

Templeton Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 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://templetonms.schoolloop.com/
County-District-School (CDS) Code	40-68841-6106371

2023-24 District Contact Information

District Name	Templeton Unified School District
Phone Number	805-434-5800
Superintendent	Arron Asplund
Email Address	aasplund@templetonusd.org
District Website	http://tusd.ca.schoolloop.com/

2023-24 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.

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	156
Grade 7	170
Grade 8	149
Total Enrollment	475

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
American Indian or Alaska Native	0.2%
Asian	1.3%
Black or African American	0.2%
Hispanic or Latino	23.6%
Two or More Races	7.2%
White	66.7%
English Learners	2.3%
Foster Youth	0.2%
Homeless	2.3%
Socioeconomically Disadvantaged	18.9%
Students with Disabilities	9.7%

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	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	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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	0.90
Total Out-of-Field Teachers	0.10	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.3
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	Go Math, Houghton Mifflin Harcourt	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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	10/5/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
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.

Percentages are not calculated 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	56	57	54	47	46
Mathematics (grades 3-8 and 11)	42	45	38	40	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	447	95.11	4.89	56.38
Female	235	223	94.89	5.11	60.09
Male	235	224	95.32	4.68	52.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	111	106	95.50	4.50	48.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	33	94.29	5.71	63.64
White	316	300	94.94	5.06	58.00
English Learners	12	11	91.67	8.33	9.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	85	96.59	3.41	34.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	45	91.84	8.16	17.78

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	447	95.11	4.89	45.19
Female	235	223	94.89	5.11	44.84
Male	235	224	95.32	4.68	45.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	111	106	95.50	4.50	34.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	33	94.29	5.71	51.52
White	316	300	94.94	5.06	48.00
English Learners	12	11	91.67	8.33	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	85	96.59	3.41	18.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	45	91.84	8.16	4.44

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	37.87	41.22	41.75	36.89	29.47	30.29

2022-23 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	147	135	91.84	8.16	42.96
Female	73	66	90.41	9.59	40.91
Male	74	69	93.24	6.76	44.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	32	91.43	8.57	31.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	54.55
White	96	88	91.67	8.33	44.32
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	29	93.55	6.45	27.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	26.67

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	96	94	97	95	100

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.

2023-24 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. that meets off campus and helps support students and teachers. 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. Our Prevention and Early Intervention team leads four (4) parent forums each year on topics, such as school safety, internet safety, suicide prevention, and drug awareness, which are selected based on parent input.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	486	80	16.5
Female	248	247	41	16.6
Male	240	239	39	16.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	6	6	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	118	116	26	22.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	34	34	5	14.7
White	326	326	49	15.0
English Learners	13	13	5	38.5
Foster Youth	3	3	1	33.3
Homeless	14	13	4	30.8
Socioeconomically Disadvantaged	105	103	31	30.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	58	20	34.5

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.57	5.59	6.56	0.79	2.03	2.93	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.04	0.04	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.56	0
Female	4.84	0
Male	8.33	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	10.17	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	11.76	0
White	4.91	0
English Learners	38.46	0
Foster Youth	0	0
Homeless	14.29	0
Socioeconomically Disadvantaged	10.48	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.07	0

2023-24 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 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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	2	10	2
Mathematics	25	3	13	1
Science	28	1	13	
Social Science	28	1	12	

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	0	10	1

2022-23 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	250

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$75,455
Percent Difference - School Site and District	N/A	N/A	-5.38%	-2.52%
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-5.89%	-10.29%

Fiscal Year 2022-23 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
- 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$46,345	\$50,875
Mid-Range Teacher Salary	\$66,323	\$79,761
Highest Teacher Salary	\$93,030	\$103,045
Average Principal Salary (Elementary)	\$110,076	\$128,154
Average Principal Salary (Middle)	\$124,451	\$131,774
Average Principal Salary (High)	\$126,502	\$142,676
Superintendent Salary	\$178,602	\$211,462
Percent of Budget for Teacher Salaries	30.9%	30.11%
Percent of Budget for Administrative Salaries	5.39%	5.49%

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	1