

Templeton High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Templeton High School
Street	1200 S Main Street
City, State, Zip	Templeton, CA 93465
Phone Number	805-434-5888
Principal	Jessica Lloyd, M.Ed.
Email Address	jlloyd@templetonusd.org
School Website	https://www.templetonusd.org/schools/templetonhs/index
Grade Span	9-12
County-District-School (CDS) Code	40 68841 0000000

2024-25 District Contact Information

District Name	Templeton Unified School District
Phone Number	805-434-5800
Superintendent	Edd Bond
Email Address	ebond@templetonusd.org
District Website	https://www.templetonusd.org/

2024-25 School Description and Mission Statement

Templeton High School is a school of pride, a school of accomplishment and a school of opportunities. Templeton High School has set itself apart as a quality semi-rural, small school in the Central Coast region. Templeton High School is known for involved students, a professional and caring staff, involved parents, and community support of the school. The small school population contributes to a family-like atmosphere on campus. However, with growth in the school, the staff at Templeton High is committed to providing our students with the most challenging and diverse academic opportunities while maintaining the small school characteristics and feel.

2024-25 School Description and Mission Statement

Our primary goal is focused on student achievement. We have a staff of committed and professional educators who are both of the highest academic quality and able to relate to the uniqueness of small schools. Facilities for athletics, career and technical education, technology programs, and performing arts enhance the overall educational opportunities for our students. Templeton High School received a full accreditation by the Western Association of Schools and Colleges (WASC) in the Fall of 2022. This achievement is an example of our successful teaching and learning, high standards for all students, strong family and community involvement, partnerships with the business community, modern technology, and a safe and clean school environment. In summary, Templeton High School is a great place to attend and is focused on students and learning.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	150
Grade 10	197
Grade 11	207
Grade 12	184
Total Enrollment	738

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.5
Asian	1.1
Black or African American	0.4
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	8.1
White	64
English Learners	1.6
Foster Youth	0.5
Homeless	1.8
Socioeconomically Disadvantaged	21.1
Students with Disabilities	9.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.40	91.18	101.10	91.47	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.46	0.10	0.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	5.46	5.30	4.88	12115.80	4.41
Unknown/Incomplete/NA	0.90	2.84	3.80	3.49	18854.30	6.86
Total Teaching Positions	34.40	100.00	110.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.70	88.80	103.50	89.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.71	1.10	1.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	5.88	5.90	5.10	11953.10	4.28
Unknown/Incomplete/NA	0.90	2.58	4.20	3.67	15831.90	5.67
Total Teaching Positions	36.80	100.00	115.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.70	84.03	97.50	89.04	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	8.93	5.20	4.81	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	6.39	5.70	5.27	11746.90	4.23
Unknown/Incomplete/NA	0.20	0.60	0.90	0.86	14303.80	5.15
Total Teaching Positions	36.60	100.00	109.50	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.5
Misassignments	0.10	1.00	2.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.10	1.00	3.2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1.5
Local Assignment Options	1.80	2.10	0.7
Total Out-of-Field Teachers	1.80	2.10	2.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.20	1.5	12.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

N/A

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 9 CP English - Holt Literature and Language Arts, 3rd Course, 2003 Honors 9 English - Foundations of Language and Literature BFW, 2018 Grade 10 CP English - Holt Literature and Language Arts, 4th Course, 2003 Grade 11 CP English - Holt Literature and Language Arts, 5th Course, 2003 Grade 12 - Expository Reading and Writing Course	Yes	0
Mathematics	Algebra II - Carnegie Algebra 2 (4th ed) Volumes 1 & 2 (2022) Algebra II w/ Trig - Teacher Created Curriculum 2024 - 2025: Geometry - Carnegie Geometry (4th ed) Volumes 1 & 2 (2022) 2025 - 2026: Integrated 2 - Carnegie Integrated 2 (4th ed) Volumes 1 & 2 (2022) Probability & Statistics - Statistics and Probability with Applications, 2018 AP Statistics - The Practice of Statistics 5th Edition, 2018 Consumer Math - Personal Financial Literacy, 2016	Yes	0
Science	Biology - Biology National Geographic, 2023 AP Biology - Campell Biology in Focus (AP Bio), 2021	Yes	0

	<p>Chemistry - The World of Chemistry (Zumdahl), 2023 AP Chemistry - Chemistry (Zumdahl), 2023</p> <p>Physics - Physics: Principles and Problems, Zitzewitz, et al, 2005</p> <p>AP Physics - Physics, Young, Stadler, 10th ed., Wiley (2015)</p>		
History-Social Science	<p>AP Psychology - Myer's Psychology. 2016 CP Psychology - Cengage,</p> <p>CP World History - The Modern World, 2016</p> <p>AP European History - AMSCO Advanced Placement European History, 2019</p> <p>CP Civics - American Government, 2006 CP Economics - CA Economic Principles in Action, 2016</p> <p>Criminal Justice - Criminal Justice Today 9th Ed., 2006</p> <p>Honors/AP Human Geography - The Cultural Landscape,</p> <p>CP World Geography - World History, The Modern World CA Edition, 2016</p> <p>AP US History - The American Nation 12th ed., 2006 AP US History - Preparing for the Advanced Placement Examination, 2006</p> <p>CP US History - The Americans: Reconstruction to the 21st Century, 2006 DE US History - Open Stax - online Cuesta textbook</p>	Yes	0
Foreign Language	<p>Spanish I - Avancemos! Student Edition Level 1, Holt McDougal - 2007</p> <p>Spanish II - Avancemos! Student Edition Level 2, Holt McDougal - 2007</p> <p>Spanish III - Avancemos! Student Edition Level 3, Holt McDougal - 2007</p> <p>Spanish IV - Abriendo paso, Temas y lecturas, Pearson - 2007</p>	Yes	0
Health	Lifetime Health - Holt, 2004		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The majority of the classrooms are new or have been modernized within the past 7 years or less. The vocational ag classrooms and several relocatable classrooms are older and starting to show their age. The site is generally in good physical and cosmetic condition.

Year and month of the most recent FIT report

December 2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Woodshop and metal shop HVAC units are nearing end of life.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Some classrooms have lights needing bulbs replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	57	73	54	54	46	47
Mathematics (grades 3-8 and 11)	32	39	40	42	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	192	97.46	2.54	72.92
Female	92	90	97.83	2.17	85.56
Male	105	102	97.14	2.86	61.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	46	45	97.83	2.17	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	73.33
White	129	125	96.90	3.10	74.40
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00	0.00	64.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	188	95.43	4.57	38.83
Female	92	88	95.65	4.35	38.64
Male	105	100	95.24	4.76	39.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	46	45	97.83	2.17	24.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	50.00
White	129	122	94.57	5.43	41.80
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00	0.00	22.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	35.74	36.61	36.89	35.88	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	378	368	97.35	2.65	36.68
Female	178	173	97.19	2.81	39.31
Male	200	195	97.50	2.50	34.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	96	95	98.96	1.04	32.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	32.14
White	243	235	96.71	3.29	37.87
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	63	100.00	0.00	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	15.79

2023-24 Career Technical Education Programs

THS Career & Technical Education Pathways:

Agriculture & Natural Resources

Agricultural Mechanics: Welding I, Welding II, Welding III

Animal Science: Intro to Animal Science, Vet Science, Animal Biotechnology

Floral Design: Intro to Horticulture & Plant Science, Floral Design, Advanced Floral Design

Energy, Environment & Utilities

Engineering I, Engineering II

Health Science & Medical Technology

Introduction to Health Careers, Sports Medicine, EMR/Patient Care Practicum

Information and Communication Technologies

Robotics, AP Computer Science Principles, AP Computer Science A

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	552
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.17
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	65.48

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97.9	97.9	95.9	97.9	96.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents and guardians are encouraged to be an active participant in the school by joining a booster organization, School Site Council, or by attending the numerous performances, contests, Engineering Makers' Fair and academic showcases. Additionally, THS has academic working groups that include parents and guardians. TUSD and THS make a concerted effort to

2024-25 Opportunities for Parental Involvement

get feedback and input from learning partners on decisions, programs, and activities. Aeries allows parents the ability to have up-to-date information on attendance, assignments and grades. Additionally, the school utilizes ParentSquare to send messages and updates to students and families. The school office is open from 8:00 - 4:30. Please feel free to contact the school via phone, email or stopping by.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.30	0.6	0.6	1.90	2.3	2.3	7.8	8.2	8.9
Graduation Rate	98.10	96.9	97.7	97.60	93.9	95.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	172	168	97.7
Female	83	80	96.4
Male	89	88	98.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	49	46	93.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	12	12	100.0
White	108	107	99.1
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	39	36	92.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	9	75.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	754	745	90	12.1
Female	356	352	39	11.1
Male	398	393	51	13.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	198	195	36	18.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	60	7	11.7
White	478	474	47	9.9
English Learners	17	16	8	50.0
Foster Youth	--	--	--	--
Homeless	16	16	4	25.0
Socioeconomically Disadvantaged	178	173	31	17.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	72	72	19	26.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.9	3.02	2.65	2.03	2.93	2.26	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.13	0	0	0.04	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.65	0.00
Female	1.40	0.00
Male	3.77	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.23	0.00
White	1.88	0.00
English Learners	5.88	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.94	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	7	22	
Mathematics	27	2	26	
Science	26	4	17	
Social Science	27	3	21	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	8	21	
Mathematics	25	11	19	1
Science	26	5	16	
Social Science	24	9	20	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	16	
Mathematics	23	12	19	1
Science	26	6	16	
Social Science	25	8	21	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	273.33

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,211	\$3,671	\$7,540	\$79,461
District	N/A	N/A	\$7,566	\$82,931
Percent Difference - School Site and District	N/A	N/A	-0.3	-4.3
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-35.3	-9.8

Fiscal Year 2023-24 Types of Services Funded

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Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,907	\$54,930
Mid-Range Teacher Salary	\$76,401	\$85,386
Highest Teacher Salary	\$102,063	\$111,172
Average Principal Salary (Elementary)	\$122,907	\$136,564
Average Principal Salary (Middle)	\$134,909	\$141,339
Average Principal Salary (High)	\$144,688	\$153,241
Superintendent Salary	\$183,960	\$224,537
Percent of Budget for Teacher Salaries	33.63	28.69
Percent of Budget for Administrative Salaries	4.82	5.55

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	32.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	2
Foreign Language	0
Mathematics	5
Science	3
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	19

Professional Development

THS will utilize curriculum and professional development that targets strategies focused on engaging in positive expected behaviors as well as social emotional coping strategies (ex. character-building, bullying, racism, and social-emotional learning).

Time will be utilized during Professional Learning Communities to analyze student data, implement MTSS, review John Hattie strategies, learn about trauma informed practices (Kristin Souers), and promote cross-curricular planning and collaboration.

Professional Development

Professional Development will be available to assist teachers with progress monitoring data. Staff will use multiple measures such as IXL Math and ELA, Illuminate, IABs and Smarter Balanced Assessment to measure student progress.

Over the next three years the schools will use CFAs developed by district staff to inform instruction, programs, assessment, and intervention. Training will primarily be conducted during PLC time, but may also include targeted professional development.

THS will participate with the TUSD outside consultant who specializes in the instruction of EL students, and of Long Term English Learners (LTEL) students to provide professional development to instructional staff during the 2024- 25 school year. Because of the unique needs between ELs and LTELs, professional learning will be tailored to help educators better support language development and academic success of all English learners. Based on data driven individualized support, interventions, trainings, and strategies will be implemented.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1