

Templeton Middle 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 Middle School
Street	925 Old County Road
City, State, Zip	Templeton, CA 93465
Phone Number	805-434-5813
Principal	Dr. Gene Miller
Email Address	gmiller@templetonusd.org
School Website	https://www.templetonusd.org/
Grade Span	6-8
County-District-School (CDS) Code	40-68841-6106371

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Templeton Middle School (TMS) serves a rural portion of northern San Luis Obispo County and is situated approximately 115 miles north of Santa Barbara on the Central Coast of California. The total school population is enrolled in grades six through eight. The parents' occupations range from workers at the local hospital, state institutions, and construction industry to owners of large ranches, vineyards, and businesses. There are a growing number of students receiving Aid to Families with Dependent Children (AFDC) assistance, as well as a number living with extended families.

2024-25 School Description and Mission Statement

Templeton Middle School has been a school site for more than 90 years and has gone through many upgrades and modernizations. The current sixth through eighth grade configuration has existed since 1988. Located on Old County Road, TMS is a civic and social hub for the local community and has a proud tradition of those attributes best associated with quality semi-rural, small schools. It is known for exceptionally friendly students, a capable and committed staff, caring and involved parents, and community volunteerism. An average class size of 1:32 provides daily opportunities for teacher/student contact and contributes to the family-like atmosphere on campus. Respect and trust are cherished attributes that are nurtured. At TMS every staff member shares a common vision. We believe that we are all here to serve the same purpose: provide the best possible education for our students. While we understand that all students learn differently and have different abilities, we believe that all students are capable of achieving at high levels if provided the support and guidance to do so. As a result of this belief, we work hard to assist every student to realize their potential by constantly assessing our programs and instructional methods to better meet the needs of all of our students, both as populations and as individual students. In an effort to instruct the whole student, TMS also offers a wide variety of interscholastic athletic teams and local clubs.

Mission Statement

The mission of Templeton Middle School is to provide curricula and programs to address the unique academic, physical, emotional, and social development of middle school students that promote high levels of student effort and academic achievement in a manner that values creativity, diversity, scholarly behavior, and promotes college and career readiness.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	142
Grade 7	157
Grade 8	177
Total Enrollment	476

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
Asian	1.5
Hispanic or Latino	24.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7.6
White	65.3
English Learners	1.3
Foster Youth	0.4
Homeless	2.3
Socioeconomically Disadvantaged	21.8
Students with Disabilities	11.8

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)	20.20	91.00	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)	0.00	0.00	0.10	0.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.72	5.30	4.88	12115.80	4.41
Unknown/Incomplete/NA	1.80	8.24	3.80	3.49	18854.30	6.86
Total Teaching Positions	22.20	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)	20.10	85.38	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)	0.10	0.68	1.10	1.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	4.11	5.90	5.10	11953.10	4.28
Unknown/Incomplete/NA	2.30	9.75	4.20	3.67	15831.90	5.67
Total Teaching Positions	23.50	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)	20.70	89.87	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)	1.00	4.33	5.20	4.81	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	2.86	5.70	5.27	11746.90	4.23
Unknown/Incomplete/NA	0.60	2.86	0.90	0.86	14303.80	5.15
Total Teaching Positions	23.00	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	1
Misassignments	0.00	0.10	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.10	1

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	0
Local Assignment Options	0.10	0.90	0.6
Total Out-of-Field Teachers	0.10	0.90	0.6

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)	0.00	1.3	0
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

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard ELA/ELD, The College Board	Yes	0
Mathematics	Carnegie, 2024	Yes	0
Science	TCI, 2022	Yes	0
History-Social Science	6th- History Alive! The Ancient World 7th- History Alive! The Medieval World and Beyond 8th- History Alive! The United States Through Industrialism	Yes	0
Foreign Language	Spanish I - Avancemos! Student Edition Level 1, Holt McDougal	Yes	0
Health	Positive Prevention Plus	Yes	0

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

School Facility Conditions and Planned Improvements

Portions of the campus have been modernized/replaced within the last 7 years. Several relocatables in the M-wing are 20+ years old. Additionally, the locker rooms and elective building are nearing 20 years age, and cosmetically worn.

Year and month of the most recent FIT report December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Sink drain line in G-1 not draining. Service plumber is trying to find solution. Gym swamp coolers don't cool adequately on hot days.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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)	56	50	54	54	46	47
Mathematics (grades 3-8 and 11)	45	46	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	470	430	91.49	8.51	49.77
Female	239	220	92.05	7.95	57.73
Male	231	210	90.91	9.09	41.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	116	107	92.24	7.76	38.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	32	88.89	11.11	62.50
White	309	282	91.26	8.74	52.48
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	102	98	96.08	3.92	37.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	46	83.64	16.36	10.87

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	470	428	91.06	8.94	45.56
Female	239	217	90.79	9.21	44.70
Male	231	211	91.34	8.66	46.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	116	107	92.24	7.76	34.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	33	91.67	8.33	54.55
White	309	279	90.29	9.71	48.75
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	102	98	96.08	3.92	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	46	83.64	16.36	6.52

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)	41.22	39.33	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	172	150	87.21	12.79	39.33
Female	87	76	87.36	12.64	42.11
Male	85	74	87.06	12.94	36.49
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	39	31	79.49	20.51	35.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	9	81.82	18.18	--
White	119	107	89.92	10.08	40.19
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	28	26	92.86	7.14	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	8	53.33	46.67	--

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 7	99.3	99.3	99.3	94.1	97.4

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

Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that adolescents will avoid unhealthy and risky behaviors. TMS has a strong commitment to engaging our parents in decision making.

The TMS Parent Teacher Organization (PTO) supports the students and staff. The principal and a teacher representative meet regularly with the PTO leadership to gather input. The TMS PTO meets off campus and provides support for students and teachers through activities and other support. Our School Site Council meets monthly to review school-side data and develop our SPSA. Parents are encouraged to join and participate in the District English Learner Advisory Committee which meets 5 times a year. TMS communicates with parents on a weekly basis using Parent Square, through our website, and through email communications from the office and our teachers.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	487	482	62	12.9
Female	250	248	28	11.3
Male	237	234	34	14.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	123	121	24	19.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	36	4	11.1
White	317	315	34	10.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	12	12	4	33.3
Socioeconomically Disadvantaged	125	122	23	18.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	60	60	16	26.7

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
5.59	6.56	5.54	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	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	5.54	0.00
Female	0.40	0.00
Male	10.97	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	9.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.11	0.00
White	3.79	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.33	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

Templeton Unified School District makes student safety its highest priority. A Safe Schools Plan and Multi-Hazard plan are in place and reviewed and adopted annually. Our administrative staff has been trained in the National Incident Management System (NIMS). The Emergency Preparedness Committee actively reviews the district's emergency plans to further develop

2024-25 School Safety Plan

the district's response to emergency situations. Safety training is included in our annual staff development plans and tabletop exercises are conducted at each of the sites. Through a grant from the Templeton Education Foundation, a trailer was purchased along with supplies and equipment deemed necessary to appropriately respond to a variety of situations. We continue to add to our emergency supplies and equipment and hone our practices to ensure we are prepared.

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	27	3	10	3
Mathematics	35	5	5	6
Science	29	1	9	2
Social Science	30		9	2

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	22	6	8	2
Mathematics	23	5	9	2
Science	27	1	10	1
Social Science	28		10	1

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	23	5	10	
Mathematics	22	11	9	
Science	28	1	11	
Social Science	25	2	11	

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	226.67

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)	2.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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	\$10,634	\$3,475	\$7,159	\$73,550
District	N/A	N/A	\$7,566	\$82,931
Percent Difference - School Site and District	N/A	N/A	-5.5	-12.0
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-40.3	-17.5

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Templeton Unified School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher Quality

Fiscal Year 2023-24 Types of Services Funded

- CTEIG
- Title III, Part A, Limited English Proficient (LEP) and Immigrant Funds Programs and services are available to assist students.

After-school tutoring and intervention classes are provided through federal and state funding.

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

Professional Development

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	2	1	2