education program) prior to coming to our campus. School specialists, including the reading and math intervention teams, work together with teachers to identify those students who may need support throughout the year. When students are identified as being "at risk" and the staff has tried multiple interventions, including visiting the resource and reading room, the Student Study Team meets and may or may not suggest that a student be tested for special education services. Currently our school has students with disabilities that range from severely emotionally disturbed and severely low functioning autism to students with specific learning disabilities or other health impairments. Our Speech and Language Therapists are

working with 60 students from preschool through 2nd grade. Though the new state assessment system (CAASPP / SBA) starts assessment at grade 3, TES remains committed to demonstrating academic excellence that can be measured by data. Through multiple, consistently delivered school-wide assessment tools, academic progress and achievement will be measured. TES recognizes the CAASPP/SBA performance results at Vineyard Elementary reflect our academic levels as TES feeds into VES almost exclusively.

ANALYSIS OF CURRENT EDUCATION PRACTICES

The following statements characterize educational practices at our school:

1. Standards, Assessment, and Accountability

With the full implementation of the new California State Standards (CSS) in place since the 2015-16 school year, Templeton Elementary looks to 2019-2020 as a year devoted to continuing our implementation of ELA and Math pacing guides aligned to CSS. Student performance is based on curriculum standards included in the standardized testing system, formative and summative assessments, district benchmarks, grade level trimester assessments, and multiple other measures. Assessment data from multiple measures is used to monitor and implement intervention strategies and to modify instruction.

2. Staffing and Professional Development

Templeton Elementary School hires highly talented, qualified teachers. All teachers are NCLB compliant and a single designated certificated employee is assigned to each classroom. The district leadership has established criteria for staff development which requires that professional activities focus on standards based instruction and assessment. The district has adopted the model of Professional Learning Communities 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. Staff collaborates on the development of strategies to address the learning needs of low performing students. These collaboration activities for site teachers also address one or more of the school's Single Plan for Student Achievement goals. Other professional training times, such as in-services, workshops, staff-led technology and Soar High Math, Eagle Hour planning time, and conferences, provide additional information to the instructional staff on specific curricular areas.

3. Teaching and Learning

Templeton Elementary School currently has curriculum, instruction and materials aligned to the new CSS. Pacing charts and curriculum calendars are created and followed each year to ensure that all necessary content is taught and assessed. Information from the content and their assessment is used to ensure appropriate interventions for students. The TUSD year-long calendar guarantees recommended instructional minutes of reading/language arts and mathematics.

Students at Templeton Elementary School are identified for intervention services using one or more of the following criteria:

- Classroom teacher/parent recommendation/SST process
- Multiple assessments and data analysis, including PBIS practices

- Rtl model / PLC / Eagle Hour Planning
- Classroom observations

4. Opportunity and Equal Educational Access

Underperforming students are targeted with frequent assessments and monitoring strategies that focus on their individual needs. The reading room, LLI (Leveled Literacy Intervention), FP BAS (Fountas and Pinnell Benchmark Assessment System), Eagle Hour, Read Naturally, STAR Reading, STAR Math, Accelerated Reader, SST process, ELD services, speech services, Lunch Bunch, Game Club, counseling services, and math interventions are integrated into Templeton Elementary School’s education programs.

5. Involvement

Templeton Elementary School can draw on the resources of its School Advisory Committee, Parent Teacher Organization, Templeton Education Foundation, Templeton ART for Children, parent and community volunteers, County Office of Education, DELAC / ELAC, and health and counseling programs to assist under-achieving students.

Funding

Templeton Elementary 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. A fundamental change to state funding was introduced in 2013/14 under the Local Control Funding Formula (LCFF). 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. PTO, ART for Children, and TEF funding, along with private donations, have greatly enhanced the quality and quantity of technology resources, enrichment activities, and general supplies.

State Programs

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

- | | |
|------------------------|--------------|
| ● General fund support | \$ 2,542,521 |
| ● Lottery | \$ 22,800 |

• Lottery – Instructional Materials	\$	12,199
• IDEA / Special Education	\$	318,835
• Donations	\$	11,752
• Low Performing Student Block Grant	\$	32,526

State Funding Total: \$2,940,633

Federal Programs

The following Federal funds are allocated to this school through the school district’s consolidated application and other sources. At least 85 percent of the expenditures from these programs must be spent on direct services to students at this school site.

• Title I, Part A: Basic Grant	\$	72,837
• Special Education – Preschool	\$	8,535
• Title II	\$	34,000
• Title III – Limited English Proficiency	\$	11,004
• Special Ed – Local Assistance	\$	25,018

Federal Funding Total: \$151,394

State & Federal Funding Total: \$3,092,027

1. School Goal: NGSS shift in science education and piloting curriculum

Subject Area: ALL

Goal Statement

K-2 grade levels at TES will have the exposure of a new vision for teaching and learning the Next Generation Science Standards (NGSS) as TUSD begins a multi-year piloting process. NGSS lessons that include hands-on experiences will continue to be developed and implemented as TK-2 grade teachers are immersed in education of the conceptual shifts of NGSS.

Students Affected:

TES students grades K-2

General Anticipated Results:

All students will be taught with Common Core State Standards (Mathematics and English Language Arts) and NGSS are aligned during the 2019-2020 school year. NGSS lessons and units will be developed and used consistently throughout grade levels. The NGSS focus on deeper understanding of content as well as application of content. Science and engineering are integrated in the NGSS from Kindergarten through Grade 12.

Other Results:

- K-12 science education should reflect the interconnected nature of science as it is practiced and experienced in the real world
- Critical thinking and multiple step problem solving skills are regularly observed being performed by students in all classes
- The NGSS are student performance expectations (PEs), not all curriculum
- NGSS lessons and units are observed to be consistently delivered; included will be lessons on physical science, life science, earth/space science, and engineering design

Means of Evaluating Progress:

Formal and informal classroom observations; piloting curriculum and assessments; regular feedback on curricula

Group Data to be Collected:

Universal screening tools, developed by Science Core Leadership Team, to evaluate each piloted curriculum during the school year

Action 1:

Year 1 of Piloting and Implementation of our NGSS Curriculum

Action Description:

TES will pilot 2-3 curriculums during the school year and utilize the universal screen tools given by the Science Core Leadership Team. The curriculum will be CCSS aligned, rigorous, and address the unique needs of our students. Supplemental programs used during the school year are Mystery Science and Generation Genius.

Participant(s):

Grades K-2 Teams, Principal

From/To: 8/01/20 – 6/11/21

Action 2:

Staff development is provided for NGSS curriculum delivery

Action Description:

Teachers attend in-house and outside NGSS training opportunities including release time to observe teachers using NGSS strategies successfully. Other NGSS training opportunities will be pursued and made available to teaching and support staff. PTO funds may be used for Summer Institute hours dedicated to NGSS unit planning and preparation.

Participant(s):

Grades K-2 Teams, Teaching Staff, Principal,

From/To: 8/01/20 – 6/11/21

2. School Goal: School Wide Behavior Support Systems

Subject Area: Social and emotional support for students and staff

Goal Statement:

ALL TES students

Groups Participating:

All TES staff and students (approx. 520) DISC Preschool, TK, Kindergarten, 1st and 2nd grades

Students Affected:

All TES students (approx. 520) DISC Preschool, TK, Kindergarten, 1st and 2nd grades

General Anticipated Results:

By the end of the year, data will show that there is a need for additional social and emotional support in/outside the classroom with behavior deficits.

Means of Evaluating Progress:

Staff climate surveys, SST's, IEP's, review referrals for counseling services, and data review of caution slips, referrals and suspensions.

Action 1:

Reduction of school wide behaviors, increase school attendance, improve staff climate and culture, and improved family partnerships.

Action Description:

Action plan for supporting school wide behavior systems with specifically designed matrix of school wide expectations, matrixes for classroom expectations, behavioral lesson plans, the creation of processes and systems involving all stakeholders.

Participant(s):

Grades 1 and 2 Teachers, Principal, Counselor, staff From/To: 8/01/20 – 6/11/21

Action 2:

TES Principal and staff to write a TEF Grant for financial support for off -site consultation, teacher release time for implementation and planning, and printed posters for school wide visual support.

Action Description:

To continue to maintain, develop and implement develop and implement a school wide behavior system, outside consultation, and trainings on/off site with the individualized support needed to give TES clear direction in creating a positive behavioral system for all students, staff and families.

Participant(s):

TES Principal, Teachers, & Staff

From/To: 8/01/20 – 6/11/21

3. School Goal: Extended Home / School Connection

Subject Area: ALL

Goal Statement:

The implementation of the CCSS has brought us so much change. The ability for our families to provide support at home is essential. With new standards, new strategies, increased rigor, social concerns, and more technology requirements, families need adequate resources to allow effective support. TES considers parents/guardians the first and most important teachers for students. The collaborative communication and efforts of TES staff with families are of utmost importance.

Groups Participating:

All TES staff, families, and students (approx. 520) DISC Preschool, TK, Kindergarten, 1st, and 2nd grades

Students Affected:

All TES students (approx. 520) DISC Preschool, TK, Kindergarten, 1st, and 2nd grades

General Anticipated Results:

By the end of the year, data will show that families are able to support what happens at school in a variety of ways. There will be parent information opportunities for CSS. A regular school newsletter will be sent out through School Messenger. The school website will be a well-maintained resource that families can access for up to date genuine tools to support what we do at school, both academically and socially. At school, appropriate social skills, self-advocacy strategies, and anti-bullying messages will be consistently presented and practiced through the PBIS/Character Counts model; this is coupled with regular messages on the TES website. The importance of regular school attendance will be emphasized, and information correlating student achievement levels to attendance rates will be explained. The School Attendance Review Board (SARB) process will be clearly explained to families at Back to School Night, through newsletters, and on the school website. This will result in improved attendance rates (and student achievement) overall for TES compared to previous years. Communication lines will be as open as possible in English and Spanish allowing all families to get the help and support they need. Through the SST process, families of at risk students will have research-based tools and strategies to use at home. At least two after-hours parent nights targeting home/school connections and community evening events will be held.

Other Results:

With a better home/school connection and with social skills work / anti-bullying strategies comes an expected decrease in behavioral concerns and an increase of on-task learning time as a result of more consistency across settings.

Means of Evaluating Progress:

Student achievement data through our benchmark assessments, FPBAS, RFBA, BPST, STAR, and Unit Assessments should demonstrate improvements compared to previous years. The number of referrals per student and number of suspensions will be analyzed for improvement.

Action 1:

School Website / Newsletter Improvements: Included on the website will be quality links for homework help, learning/academic apps we use at school, Benchmark Advance themes and curriculum, CCSS, information regarding parent trainings, information in Spanish and English, and more. A regular school newsletter with upcoming events, featured class experiences, and strategies to use at home will be distributed through School Messenger.

Action Description:

Through outside trainings, research, and PLC collaboration time, the TES Principal will compile a selection of proven online educational resources to be posted on the TES website (explained at staff meetings, Back to School Night, SAC, DELAC, and conferences). The links posted will be monitored and changed as appropriate. Online resources like Zearn, Raz Kids, Xtramath, and more will be explained with families practicing at home including authentic practice for students that correlates well with the SBA. Also included will be information about the current Benchmark Advance themes and related curriculum. Staff and TES teachers will promote these and other resources through class newsletters, notes going home, SSTs, conferences, and other family contact opportunities. Regular communication, including weekly or bi-weekly update will be set out via SchoolMessenger.

Participant(s):

TES principal and staff, TES families, and TES students From/To: 8/01/20 – 6/10/21

Action 2:

TES to offer at least two after hours parent information nights for all families. The sessions will be on some, if not all, of the following topics: a fall tech night, a science showcase that includes outside experts and hands on experiments, a family game night, and a summer learning experiences information night. Hands-on parent practice with how to work with your child at home in subject areas will be included. The nights will include bilingual educators to assist those parents needing the strategies taught to them in Spanish.

Action Description:

Starting with Back to School Night, there will be a focus on specific strategies families can use at home with students. Evening family information nights will be held. The TES Principal will work with staff to plan and staff these information nights that will include strategies to use at home to promote academic success. Attendance at the after-hours parent information nights will indicate that many of our most at risk families are getting strategies to use at home.

Participant(s):

TES Principal (secure funding, staffing, etc.)

From/To: 8/1/20 – 6/11/20

TES Teachers, Staff (support sessions)

From/To: 8/1/20 – 6/11/20

Responsibilities:

TES Principal (secure funding, staffing, create agendas for evening, publicize events)

TES Teachers/Staff/Principal (Design and teach a fall tech night, a science showcase that includes outside experts and hands-on experiments, a family reading night, and a summer learning experiences information night. Translate as necessary)

TES Principal / Teachers (Design resources, create flyers, present at DELAC, update website)

Parents (attend the sessions, use the strategies at home with their children)

Closing Description

Templeton Elementary School parental involvement policy:

Vision: Parents are their students' first and most important teachers. Research tells us that parent involvement makes a big difference; when schools welcome families, establish personal relationships among families and staff, help parents understand how the system works, and encourage family-staff collaboration to improve student achievement, students do better in school, and the schools get better.

Our school is committed to being family-friendly and to working as partners with our families to help all our students learn at high levels.

Our school encourages families to be:

- Teachers of their students at home
- Supporters of our school
- Advocates for their own and other students
- Decision-makers in school policy and practice

To be family-friendly, our school will provide:

1. A welcoming environment
 - a. Standards of welcoming behavior apply to all staff
 - b. Visitors are greeted immediately and politely and can get information easily
2. Programs and activities to engage staff, families, and the community in improving student achievement
 - a. Science Fair and Family Game Nights
 - b. DELAC / ELAC
 - c. Student work displayed in classrooms
 - d. Volunteer opportunities regularly communicated and made available to families
 - e. PTO communication
 - f. Little Green Thumbs Garden
 - g. Accelerated Reader (online reading program)
 - h. Homework and family projects
 - i. TES website / classroom websites/School Messenger
 - j. Continued promotion of visual and performing arts
3. Strong relationships between teachers and families

- a. Templeton Elementary School teachers and staff welcome new families through multiple activities
 - b. Teachers, staff, and families can meet face-to-face through meetings including: Open House, Back-to-School Night, Science Fair, DELAC / ELAC, and more
 - c. Teachers and staff make contact with families through emails, phone calls, and newsletters
4. Opportunities for families to develop their skills, self-confidence and contacts
 - a. Families/parents have an opportunity to be involved in many different committees (School Advisory, Parent Teacher Organization, DELAC (District English Learner Advisory Committee), Wellness, Templeton Education Foundation (TEF), LCAP, and more)
 - b. School committees reflect the diversity of the school community and actively welcome families from all backgrounds
 - c. Templeton Elementary School is open and accessible to parents who want to meet with teachers and members of the school community
 - d. There are abundant opportunities for parents/guardians/community members to volunteer at TES including being a regular or occasional classroom volunteer, Friday Parent Pop-In, chaperone field trips, volunteer during our Friday PE sessions, or assist with our arts program.
5. Professional development for families and staff on how to work together productively
 - a. Families learn how the school system works and how to be effective advocates for their students
 - b. Teachers learn about successful approaches to working with families of diverse cultural backgrounds
 - c. Families and staff learn together how to collaborate to improve student achievement
 - d. Templeton Elementary School reaches out to identify and draw in local community resources that can assist staff and families

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:

- ◆ State Compensatory Education Advisory Committee
- ◆ District English Learner Advisory Committee
- ◆ Public Notice Posted: August 18, 2020
- ◆ Governing Board Reviewed: September 24, 2020
- ◆ School Site Plan Approved: June 2020

Attested:

Renee Argain, Principal

Charity MacGillivray, SAC Chairperson

Dated:

Dated: