

Templeton Home 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:

Templeton Home School
964 Old County Road
Templeton, CA 93465-9419
805.434.5827

SSC CONTACT:

SSC CONTACT:

Michelle Brown
805.434.5827

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 in achieving this purpose. The SPSA is aligned with the Local Control Accountability Plan, California's 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
Andy Burnett	X							
Donnia Callahan				X				
Lisa Delgadillo				X				
Melissa Kliss					X			
Vacant					X			
Vacant					X			

Opening Description

Mission Statement

Templeton Home School's mission is to provide home-centered instruction which responds to the needs of families who have set educational goals for their children which can best be met through study outside of the traditional classroom. Individualized programs of study, educational assistance and support for families who have the desire and resources to take on the responsibility of home education are provided through Templeton Home School. The mission statement of Templeton Home School stresses the importance of staff maintaining a professional learning community in which all students enjoy success.

Vision Statement

Home School students will become self-directed learners who appreciate the challenge and value of education. They will learn to take responsibility for their learning, develop critical thinking skills, solve problems, communicate effectively, and develop a positive self-image.

The Templeton Home School program uses the independent study model to offer students and parents a place to advance their academic and social skills to prepare students for higher education. All courses of study are designed to fit the educational needs of each individual student. Each course of study is developed by a resource teacher and parent and is based upon district-adopted curriculum guides and grade-level expectancies and objectives. Supplemental and substitute materials, skill mastery, and accelerated and enrichment programs are all aspects of the evolving relationship that is developed to best serve each student's individual needs.

Expected School-Wide Learning Outcomes

- Demonstrate progress in grade level academic subjects as measured by written and oral assessment tests, CST scores, and work portfolios
- Grow with confidence and self-esteem, developing mindful, kind and cooperative skills

- Develop successful communication skills in written and spoken words; through visual, musical, and performing arts; and by utilizing modern communication technologies
- Strengthen critical thinking and problem solving abilities and develop the self-motivation to pursue life-long learning

School Profile

Templeton Home School serves as an alternative independent study school with a faculty of two teachers; an Alt Ed secretary, and a shared administrator who serves as principal of the school.

Established in 1990 as a method of delivering instruction to rural families and families desiring to be major participants in the education of their children, Templeton Home School provides the independent study program for students in grades K-8. The primary reasons families select a home school program for their child(ren) include:

- Fuller, more varied curriculum with extracurricular activities such as music and drama
- Home schooled in the past
- Parent interest in home teaching their child
- Extended travel requiring flexible study time
- Enrollment and/or pursuit of specialized interests, such as acting, athletics, or dance that require time during the typical school day/hours
- Health or social/emotional issues
- Parent concerns regarding social interaction of their child with others

The Templeton Home School program is substantially equivalent in quality and quantity to classroom instruction, enabling participating students to complete the District-adopted course of study within the customary time frame of a traditional school year. Students in Home School have access to the same services and resources that are available to other students in the District and have equal rights and privileges.

ANALYSIS OF CURRENT EDUCATION PRACTICES

The following statements characterize educational practices at this school:

1. Standards, Assessment, and Accountability

Templeton Home School is implementing curriculum and instruction aligned with the California Content Standards (CCS) and 21st Century Learning principles. Student performance is measured by the statewide standardized testing system, local measures and formative assessments based upon interactions during the weekly instructional meeting.

2. Staffing and Professional Development

All Home School teachers are highly qualified and enjoy working with students in an alternative learning setting.

The District leadership requires that professional activities focus on standards based instruction and assessment. The district adopted the model of Professional Learning Communities as the 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 for student achievement. In the last year, the Home School staff members attended numerous trainings centered on STEAM (science, technology, engineering, art and math), the Depth and Complexity instructional model and math strategies related to the California Content Standards.

3. Teaching and Learning

Curriculum, instruction and materials are aligned to the CCSS. During the 2017-18 school year, students and their families utilized new ELA textbooks, piloted new social science textbooks and continued to hone implementation of the recently adopted mathematics curriculum. In 2018/19 new social science textbooks and curriculum was implemented. Training related to the Next Generation Science Standards (NGSS) was provided in 2019-20 with an expectation for full implementation in 2020-21. Students work at their own pace to master content and achieve district expectations.

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. Students are able to attend school as needed in order to complete assignments or to receive additional instruction. Enrichment classes in art, hands-on science, and Spanish are provided in addition to the required weekly meetings. Students needing additional support may attend elective support sessions such as the Writing Lab and math tutorial. Numerous opportunities are provided for students and families to socialize and develop interpersonal skills in authentic settings.

5. Involvement

There is active parent participation in the Home School program. Parents advise staff regarding the instructional program via direct communication as well as by participation in the School Advisory Council. Parents attend the weekly meetings with their student(s) as well as the numerous academic and social events which are planned throughout the year. Activities include field trips, family outings, and large group classes such as art, hands-on science, and PE.

6. Funding

Templeton Home School receives general fund support from TUSD. In addition, the school receives donations from involved parents and outside agencies such as the Templeton Education Foundation.

State/Local Programs

The following State funds are allocated to this school through the school district's consolidated application and other sources including support from the Templeton Education Foundation (TEF).

- General fund support \$ 203,594
- Lottery \$ 3,230
- Lottery – Instructional Materials \$ 99

State Funding Total:
\$206,923

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 for direct services to students at this school site.

- Title I \$ 7,637

Federal Funding Total:
\$7,637

- 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:

Improve organizational effectiveness using the WASC Action Plan prepared for the mid-cycle review in 2020

Students Affected: All students

General Anticipated Results:

Improved student achievement

Other Results:

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

Means of Evaluating Progress:

- Self-study outcomes
- Student assessment results

Subject Area: All Core Subjects

Goal Statement:

Provide professional development in Illuminate test creation and report builder

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 Illuminate and MAP log-in data

Subject Area: Math

Goal Statement:

Identify students who need additional support in math and continue our intervention program, which includes the use of high school students from the comprehensive high school as tutors

Students Affected: All students

General Anticipated Results:

Increase student achievement in math

Other Results:

- Increased parent confidence in teaching and supporting their student(s) in math

Means of Evaluating Progress:

- PLC meeting agendas
- Assessment results
- Student/Parent feedback

Subject Area: English and Math

Goal Statement:

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

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:

- Student portfolios

Subject Area: English, Social Science and Science

Goal Statement:

Utilize Google Applications for Education and on-line sources to increase 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

Means of Evaluating:

- Instructional observations
- Student portfolios

Subject Areas: All

Goal Statement:

Write curriculum map with lessons/instructions for parents at each grade level aligned to CCS

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 (NGSS) 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 to purchase materials to support program

Means of Evaluating Progress:

- PLC agendas
- Curricular and staff development requests

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

Subject Area: Community connections

Goal Statement:

Staff members will maintain a social media presence for our school

Students Affected: All

General Anticipated Results:

Improved connection to community and opportunities

Other Results:

- Improved parent and community affiliation
- Greater support of student work, opportunities and experiences year-to-year
- Additional resources and supports for the programs

Means of Evaluating Progress:

- PLC agendas
- Staff meeting notes
- Parent/Community Feedback

Recommendations and Assurances

- ✓ The School Site Council is correctly constituted and was formed in accordance with the district governing board policy and state law.
- ✓ The School Site Council 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 Site Council 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 Site Council 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, Alternative Ed Administrator

SSC Chairperson

Dated

Dated