

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2022-2023]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Templeton Unified School District (TUSD) serves a rural portion of northern San Luis Obispo County and is situated between the larger cities of Atascadero and Paso Robles. TUSD serves students in transitional kindergarten through grade twelve using traditional and alternative education programs with a total school population of 2,296. TUSD is a highly successful academic institution having received Blue Ribbon, Distinguished Schools, and Gold Ribbon awards at numerous school sites. TUSD provides a robust enrichment program, including technology, engineering, art, music, mock trial, athletics and FFA programs across our system. The district provides students with ample opportunities for enrichment within the school day, including embedded CTE pathways to serve students in high school. Templeton Middle School offers numerous electives to prepare students to pursue these high school pathways. However, a systematic K-5 technology program is not in place to support STEM education in our youngest learners. TUSD would benefit from an intentional and systematic K-12 program related to digital citizenship, robotics, coding, etc. Such a program would also benefit TUSD in advancing college and career readiness opportunities

Our district's vision is to be an educational system where we foster a legacy of sustained excellence in all that we do, our students will consistently develop their full potential, entering adulthood positioned for whatever level of success they may desire, and as significant contributors to society.

Furthermore, the district's mission is to consistently provide exceptional opportunities for learning and personal growth, nurture a joy for learning, and foster a culture of excellence and care for all students. As a result, Templeton students will graduate from TUSD highly prepared with the knowledge, aptitude, skill, habits, and character to excel in any post-secondary academic, vocational, or other pursuit.

Following the Princeton Plan, students attend the same school site regardless of where they live in the district. The grade configuration supports the community value that all students should access high quality schools with disposition and work ethic serving as the only limiting factors to outstanding outcomes. The following schools operated in the 2021-22 school year: Templeton Elementary School (Tk-2)

Vineyard Elementary School (3-5), Templeton Middle School (6-8), and Templeton High School (9-12). Additional schools within the Templeton Unified School District include Eagle Canyon Continuation High School (9-12), Templeton Independent Study High School (9-12), and Templeton Home School (Tk-8).

The demographics of TUSD are: 64.9% White; 24.7% Hispanic or Latino; 0.2% African American; 0.3% American Indian; 1.3% Asian; and 7.8% Two or More Races. TUSD serves the following percentage of SED, EL, and FY student groups: 21.3% Socioeconomically Disadvantaged (SED), 3.9% English Learners and .8% homeless and/or foster youth. Students with disabilities represent 9.1% of TUSD's student population. Since the inception of the Local Control Accountability Plan (LCAP), TUSD has dramatically increased programs and services for at-risk and SED, EL, and FY students, for example, dedicated math and reading intervention programs, integrated and designated English Language Development (ELD) support, before and after school tutoring and a unique program designed to eliminate course failure in grades 7-12.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As a result of the pandemic, CDE passed Senate Bill 98 and Assembly Bill 130 which suspended the publication of state indicators on the 2020-2021 and 2021-2022 CA School Dashboards. The most recent Dashboard data (2019 Fall) is provided below.

Templeton Unified School District has met the state's target of the "Green" performance category for two of the six state indicators: Suspension Rate and English Language Arts. While our Students with Disabilities' performance category in English Language Arts is "Yellow", this student group increased by 30.9 points as of the most recent California School Dashboard report (2019). Furthermore, our Students with Disabilities have made significant growth in mathematics by increasing 25.3 points over the prior year. The percentage of Hispanic students in TUSD who were placed in the "Prepared" level on the College/Career Indicator was 59.5% which was an increase of 3% from the prior year.

On a local level, TUSD experienced progress in the areas of benchmark assessment implementation and a significant increase in the amount of professional development that was devoted to classified, certificated, and administrative employees.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As a result of the pandemic, CDE passed Senate Bill 98 and Assembly Bill 130 which suspended the publication of state indicators on the 2020-2021 and 2021-2022 CA School Dashboards. The most recent Dashboard data (2019 Fall) is provided below.

Mathematics:

As a District, we have identified that our English Learners, Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities are in the “Orange” performance category for mathematics. A mathematics achievement roadmap is being developed by the TUSD Math Leadership Committee which is composed of TUSD math teachers (K-12), administrators, and a parent of TUSD students. The roadmap details plan for vertical articulation, the development of essential standards, and common formative assessments to provide students and educators with timely feedback in order to adjust instructional practices. Additionally, each of our elementary school sites will have a dedicated math intervention teacher to provide tier II intervention(s), specifically academic intervention to address skill deficit. Lastly, our district’s Special Education Plan (SEP) identifies several root causes of the significant disproportionality in Math achievement for students with disabilities. As a result, TUSD will take action to address these identified root causes which include a varying mathematics curriculum across our TK-12 system.

College/Career Readiness:

Our SED students are in the “Orange” performance category in the area of college/career readiness. College/Career readiness strategies are being addressed by a more robust summer school program for 2021 and for 2022 through the Expanded Learning Opportunities (ELO) Grant. Additionally, a specific focus on data analysis will enable our teachers, counselors, and administrators to target students in our SED, EL, and FY groups to ensure growth in this area of our organization.

Attendance:

One of our most significant concerns after a thorough examination of the California School Dashboard data is our Chronic Absenteeism rate is 7.7% and five of the seven total student groups are in the “Red” or “Orange” performance categories. As a result of an accountability requirement associated with Senate Bill 98 (SB 98), TUSD produced more fully developed tiered re-engagement strategies for students who are absent from school for more than three school days in a school week. Several elements of this process, although directly associated with SB 98, will remain in our aligned attendance procedures and paperwork. Another significant step to address chronic absenteeism is the addition of a family advocate position at Templeton Middle School. This person will assist with more targeted communication efforts between the school and TUSD families.

Many of the needs of TUSD remain the same, yet a more pronounced need has been identified in the area of our student’s social-emotional development and the district’s response to this need is well documented in the following actions and service.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Templeton Unified School District is committed to the long-term planning that has taken place over the past two and half years. Our LCAP advisory committee, administrative team, and several other educational partners have spent a considerable amount of time collaborating and identifying the actions/services included in this document. For this reason, the 2022-2023 LCAP contains most of the same actions/services that were included in the 2021-2022 plan.

TUSD will maintain its focus on continuous improvement to support all students in reaching their post-secondary goals. We have developed a LCAP that is aligned with our Board of Trustees adopted organizational goals and ensures alignment with each of our seven school sites' School Plan for Student Achievement (SPSA). Our LCAP consists of the following four goals:

GOAL 1 - All students will have access to high quality instruction by engaging in rigorous, relevant, and effective academic activities utilizing standards-aligned curriculum to promote college, career, and life readiness.

- A focus on the Next Generation Science Standards (NGSS) has yielded several curricula pilots (K-8) in 2021-2022 and an adoption of new NGSS-aligned science curriculum in spring 2022 with implementation occurring in the 2022-2023 school year. High school teachers will continue to redesign and implement units in alignment with NGSS.
- Continued implementation of the TUSD Math Achievement Roadmap to better define our systems, pedagogy, curriculum, and assessments for mathematics. Implementation of several actions/services within these areas began in the 2021-22 school year and will continue on into the 2022-23 school year.
- A commitment to coaching support, especially for new teachers through the addition of Teacher on Special Assignment (TOSA) positions and more opportunities for professional development. Several of the focus areas for both, coaching support and professional development, will be increasing student engagement skills, classroom management with a focus on Positive Behavior Interventions Supports (PBIS), and checking for understanding strategies.

GOAL 2 - All students will benefit from instruction guided by assessment, and other relevant, data toward continuous programmatic evaluation and improvement.

- Maintaining assessment platforms such as Fast Bridge and Illuminate while providing more targeted professional development to the educators using these tools.
- Develop an exploratory committee to examine the Universal Design for Learning (UDL) framework and determine its most effective application to support learning for all students in our district.
- Continuing with early release days to create collaboration time for teachers to analyze student assessment data, develop common formative assessments, and use evidence of student learning to inform and improve teaching and learning across the system (TK-12).

- Expand training for teachers on the California Assessment of Student Performance and Progress (CAASPP) assessment and instructional tools.

- GOAL 3 - All students will have access to a safe, positive school culture with equitable opportunities to learn in a culturally responsive, physically and emotionally healthy environment.

- Maintain the increased counseling at all of our comprehensive school sites provide key services to support student mental health and wellness during the 2022-2023 school year. Counseling staff will be creating and, oftentimes, delivering social emotion learning (SEL) lessons to students at all grade levels.

- Ongoing and increased commitment to PBIS at our TK-5 school sites in an effort to make our schools more effective, efficient, and equitable learning environments where all students can learn.

- Fully developed tiered reengagement strategies to improve attendance rates, especially amongst our most at-risk learners.

GOAL 4 - All students will benefit from a school community where meaningful, collaborative, two-way engagement both informs and involves educational partners.

- Transition to a full implementation of Parent Square to connect our school community more effectively through a more comprehensive platform with more features. Training our faculty, staff, parents, and students to use the platform will be a key initiative in year two of this communication tool. This tool may be used to send home important documents like report cards, schedule parent-teacher conferences, and/or provide all educational partners with extracurricular schedules.

- Increased training and alignment of practices for all school/district committees to encourage more participation from parents/guardians on our LCAP, Budget Advisory, District English Learner Advisory Committee (DELAC), and School Site Councils/School Advisor Committees (SAC).

In closing, it is worth noting the alignment between this LCAP and our district's Special Education Plan (SEP). The work with our local SELPA and consultation with San Luis Obispo County Office of Education (SLOCOE) has supported our efforts to renew the focus on math achievement, preparation for higher education, and systems to identify students in need of related services.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts. Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

This section is not applicable as we do not currently have any school sites that have been identified for CSI, TSI or ATSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

This section is not applicable as we do not currently have any school sites that have been identified for CSI, TSI or ATSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

This section is not applicable as we do not currently have any school sites that have been identified for CSI, TSI or ATSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing LCAP.

The Templeton Unified School District LCAP committee was composed of certificated and classified employees, parents/community members, administrators, and one trustee from the TUSD Board of Education. The committee held five meetings (11/16, 1/18, 2/17, 3/15, 3/29) to introduce and discuss the purpose of the LCAP, develop LCAP goals, and identify specific actions/services to address each of the LCAP goals. All of these meetings were held in person and the agendas for these meetings were posted at the district office, and on the TUSD website, on the Friday before the meeting. These meetings were open to the public, and the administrator who oversees the District English Learner Advisory Committee joined the TUSD LCAP committee to review the current TUSD LCAP goals and actions/services before providing feedback.

Representatives from our district's special education department were able to serve on the TUSD LCAP committee. Additionally, several meetings were held with the TUSD Special Education Director during the 2021-2022 school year to ensure coordination between the district's Special Education Plan (SEP) and the TUSD LCAP.

The district's Assistant Superintendent met with San Luis Obispo County SELPA staff on May 5, 2022 and discussed goals and needs regarding Special Education, Foster Youth and Homeless youth, and educational support services.

The district made every attempt to include DELAC feedback, but despite great effort to constitute a functional DELAC committee, the district was not able to get sufficient attendees via Zoom to hold DELAC meetings. The district believes that holding the meetings in person during the 22-23 school year will increase committee attendance and allow it to properly inform the LCAP.

Feedback was also solicited from specific student subgroups via the district homeless/foster youth liaison.

A TUSD 2021-2022 LCAP Culture & Climate survey was shared with several of our district's educational partners in December 2021 and January 2022. This survey data and feedback was synthesized, organized by school site(s), and presented to the Board of Trustees during Spring 2022.

The LCAP was presented to the Board of Education for discussion and a public hearing on June 16, 2022 and final approval on June 30, 2022.

A summary of the feedback provided by specific educational partners.

The feedback from the survey was disaggregated into educational partner groups and general themes were prevalent, regardless of educational partner group.

Elementary enrichment programs and challenging electives classes that interest secondary students remains a top priority. Engaging coursework that prepares students for college and career readiness is another top priority.

All educational partners, specifically the TUSD LCAP Committee and SEP team advocated for more professional development in the areas of UDL, NGSS, PBIS, and mathematics instruction.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The Following actions are a result of feedback from educational partners, mentioned above:

Action 1.01 - Teachers (K-8) will be trained to use the Toolkit for Instructional Materials Evaluation (TIME), then review and pilot Next Generation Science Standards (NGSS)-aligned science instructional materials during the 21-22 school year, leading to elementary and secondary (middle school) NGSS-aligned science adoptions by the Board of Education in Spring 2022 and implementation in 2022-2023. This adoption process will include support for teachers with additional professional learning and release time.

Action 1.02 - Provide TK-12 Common Core State Standards (CCSS) and NGSS professional learning resulting in student access to standards aligned instructional materials and strategies. Additionally, share model lessons and evidence-based instructional strategies with teachers to build capacity specifically in the content areas of mathematics and science. Support teachers with the selection and implementation of new curriculum.

Action 1.05 - Teachers will continue to provide high quality instruction across the curriculum and implement CCSS and NGSS through continued focus on building coherence and alignment in the areas of common learning targets derived from essential standards, common assessments, and grading practices. Provide targeted professional learning in support of standards-based learning and grading.

Action 3.02 - PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. This work will begin at each of our elementary schools (Tk-5) to build a foundation for this work and target several of our student subgroups, namely our homeless youth, socioeconomically disadvantaged, and students with disabilities. The longer-term goal is to expand PBIS to the middle school (6-8) as a means of utilizing restorative practices to address alternative methods of discipline.

Action 3.06 ELEMENTARY: Maintain K-5 enrichment opportunities in elementary level art, music, and SEL. Develop a more comprehensive and age-appropriate computer science curriculum during the 2021-2022 school year with implementation occurring at the beginning of the 2022-2023 school year. SECONDARY: Increase elective offerings in grades 6-12 with a specific focus on providing high-level opportunities for students in our SED, EL, and FY groups by adding sections of computer science to the middle and high schools' master schedules. Sustain other elective offerings that are actively engaging students as evidenced by a sustained level of student requests.

Goals and Actions

Goal

Goal #	Description
1	All students will have access to high quality instruction by engaging in rigorous, relevant, and effective academic activities utilizing standards-aligned curriculum to promote college, career, and life readiness.

An explanation of why the LEA has developed this goal.

Templeton Unified School District has set annual goals, measurable outcomes, and actions/services to support the achievement of goals and desired outcomes. From recent data and educational partner feedback on learning loss in literacy and mathematics, the district created a high- quality instruction goal. As staff reviewed students at the elementary level who scored below grade level in literacy to be eligible for summer intervention, data showed that an increasing number of students were eligible. This data indicated a need to strengthen teacher professional learning. Educational partner feedback centered on literacy assessments at all levels. All educational partners and needs assessments demonstrated a need for updating science frameworks and curriculum across the district. The TUSD Science Core Leadership Team (CLT) updates the administration monthly.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.P1.A) Teachers: Fully Credentialed & Appropriately Assigned	1.P1.A) In 2020-2021, 100% of teachers are highly qualified and appropriately assigned.	1.P1.A) In 2021-2022, 100% of teachers are highly qualified and appropriately assigned.			1.P1.A) 100% of teachers to be highly qualified and appropriately assigned.
1.P1.B) Instructional Materials: Every student has standards-aligned materials	1.P1.B) 100% of students have access to standards-aligned materials.	1.P1.B) 100% of students have access to standards-aligned materials.			1.P1.B) 100% of students have access to standards-aligned materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1.P2.A) Implementation of academic content and performance standards for all students and enable EL's access to CCSS and ELD standards.</p>	<p>1.P2.A) In 2020-2021 TUSD is currently at a level 3 on the instructional material and professional learning rubrics on the local indicators.</p>	<p>1.P2.A) In 2021-2022 TUSD is currently at a level 3 on the instructional material and professional learning rubrics on the local indicators.</p>			<p>1.P2.A1) By 2024 TUSD will be at full implementation for NGSS for the professional learning and instructional materials rubrics on the local indicators.</p>
<p>1.P4.A) Statewide CAASPP Assessments EAP, ELA & Math - SBAC/CAA, Science - CAST/CAA</p>	<p>1.P4.A) Standard Met or Exceeded (2018-19 SBAC Assessment) *All Students 63% ELA, 47% Math *Hispanic 50% ELA, 34% Math *Socioeconomically Disadvantaged, 46% ELA, 29% Math *Student with Disabilities 16.7% ELA, 12.6% Math.</p>	<p>1.P4.A) Standard Met or Exceeded (2020-21 SBAC Assessment) *All Students 75.65% ELA, 43.42% Math *Hispanic 73.81% ELA, 28.57% Math *Socioeconomically Disadvantaged, 60% ELA, 22.86% Math *Student with Disabilities – No data because 10 or fewer students tested. ** This data is from 11th grade CAASPP administration. All other grade levels in TUSD completed local assessments in 2020-2021 school year.</p>			<p>1.P4.A) SBAC scores will increase by 3% for each year for all identified groups in ELA and Mathematics.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.P4.B, F) College and Career Readiness Indicator	1.P4.B, F) According to 2019 California School Dashboard, 62% of TUSD graduates were “prepared” on the College/Career Indicator, placing TUSD in the “yellow”. Additionally, 38.5% of SED students were “prepared” according to the same indicator.	An updated CA School Dashboard College and Career Indicator has not yet been released by the CDE since the 2019 Dashboard.			1.P4. B, F) By 2024, 75% of TUSD students will be “prepared” according to the California School Dashboard College and Career Readiness Indicator. And SED students will increase by 10% each year through 2024.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1.01 Science Instructional Materials	Teachers (K-8) will be trained to use the Toolkit for Instructional Materials Evaluation (TIME), then review and pilot Next Generation Science Standards (NGSS)-aligned science instructional materials during the 21-22 school year, leading to elementary and secondary (middle school) NGSS-aligned science adoptions by the Board of Education in Spring 2022 and implementation in 2022-2023. This adoption process will include support for teachers with additional professional learning and release time.	\$245,925	N
2	Action 1.02 Teacher on Special Assignment (TOSA) Positions	Provide TK-12 Common Core State Standards (CCSS) and NGSS professional learning resulting in student access to standards aligned instructional materials and strategies. Additionally, share model lessons and evidence-based instructional strategies with teachers to build capacity specifically in the content areas of mathematics and science. Support teachers with the selection and implementation of new curriculum.	\$178,973	N
3	Action 1.03 Expanded Learning Opportunities	Students will have access to expanded learning including summer school, before/after school for enrichment, acceleration, academic intervention, and credit recovery. This will include the continuation of a partnership between TUSD and People's Self-Help Housing to provide intensive academic intervention during after school hours with the stated objective of bringing students' achievement levels back up to grade- level.	\$50,000	Y
4	Action 1.04 Special Education Services	Maintain mild to moderate self-contained classroom setting for students with moderate to severe special education needs to mirror programs offered at other school sites in our district. Students in a DISC classroom are mainstreamed when appropriate.	\$97,785	N

Action #	Title	Description	Total Funds	Contributing
5	Action 1.05 Elementary and Secondary Standards Implementation	<p>Teachers will continue to provide high quality instruction across the curriculum and implement CCSS and NGSS through continued focus on building coherence and alignment in the areas of common learning targets derived from essential standards, common assessments, and grading practices. Curriculum committees with representatives from each school site will continue to meet monthly to monitor progress. The TUSD Math Leadership Committee will continue to study the TUSD Math Achievement Roadmap to ensure a successful implementation and address our students most at-risk, which includes many of low-income students, foster youth, and English Learners.</p> <p>Provide targeted professional learning in support of standards-based learning and grading. Including, evidence-based professional development and instructional support in integrated English Language Development (ELD) to enhance our English Learners' (EL) achievement levels.</p>	\$22,500	N
6	Action 1.06 Academic Intervention & Acceleration Subscriptions	Teachers and students will have access to supplementary instructional tools for academic intervention and acceleration. These tools will provide teachers with opportunities to customize instructional approaches based on students' achievement levels and/or gaps in learning. Lastly, these tools enable teachers and students to monitor progress in a timely manner.	\$0	N
7	Action 1.07 Principal/Assistant Principal Development & Support	Principals and assistant principals will participate in a Continuous Improvement Cycle that will use principal walks as a means of enhancing instructional leadership skills around teaching and learning at each of our district's school sites. The Continuous Improvement Cycle will consist of four stages – Plan, Do, Study, and Act which will be led by district level administration at weekly administrative meetings.	\$9,434	N

Action #	Title	Description	Total Funds	Contributing
8	Action 1.08 Targeted Academic Intervention & Opportunities for Acceleration	<p><u>Elementary:</u> Maintain a full-time reading (literacy) and math intervention teacher at each TK-5 school site while adding an additional intervention teacher at each TK-5 school site to enable all teachers in the TK-5 academic intervention program to specialize in either math or reading (literacy) and dedicate more time to interventions at Tier 2 for skill development and/or Tier 3 for foundational skills.</p> <p><u>Secondary:</u> Expand CCSS-aligned Reading & Writing Labs using the Leveled Literacy Intervention (LLI) program and Math Success classes for students in grades 6-8. Provide at least 10 WISE Tutorial sections for students in grades 9-12 and continue offering at least 2 sections of WISE Tutorial to students in grade 6-8. Provide evidence-based strategies to address behavioral, academic, social, and emotional needs of Long-Term English Learners (LTEL).</p>	\$468,285	Y (\$370,544)
9	Action 1.09 Response to Intervention Programs	Provide Eagle Hour and Rock and Read groupings that provide targeted instruction in areas of need for SED, EL, and FY students at the elementary level.	\$2,968	Y

Goal Analysis for [2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

TUSD found some significant improvements and success in the actions associated with this goal in 20-21 to 21-22, despite the challenges posed by the pandemic. Actions 1.02, 1.03, 1.07 and 1.08 were all highly effective in providing TUSD with new science curriculum for grade Tk-8 and the accompanying professional development. The hiring of a science TOSA (indicate goal and action) allowed for a properly constituted selection committee to identify the best NGSS curriculum for the district. Work in this action also allowed the district to identify CCSS needs though the entire curriculum range, though not all could be addressed in one school due to funding and adoption cycles.

TUSD was able to offer an intervention-based summer school program primarily utilizing the Standards Plus intervention curriculum for K – 8 and credit recovery opportunities for 9 – 12. Camino Scholars and Champions allowed for students to participate in before and afterschool programs as offered in action 1.03. The district maintained all program detailed in action 1.08, which benefit students in targeted subgroups of SED, ELL, and FY. Finally, action 1.07's continuous improvement cycle administrative work, is building the foundation to improve instructional and assessment for all students. Work will continue to focus upon creating common formative assessment system, district wide, that will allow data driven decisions to both inform the instruction in every classroom, as well as providing data to inform curricular and programmatic decisions district wide.

TUSD was not able to provide evidence-based professional development and instructional support in integrated English Language Development (ELD) to enhance our English Learners' (EL) achievement levels during the 2021-2022 school year due to the implementation of other key initiatives. The lack of substitute teachers and additional staffing made it very difficult to execute all aspects of our professional development plan. Therefore, this particular action remains in the current LCAP and will be a key initiative for the 2022-2023 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

While some of the actions of this goal were not met fully, or met only partially, all of the expenditures of the goal were met. Some miscalculation of the amount of loss of programmatic knowledge caused many expenditures to be miscalculated, so significant expenditures, (including expenditures beyond LCAP funds) were made in allowing staff to work outside of regular contract hours to rebuild programs, initiatives, and data collection to resume the pre-pandemic work, post-pandemic.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1.01 and 1.02 have led to the adoption of an NGSS-aligned science curriculum in grades K-8 for the 2022-2023 school year. Additionally, Action 1.03 led to approximately 50 students receiving extended day learning opportunities through ASES style programs such as Camino Scholars and Champions. However, participation in these programs, primarily Camino Scholars was far lower than the district estimated. Also, student enrollment varied significantly throughout the year, making meaningful data monitoring from these programs impossible. The district will actively pursue the development of these program for 22-23, including regular data monitoring.

The district found that the course failure ratio dropped a statistically insignificant percentage from 20-21 to 21-22 but will track this ratio over time to determine the efficacy of intervention programs included.

The Summer School intervention program was designed to prioritize the most struggling students in the district and provide them with a research-based intervention curriculum to help close any achievement gap these students may have experienced due to remote/hybrid learning. The district served 86 students in grades K – 8, using Standards Plus and Math 4 Love curriculum. Each day spent roughly 1.5 hours working mathematics, 1.5 hours working on ELA, and 30 minutes working on enrichment or PE.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While not every action of this goal was met to the desired degree, the district believes this goal and action are still the direction we wish to pursue, and none of the actions were implemented to the full desired extent. Therefore, all actions of this goal will continue to the coming year.

Next year adding additional data to track progress.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	All students will benefit from instruction guided by assessment, and other relevant, data toward continuous programmatic evaluation and improvement.

An explanation of why the LEA has developed this goal.

When district staff reviewed the TUSD LCAP Committee feedback and educational partner surveys, staff found there to be an ongoing interest in the district's assessment system. Specifically, one where all students benefit from the adjustment of instruction based on common formative and benchmark assessments, timely feedback of student performance and by programs improved through continuous evaluation. As a result, the district is actively working to develop districtwide calendars for Professional Learning Communities, benchmark assessments, and vertical articulation which will enable staff to track student performance and identify strategies to disrupt of patterns of academic deficiency across our system. Furthermore, the district is committed to training and supporting all teachers to effectively use the district-adopted assessment platforms that have already been implemented at several school sites and/or grade-levels.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.P5.E) High school graduation rates	2.P5.E) In 2018-2019, the high school graduation rate was 94%. SED had a rate of 82.7%. The Hispanic student group had a rate of 91.9%. SWD had a rate of 81%.	2.P5.E) In 2020-2021, the high school graduation rate was 92.9%. SED had a rate of 88.6%. SWD had a rate of 85.7%.			2.P4.A) Increase graduation rate for all students to 95% or better. Increase rates for the SED, Hispanic, and SWD student groups by 3%.
2.P4.D) English learner reclassification rate	2.P4.D) In 2020-2021, the reclassification rate was 13%.	2.P4.D) Data not available for 2021-2022 school.			2.P4.D) Increase reclassification rate by 3% per academic year through 2024.
2.P4.C) Percentage of English learners who progress in English proficiency (as measured by ELPAC)	2.P4.C) According the California School Dashboard, 54.1% of TUSD EL students we're making progress towards English language proficiency.	2.P4.C) According to the 2020-2021 Summative ELPAC achievement data, 22.62% of EL students were at Level 4 (well developed) and 38.10% of EL students were at Level 3 (moderately developed).			2.P4.C) Increase percentage of EL students making progress toward English language proficiency by 5% per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.P8.B) Local Benchmarks	2.P8.B) K-5 students have access to and complete local benchmark assessments at established periods in the school year.	2.P8.B) K-11 students have access to and complete local benchmark assessments at established periods in the school year.			2.P8.B) K-12 students have access to and complete local benchmark assessments to measure growth in learning at pre-established periods in the school year.
2.P1.A. THS A – G Completion Rate	2.P1.A For the school year, the A-G Completion Rate for THS was 32.7%	2.P1.A For the school year, the A-G Completion Rate for THS was 46%			2.P1.A The goal for A-G completion rate is 50%.
2.P1.A. THS CTE Pathway Completion Rate	The CTE Completion Rate for THS by cohort was 33.3%	The CTE Completion Rate for THS by cohort was 41.8%			The goal for the CTE completion rate is 45%.
2.P1.A. Percentage of student who completed both the A-G and CTE combined pathway.	The combined A-G and CTE pathway completion rate was?	The combined A-G and CTE pathway completion rate was 15.2%.			The goal for the completion combined A-G requirements and one cohort of CTE requirements is 18%.
2.P1.A. Percentage of students that scored 3 or higher on advanced placement exams at THS.	The percentage of students scoring at 3 or higher on advanced placement exams was 19.6%	The percentage of students scoring at 3 or higher on advanced placement exams was 25%			2.P1.A The goal percentage of students scoring 3 or higher on advanced placement exams is 30%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 2.01 Targeted Academic Support & College and Career Preparation (Secondary)	Provide credit recovery program that occurs within the instructional day to high school students at risk of not meeting the district's graduation requirements.	\$10,326	N
2	Action 2.02 Progress Monitoring	Administer benchmark assessments in grades K-11 to use as one of multiple measures to identify students for Tier 2 intervention, inform instruction, and monitor student progress. A districtwide assessment calendar will be developed in collaboration with educational partners.	\$0	N
3	Action 2.03 Common Formative & Benchmark Assessments	Create opportunities for staff to have access to professional development, created by TUSD Data Team, in FastBridge Learning (assessment tool), Illuminate, and Smarter Balanced Assessment system, including the Tools for Teachers resources.	\$21,858	Y
4	Action 2.04 English Learners	ENGLISH LEARNERS: Support training and implementation of the updated EL Master Plan throughout the district. This includes (a) criteria for EL identification, course access, placement, monitoring progress, exit, and continued monitoring for reclassified to English proficient (RFEP) students; (b) coordinating the administration of mandated EL assessments; (c) coaching teachers to build capacity and provide direct supports to EL students; (d) professional learning opportunities focused on EL students; and (e) providing intensive intervention to TK-12 EL students to ensure access to curriculum.	\$127,349	Y
5	Action 2.05 Multiple-tiered Systems of Support	Staff working directly with SED and English learners, foster youth, and students with disabilities will participate in ongoing development of a cohesive system of support for responders to struggling students. 2) Collaborate with all TUSD educators to explore the implementation of Universal Design for Learning (UDL), a framework to improve and optimize teaching and learning for students. 3) Continue to partner with the TK-5 teachers and administrators to provide staff training in the area of PBIS.	\$30,015	Y

Action #	Title	Description	Total Funds	Contributing
6	Action 2.06 Release Time for Professional Development and Curriculum Enhancement	Dedicate this portion of funds to support professional development in several ways with a focus on data analysis, integrated English Language Development (ELD), mathematics, Next Generation Science Standards (NGSS) and Social Emotional Learning (SEL).	\$16,542	Y
7	Action 2.07 Data Analysis Protocol and Vertical Articulation	<p>DATA ANALYSIS PROTOCOL: Revisit the implementation of a districtwide data analysis tool that will help our staff analyze, adjust, and set goals for teaching and learning. The tool will help our staff identify the following – 1) Overall strengths & areas of concern 2) Identified target areas 3) Adjustments to instruction 4) Adjustments to curriculum 5) Adjustments to assessment 6) Growth 7) Goal setting</p> <p>As a result, this will lead to more informed decisions about targeted first teaching (Tier 1), intervention, enrichment, and learning acceleration in all classrooms.</p> <p>VERTICAL ARTICULATION: Establish a districtwide calendar for Professional Learning Communities which take place on early release days and create at least three distinct windows within this calendar when teachers from any given grade-level will be able to collaborate with teachers from one grade level below or above them on essential standards, learning targets, and assessment data.</p>	\$0	N

Goal Analysis for [2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

TUSD experienced some successes in the implementation of this goal, some partially implemented actions, and a couple of actions that were not able to be implemented. The largest successes of this goal's actions are 2.01, 2.06, and 2.07, as the district was able to provide credit recovery opportunities for students through homeschool, alternative education, and with specific classes held at THS. Also, the WISE program was able to assist students who found themselves behind academically. The district also provided release time for professional development, which could either be assigned by the district, the site, or individual determined by each employee. The focus was on NGSS as the new adoptions for Tk-8 required significant amounts of training to adopt and implement. Action 2.07 was not fully implemented, but the district did create an assessment calendar with opportunities for vertical articulation

Action 2.02 and 2.03 were partially implemented but were not fully in place. The district used assessment in FastBridge to monitor data in grades Tk-5 and used IAB's and FIAB's to monitor student progress in 6-12. However, this action is not fully met because only minimal data analysis was conducted, as this was considered the baseline year for data informed CFA decisions.

Action 2.05 is targeted toward Special Education even though the actions of the goal, PBIS, MTSS, and UDL are universally applicable, the purpose of this action is to specifically bring these items to all students, including SWD.

TUSD was not able to execute Action 2.04 due to a significant change in the staff (both administrative and certificated) providing services to our EL students. The lack of substitute teachers and additional staffing made it very difficult to execute all aspects of our professional development plan. Therefore, this particular action remains in the current LCAP and will be a key initiative for the 2022-2023 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There must be changes if not all actions in goal were carried out. 2.02 is a success. 2.04 funds were expended on EL specialists/teachers. The needs of the returning EL students were so great, our EL staff, was more focused on student needs, rather than the EL Master Plan we had hoped to produce. That goal is now moved forward.

SBAC and Tools for Teachers training occurred, and a limited scope of FastBridge at the elementary sites. Large scale implementation district-wide through the data team was tabled for the year. Sites were given latitude to implement based upon local needs. All budgeted expenditures were met.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions 2.01, 2.02, and 2.03 led to more students receiving targeted assistance through credit recovery programs, intervention, and/or progress monitoring. All students in grades K-11 participated in TUSD's ongoing benchmark assessment program during the 2021-2022 school year. The actions were effective in that they are guiding the process the district is undertaking to make data informed decision common place. While these actions were successful to varying degrees, they were not actions that realistically could be fully enacted in any one school year. These actions are intended to be carried out in varying degrees over the course of the entire three-year plan. It is the district's intention that by the end of the full three-year LCAP all aspects of all of these actions would be met.

The total number of student course failures was up significantly for the prior year due to the interruption of regular academics during the pandemic. The total number was down for this year, and while it's not possible to quantify specifically 'what would have been' we believe this number of student failures would have been greater without the wide range of credit recovery options.

Templeton High School has a graduation rate of 97%, which is impressive given the small size of the TUSD's alternative education high school, (14 student's total.) The district has also been having a great deal of success working with EL students in ELA. At the start of the 22-23 school year, the district will RFEP 24 of the 90 ELD students. District-wide, the number of RFEP students that met or exceeded standards on the ELA portion of the CAASPP was equal to the rate of EO students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.1 was scaled back because of significantly reduced need for credit recovery, compared to the prior pandemic year. All of the actions of 2.1 are done during the normal business day and do not represent an additional expenditure for the district. However, we do believe the work completed in this process do directly contribute to the success of ELL students.

TUSD writes its LCAP so that only LCAP funds are accounted for in the plan. However, many of the actions in the plan could not be fully funded if only using LCAP funds. Therefore, many of the actions receive additional funding from other categorical funds or from the general fund. In some instances, this can seem confusing, in that the district may change an action, without reducing the amount of funding toward that action. The LCAP funds only represented a portion of the total funds that would be spent.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	All students will have access to a safe, positive school culture with equitable opportunities to learn in a culturally responsive, physically and emotionally healthy environment.

An explanation of why the LEA has developed this goal.

TUSD believes the foundation of an effective learning community is the establishment of a caring environment where all students feel valued and their academic, social, and emotional needs are met. In 2018-19, chronic absentee rates for Socioeconomically Disadvantaged, Students with Disabilities, English Learners, Homeless, and White students were 13.4% (increased 3.7%), 9.6% (increase 2.4%), 10.8% (increased 0.8%), 11.1% (increased 4.9%), and 8.3% (increased 2.3%) respectively. This data indicated a need for more focused attention on attendance and school climate in upcoming years. Furthermore, educational partner feedback indicated that due to the pandemic, students were feeling isolated and lacked peer interaction. Therefore, we developed this goal to address student social-emotional learning, troubling attendance patterns and protocols that address physical and emotional safety.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.P1.C) School Facilities in “Good Repair”. Clean, safe, and functional as determined by quarterly Williams Uniform Complaints.	3.P1.C) The Williams Uniform Complaint process yielded 0 complaints during the 2019-2020 school year.	3.P1.C) The Williams Uniform Complaint process yielded 0 complaints during the 2020-2021 school year.			3.P1.C) Facilities will continue to be in good repair and 0 complaints per the Williams Uniform Complaint process.
3.P5.B) Chronic absenteeism rates	3.P5.B) In 2018-19, chronic absentee rates were: All 7.7% SED 13.4% SWD 9.6% EL 10.8% Homeless 11.1% White 8.3%	3.P5.B) In 2020-2021, chronic absentee rates were: All 4.7% SED 10.4% SWD 9.4% EL 11.5% Homeless 18.2% N/A			3.P5.B) Reduce chronic absenteeism rate to 5% for all and by 5% for all identified groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.P6.A) Suspension rates	3.P6.A) The district's overall suspension rate in 2018-19 was relatively low (2.3%). There are significant student group differences in suspension rates. SWD 7.2%, Homeless 9.7%, and SED 4.7%.	3.P6.A) The district's overall suspension rate in 2020-2021 was very low (0.8%).			3.P6.A) Decrease suspension rates for students who are Homeless by 5%, SWD by 3% and Socioeconomically disadvantaged by 2%.
3.P6.B) Expulsion rates	3.P6.B) 3 expulsions are reported in 2019-2020 school year	3.P6.B) 1 expulsion was reported in 2020-2021 school year.			3.P6.B) Maintain very low levels of expulsion rates, near or at zero.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.P7.A,B,C) Access to/enrollment in: A broad course of study and programs/ services developed and provided to support 1) SED, EL, and FY pupils, and 2) Individual with exceptional needs	3.P7.A,B,C) All students, including SED, EL, and FY pupils and individuals with exceptional needs, currently have access to a broad course of study, as indicated by the local indicator's reflection tool.	3.P7.A,B,C) All students, including SED, EL, and FY pupils and individuals with exceptional needs, currently have access to a broad course of study, as indicated by the local indicator's reflection tool.			3.P7.A,B,C) Maintain current status of all SED, EL, and FY pupils and individuals with exceptional needs having access to a broad course of study, as indicated by the local indicators reflection tool.
3. P8.A. Total Attendance Rate at or above 95.5%	3.P8.A. Templeton has historically had an attendance rate at or above 96.5%, however due to Covid quarantines, lowered the attendance rate to below 94%.	3.P8.A. The attendance rate for all students during the 21-22 school year was 95%.			3.P8.A Reach the pre-Covid rate of 97% attendance for all students, district-wide.
3. P8.A. Middle School Dropout Rate at or below 1%.	3.P8.A. Templeton Middle School had a dropout rate of 0%	3.P8.A Templeton Middle School had a dropout rate of 0%.			3.P8.A TMS will continue to have a dropout rate lower than 1%
3. P8.A. High School Dropout Rate at or below 5%	3.P8.A. Templeton High school dropout rate was 3.5%	3.P8.A. Templeton High school dropout rate was 3%.			3.P8.A. THS will continue to have a dropout rate below 3.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>3.P5.A. California Health Kids Survey indicating that students are feeling safe, connected to school, and have trusted adults at school.</p>	<p>CHKS occurs every two years, so no data exists for the 20-21 school year.</p>	<p>3.P5.A. CHKS data for the 21-22 school year indicates that 70% of 7th grade students, 53% of 9th grade students, and 60% of 11th grade students feel connected to school.</p> <p>67% of 7th grade students, 57% of 9th grade students, and 71% of 11th grade students feel safe at school.</p> <p>58% of 7th grade students, 69% of 9th grade students, and 69% of 11th grade students have a caring relationship with an adult.</p>			<p>3.P5.A. CHKS data for the 21-22 school year indicates that 70% of 7th grade students, 53% of 9th grade students, and 60% of 11th grade students feel connected to school.</p> <p>67% of 7th grade students, 57% of 9th grade students, and 71% of 11th grade students feel safe at school.</p> <p>58% of 7th grade students, 69% of 9th grade students, and 69% of 11th grade students have a caring relationship with an adult.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 3.01 Increase Counseling Services	Provide each elementary school (PK-5) with one full-time counselor and expand counseling services provided at middle school grades (6-8) while maintaining current levels of counseling services at the high school (9-12).	\$102,543	Y
2	Action 3.02 Positive Behavior Intervention Supports (PBIS)	PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. This work will begin at each of our elementary schools (Tk-5) to build a foundation for this work and target several of our student subgroups, namely our homeless youth, socioeconomically disadvantaged, and students with disabilities. The longer-term goal is to expand PBIS to the middle school (6-8) as a means of utilizing restorative practices to address alternative methods of discipline.	\$6,276	Y
3	Action 3.03 Prevention and Early Intervention, School Wellness Project	Proceed with year two of this grant funded by the San Luis Obispo County Health Agency – Prevention & Outreach which provides critical services such as additional counseling for middle school students, a half-time family advocate, and a Friday Night Live youth development program.	\$0 – Grant Funded	N
4	Action 3.04 Class Sizes	Maintain TK-3 class size averages at 25 to 1 (student to teacher) and core class averages in grades 4-12 at 30 to 1 in order to monitor performance of SED more closely, EL, and FY and at-risk youth. Hire additional teachers to keep class sizes reasonably low.	\$290,121	N
5	Action 3.05 Student Assistance Programming	Increase access to resources for socioeconomically disadvantaged students, including free after school childcare, bus passes, school supplies, targeted programs to increase engagement, individualized academic, behavioral and socioemotional supports, and access to meals.	\$36,400	Y

Action #	Title	Description	Total Funds	Contributing
6	Action 3.06 Enrichment Opportunities & Elective Offerings	<p>ELEMENTARY: Maintain K-5 enrichment opportunities in elementary level art, music, and SEL. Develop a more comprehensive and age-appropriate computer science curriculum during the 2021-2022 school year with implementation occurring at the beginning of the 2022-2023 school year.</p> <p>SECONDARY: Increase elective offerings in grades 6-12 with a specific focus on providing high-level opportunities for students in our SED, EL, and FY groups by adding sections of computer science to the middle and high schools' master schedules. Sustain other elective offerings that are actively engaging students as evidenced by a sustained level of student requests.</p>	\$203,442	Y
7	Action 3.07 Monitoring Chronic Absenteeism	Send out district chronic absenteeism letters at each grading report period throughout the year in addition to truancy notifications for 3, 6, and 10 absences. Implement attendance interventions and monitor and track student progress, coordinating available resources (including counselors, district support staff, family advocate, district nurses, and site staff). Provide monthly reports to school and district administration to monitor chronic absenteeism rates.	\$6,545	Y

Goal Analysis for [2021-2022]

An analysis of how this goal was carried out in the previous year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In this goal, actions 3.01, 3.02, 3.03, 3.04, 3.06 and 3.07 were all considered successful as the actions were fully or significantly implemented and achieved the desired effect. They will all be carried forward however, since they remain priorities for the district going forward.

Even though not all actions were carried out to the extent budgeted, or exactly as budgeted, all of the actions required funding beyond that provided in the LCAP, so all of the LCAP expenditures identified in the actions were expended to the extent detailed in the LCAP. For instance, Action 3.05 is a contributing item because it is paid for LCAP funds and additional ELOP funds. Other funding changes do not note substantial changes to the intent of each action, rather than an adjustment based upon the relatively and existing resources. Some programs bore a higher cost the previous year because they needed to be built from scratch or reconstituted with all required staff PD cost or materials costs.

A description of any substantive differences in planned actions and actual implementation of these actions.

As evidence of the success, the districts suspension rate, reduced expulsion compared to full years, prior to Covid. 113, 81, down to 61. District staff spent significant funds with SLOCOE implementing PBIS.

Action 3.05 was effective providing experiential, hands on learning opportunities for K-5 grade students. There is a litany of research demonstrating the effectively of STEM and arts on long term student learning outcomes. While this is true for all students, it is particularly beneficial for students who are SED, ELL, and FY as they may not get these experiences outside of school, depending upon family circumstances.

An explanation of how effective the specific actions were in making progress toward the goal.

An increase in counseling services was repeatedly acknowledged by all educational partners in the school district. Significant investments in comprehensive programs, such as Challenge Day, worked to address the culturally responsive nature of staff and students at the secondary level. Furthermore, reduced class sizes (specifically in grades 3 through 5) enabled teachers and classified staff to support each child with more targeted learning opportunities.

Class sizes smaller than goal. Implemented PBIS K-5, Suspension expulsion are decreasing.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes have been made to this goal, expected outcomes, metrics, or actions and services at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
4	All students will benefit from a school community where meaningful, collaborative, two-way engagement both informs and involves educational partners.

An explanation of why the LEA has developed this goal.

When district staff reviewed educational partner feedback from families and consulted with the TUSD LCAP committee, it is clear that all of our educational partners are seeking more occasions to engage with others in a multitude of ways. Due to the pandemic, many of our educational partners prefer electronic and/or virtual means of interaction while others still favor the kinds of in-person experiences such as Back to School Nights, Open Houses, and Parent-Teacher conferences. As a result, the district feels it is essential to the success of our students to provide ample opportunities for parents, guardians, faculty/staff, and students to share input on decision-making and participate in district support committees.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.P3.A,B,C) Efforts to seek parent input in decision-making.	4.P3.A,B,C) The TUSD Local Performance Indicators Reflection Tool indicated that the district scored a 2 (out of 4) “providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.”	4.P3.A,B,C) The TUSD Culture & Climate survey which was sent to parents, asked the following question – “My child's school provides parents with options to be involved in the educational program and share feedback on how the school should function (for example, School Advisory Committee, PTO, etc.)” Of 453 Responses, 20.8% Strongly Agreed 40.6% Agreed 17.7% Neither Agreed or Disagreed 11.7% Disagreed 4.2% Strongly Disagreed			4.P3.A,B,C) Increase this particular score to a 4 (out of 4) when the TUSD Local Performance Indicators Reflection Tool is utilized to measure effectiveness in this area.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4.P3.A) Efforts to seek parent input and promote parental participation for SED, EL, FY, and SWD.</p>	<p>4.P3.A) On the California School Parent Survey (CSPS) Main Report (2019-2020), when parents were given the following prompt – “School actively seeks the input of parents before making important decisions.”</p> <ul style="list-style-type: none"> - 56% of respondents selected “strongly agree” or “agree” at THS - 48% of respondents selected “strongly agree” or “agree” at TMS 	<p>4.P3.A) On the California School Parent Survey (CSPS) Main Report (2021-2022), when parents were given the following prompt – “School actively seeks the input of parents before making important decisions.”</p> <ul style="list-style-type: none"> - 67% of respondents selected “strongly agree” or “agree” at THS - 54% of respondents selected “strongly agree” or “agree” at TMS - 58% of respondents selected “strongly agree” or “agree” at VES 			<p>4.P3.A) Increase parents reporting associated with this particular prompt on the CSPS by 10% at each school in 2021-2022 and by another 10% in 2023-24.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 4.01 Implementation of School-Home Communication Platform	TUSD has transitioned to a new school-home communication platform known as Parent Square. This platform will enhance our communication procedures and provide improved tools for translation, direct & group messaging to target SED, EL, and FY groups, as well secure document delivery for essential documents such as report cards. In 2022-2023, TUSD will increase the amount of training provided to its faculty and staff.	\$12,500	Y
2	Action 4.02 Prevention and Early Intervention, School Wellness Project (Also listed as Action 3.03)	Proceed with year two of this grant funded by the San Luis Obispo County Health Agency – Prevention & Outreach which provides critical services such as additional counseling for middle school students, a half-time family advocate, and a Friday Night Live youth development program.	\$0 – Grant Funded	N
3	Action 4.03 Educational Partner Involvement and Parent Engagement	Utilize Google Forms, and other survey platforms, to solicit input from all educational partners as the Local Control Accountability Plan (LCAP) is reviewed and decisions about the 2023-2024 school year are made. Additionally, structure LCAP committee meeting agendas for maximum engagement and analysis of the effectiveness of implemented actions/services. Ensure parent engagement is a key component of the LCAP analysis phase by including the District English Learner Advisory Committee (DELAC), School Advisory Committees (SAC), and other district support committees. Furthermore, continuing with efforts to diversify parent representation on these district support committees.	\$3,571	Y
4	Action 4.04 Parent Outreach	Provide Spanish translation at important meetings, events, and for all documents distributed to students' homes.	\$1,107	Y

Goal Analysis for [2021-2022]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The district desired better communication between sites, the District Office, students, and families. Also, the district desired more input from our educational partners on the overall direction of the district, academic programs, extra and co-curricular activities. So, all of the actions of this goal were carried out, including adding Parent Square for mass communication, using the California Parent Survey (CSPS) to get input, and used Google Forms to survey specific items for LCAP, DELAC, etc. All the actions indicated were carried out successfully.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences to report at this time.

An explanation of how effective the specific actions were in making progress toward the goal.

The launch of Parent Square was not perfect, but our Culture & Climate survey and CHKS parent survey data indicate that a significant portion of our students' parents/guardians feel that TUSD is adequately communicating with them. Furthermore, Action 4.02 continues to be a success at the middle school as many of these students (and their parents/guardians) report feeling supported.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes have been made to this goal, expected outcomes, metrics, or actions and services at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$964,967	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.40%	0%	0%	4.40%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s) and is effective in helping close equity and performance gaps. Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. The contributing “wide” actions in this plan are:

Action 1.03 Expanded Learning Opportunities: A review and analysis of state and local data found that English learners, Foster Youth, and Low income students come to the schools already behind their grade-level peers in the areas of English language Arts and Mathematics, with multiple gaps in prior learning resulting in credit deficiency. To address these needs, the LEA will continue to provide extended learning opportunities. Which are supplemental to the school day, such as after school instruction, classes on Saturdays, continuation of a partnership with People’s Self-Help Housing, and field trips for students so that they have additional opportunities beyond the school day to progress towards grade-level standards and complete course credits towards graduation. These opportunities are necessary to provide extra

time for students to learn grade-level skills and concepts so that they can make progress towards mastering grade-level standards in English language Arts and Math. They will also allow students additional time to complete coursework and earn credits towards graduation. Research shows that high-quality extended learning opportunities improve students' educational outcomes, including closing the achievement gap for low-income students by providing more time to build upon learning started in the classroom, work with a tutor or in a small group to master challenging concepts, and complete coursework and credits towards graduation. We expect that the CAASPP ELA scores for English learners, low-income students, and foster youth will increase, as the program is designed to meet the needs most associated with the stresses and experiences of low-income students, foster youth, and English learners. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. TUSD expects scores to increase by 1% annually.

Action 1.08 Targeted Academic Intervention & Opportunities for Acceleration: Elementary: A review and analysis of state and local data, found that English learners, Foster Youth, and Low income students come to the schools already behind their grade-level peers in the areas of English language Arts and Mathematics. To address the needs of these students, in the elementary schools, TUSD will maintain a full-time reading (literacy) and math intervention teacher at each TK-5 school site while adding an additional intervention teacher at each TK-5 school site to enable all teachers in the TK-5 academic intervention program to specialize in either math or reading (literacy) and dedicate more time to interventions at Tier 2 for skill development and/or Tier 3 for foundational skills. The district-maintained literacy and math intervention, TOSA's and instructional coaches to improve student outcomes in grades K-5. Research suggests that for elementary students the duration of a reading intervention is at least 8-16 week and the length and frequency of the intervention is 30-120 minutes per day. Vaughn, Wanzek, Murray & Roberts, 2012; Vaughan Ext all, 2012). In secondary, we will expand CCSS-aligned Reading & Writing Labs using the Leveled Literacy Intervention (LLI) program and Math Success classes for students in grades 6-8. Provide at least 10 WISE Tutorial sections for students in grades 9-12 and continue offering at least 2 sections of WISE Tutorial to students in grade 6-8. Provide evidence-based strategies to address behavioral, academic, social, and emotional needs of Long-Term English Learners (LTEL). We expect that the CAASPP ELA scores for English learners, low-income students, and foster youth will increase, as the program is designed to meet the needs most associated with the stresses and experiences of low-income students, foster youth, and English learners. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. TUSD expects scores to increase by 1% annually.

Action 1.09 Response to Intervention: Prepare Eagle Hour and Rock and Read groupings that provide targeted instruction in areas of need for SED, EL, and FY students at the elementary level. The district has noticed that there was an increase in the number of students struggling after the two years of remote/hybrid learning. This need was greater among EL, SED, FY students. After a two-year hiatus, the walk to learn style programs made a limited comeback for the 21-22 school year. The Eagle Hour at grades Tk-5 was conducted for a very limited number of the students most necessary EL, SED, and FY students. However, for the 22-23 school year the program will be fully implemented as it was prior to Covid lockdowns and remote/hybrid learning. Leveled Literacy Intervention (LLI) programs such as Eagle Hour and Rock and Read will allow teachers to work with smaller groups of students, and ability level students, based upon discrete skill building required. LLI programs have a lot of research to support their efficacy, but one of the most compelling sources is found on the

WhatWorksClearinghouse.com website. (<https://ies.ed.gov/ncee/wwc/InterventionReport/679>) LLI in conjunction with the Response to Intervention model, creates a particularly effective combination of data driven instruction, and research based instructional technique. Students are grouped based upon mutual skill deficits, and progress is tracked to ensure progress is being made. As students improve in one area, groups are reordered to ensure instructional is always targeted to need. The districts anticipates that a return to this model of intervention used four days per week will improve the outcomes for all students, but in particular will address the needs of our EL, SED, and FY students, as their deficits are directly addressed in a strategic fashion. TUSD expects to reduce the number of students in the lowest tier by 5% per year and raise the level of the group by 5% each year.

Action 2.03: Our low income, foster youth, and English learner students have the most opportunity for continued academic growth according to most current state and local assessments. The LEA will continue to support this by creating opportunities for staff to have access to professional development, created by TUSD Data Team, in FastBridge Learning (assessment tool), Illuminate, and Smarter Balanced Assessment system, including the Tools for Teachers resources. Research indicates that when properly implemented, first best instruction from well-trained staff results in students having greater access to improving missing skills and more opportunities to reach standards. FastBridge Research: <https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>. We expect that the CAASPP ELA scores for English learners, low-income students, and foster youth will increase, as the action is designed to meet the needs most associated with the stresses and experiences of low-income students, foster youth, and English learners. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. TUSD expects scores to increase by 1% annually.

Action 2.05: CAASPP data and local benchmarks demonstrate that unduplicated students (EL learners, Foster Youth, and SED) and students with disabilities perform below all students when reading and mathematics scores are disaggregated. Additionally, they have high chronic absenteeism and suspension rates. To address these needs, TUSD will provide targeted professional development (i.e. Universal Design for Learning, PBIS and multiple-tiered systems of support) for staff working most closely with these students. UDL Research: <https://udlguidelines.cast.org/more/research-evidence#checkpoints> MTSS Research: Berkeley, S., Scanlon, D., Bailey, T. R., Sutton, J. C., & Sacco, D. M. (2020). A snapshot of RTI implementation a decade later: New picture, same story. *Journal of Learning Disabilities*, 53(5), 332–342. We expect that local benchmark scores will increase as the topics are designed to increase engagement and success during core instructional blocks. TUSD expects scores to increase by 1% annually.

Action 2.06 Release Time for Professional Development and Curriculum Enhancement: CAASPP data and local benchmarks demonstrate that unduplicated students (EL learners, Foster Youth, and SED) and students with disabilities perform below all students when reading and mathematics scores are disaggregated. To address these needs, TUSD will provide release time for staff to analyze assessment results, create targeted intervention lessons, and identify high-engagement instructional strategies to improve outcomes for identified students. By providing professional development to teachers, research states that students benefit from high levels of collective-efficacy and teacher clarity which directly impacts student learning. (Hattie, 2020). We expect that local benchmark scores will increase as the topics are designed

to increase engagement and success during core instructional blocks. TUSD expects scores to increase by 1% annually.

Action 3.01 Chronic absenteeism, suspension rates, and school climate survey results indicate that unduplicated students (EL learners, Foster Youth, and SED) and students with disabilities are less engaged and feel less connected to school than all students. These results are more prevalent and acute at the elementary and middle school levels than at high school. To address this need, TUSD will hire additional counselors at the elementary and middle school. The counselors will hold small group meetings, conduct wellness audits, and build capacity in the students and families they serve. The multifaceted work of school counselors helps prepare students academically and emotionally for life. As part of a team of mental health experts, school counselors work with students individually and collectively to create a school climate that leads to health learning, living, and growth (O'Connor, 2018). We expect that absenteeism and suspension rates will decline while feelings of safety and connectedness will increase as the program is designed to leverage existing student and family assets to support areas of need. Chronic absenteeism and suspension rates will decline by 3%. Feelings of safety and connectedness will increase by 5%.

Action 3.2 PBIS: As evidenced in metrics in goal 3, our low-income students have the highest rate of suspension compared to all students. TUSD will continue to provide behavioral support which includes enhancement of the PBIS framework, as well as the monitoring and implementation of practices such as restorative practices. PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. This work will begin at each of our elementary schools (Tk-5) to build a foundation for this work and target several of our student subgroups, namely our homeless youth, socioeconomically disadvantaged, and students with disabilities. The longer-term goal is to expand PBIS to the middle school (6-8) as a means of utilizing restorative practices to address alternative methods of discipline. "The PBIS approach to school-wide behavior management drastically reduces discipline problems and improves academic performance among all students" (Delisio, 2008). We expect that the suspension rates for low-income students will decrease, as the action is designed to meet the needs most associated with the stresses and experiences of low-income students. However, because we expect that all students struggling with behavior will benefit, this action is provided on an LEA-wide basis. As mentioned in a previous action, the PBIS system being implemented in conjunction with SLOCOE has helped to reduce both suspensions and expulsion when compared to previous full in-person years. TUSD expects that suspension rates will continue to decrease by 2-3% per year.

Action 3.06: Enrichment Opportunities & Elective Offerings: TUSD believes that when encouraging regular school attendance for EL, SED, and FY students is paramount to school success. STEM and Arts instruction provides benefit to all students, but in particular can be effective at helping to meet struggling learners 'where they are...' and keep them engaged at school. TUSD will maintain K-5 enrichment courses for art, music, and SEL. The district will also add a comprehensive age-appropriate course for computer science in grades K-5. These opportunities will allow students to remain engaged in school, along with the inherent brain development advantages that indicated by a well-rounded, comprehensive, rigorous instructional opportunities. There is a litany of research demonstrating the improved academic outcomes for students engaging in both STEM and the arts instruction in school. Most importantly, the increase in SEL counseling provides options for our struggling students, including EL, SED, and FY students to remain in school. (<https://perpich.mn.gov/about-the-center/why-arts-education-is-important/>) Understanding the same beliefs and research apply to secondary students, the district will seek to add

additional sections of computer science that were offered, which allowed all students, including EL, SED, and FY students to access a more well-rounded educational program. All of the other aspects of this action were to maintain existing sections that allow for the same outcomes. The district anticipates reducing suspensions by 1% per year.

Action 3.07 Monitoring Chronic Absenteeism: The district believes its chronic absenteeism rates, and SARB referral rates are higher than they should be and to this end, the district is implementing systems to reduce both of those rates. While chronic absenteeism is detrimental to all student's academic achievement school connectedness, it has a particularly negative impact on EL, SED, and FY students, who typically have a greater achievement gap than their peers. The district implemented Parent Square to improve all school to home communications, but the automatically attendance call feature, and 3-day, 6-day, and 10-day auto absentee letter notification will ensure that SARB notifications are sent in a timely manner, which should increase parent involvement, and reduce absenteeism. The combination of parent notification, and early notification of potential SARB involvement will increase student attendance, and lesson or reduce their achievement gap. Research has shown that chronic absenteeism is a key indicator of potential school failure for all students, but is particularly indicative of EL, SED, and FY students. (<https://www.understood.org/en/articles/chronic-absenteeism-what-you-need-to-know>). The district anticipates this system to reduce the chronic absenteeism rate by 1 – 2% per year.

Action 4.1 Implementation of School: Home Communication Platform and Action 4.03 Stakeholder Involvement and Parent Engagement As demonstrated by review and analysis of the metrics above, indicate parents of all student's value parental involvement opportunities in support of students on campus. In order to increase parental involvement of all families, including families of English learners and low-income students, TUSD has transitioned to a new school-home communication platform known as Parent Square. This platform will enhance our communication procedures and provide improved tools for translation, direct & group messaging to target SED, EL, and FY groups, as well secure document delivery for essential documents such as report cards. In 2022-2023, TUSD will increase the amount of training provided to its faculty and staff. Also, we continue to utilize Google Forms, and other survey platforms, to solicit input from all educational partners as the Local Control Accountability Plan (LCAP) is reviewed and decisions about the 2023-2024 school year are made. Additionally, structure LCAP committee meeting agendas for maximum engagement and analysis of the effectiveness of implemented actions/services. Ensure parent engagement is a key component of the LCAP analysis phase by including the District English Learner Advisory Committee (DELAC), School Advisory Committees (SAC), and other district support committees. Furthermore, continuing with efforts to diversify parent representation on these district support committees. As research indicates, these actions will result in increased opportunities of communication between the district and its families resulting in overall improvements in attendance and academics (National Association for Family, School, and Community Engagement, 2022). The district anticipates increased levels of growth by the parent engagement opportunities as measured by the identified metrics of goal 4.

Action 4.03 Stakeholder Involvement and Parent Engagement: Based upon Parent and staff feedback, the district found that important messages were being missed or lost due to the multiple communication system in place throughout the schools. This situation was compounded for EL, SED, and FY students who typically have fewer communication options, and single parents, or parents working multiple

jobs, which makes effective communication even more important. Often times students who need the support the most, miss out on opportunities due to sporadic communication. Parent Square allows improved macro-communication, using the items detailed in this action gave the district more targeted and specific feedback for specific educational partner advisory committees. For the 21-22 school year, the district introduced Parent Square as the one stop communication hub. For the 22-23 school year, the district has mandated it's use as the only school to home mass notification system district wide. Parent Square as an app offers four ways to communication with families, including phone calls, which have a bilingual option, emails, which can also be auto-translated, texts, which can also be auto translated, or downloading of the Parent Square App, which allows for notifications on the home screen of any smartphone. Research shows that parent communication, especially with a districts EL, SED, and FY students is essential to parent involvement in schools, and parent involvement in important for students to achieve academic success. (<https://www.parentsquare.com/case-studies/allen-county-schools/>). The district anticipates reaching 96% of parents opting into at least one communication path in Parent Square.

Action 4.04 Parent Outreach According to local data, the English Learner student population faces challenges in the area of communication with school staff. An identified driver to promote parent involvement for the families of our English Learners by providing parents with translation and interpretation services above what is mandated by education code. Translation and other bilingual services and outreach allow parents and families of the English Learner population to be informed of, and participate in, meetings and school functions that will facilitate their involvement in their children's education, by phone calls and letters, and verbal translation during meetings. TUSD expects that the parent participation and engagement rates for our English Learners students will increase at school events and meetings.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Templeton Unified School District has demonstrated it has exceeded the 4.40% proportionality percentage, as required, by providing increased/improved services to our English Learners, foster youth, and/or low-income students. It is important to note we are exceeding the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and also explained and justified in detail in each contributing limited action described below. We are using the supplemental funding to increase and improve services as described for our LEA-wide and school-wide services in prompt one.

Action 2.4 ENGLISH LEARNERS: As demonstrated by a review of the Dashboard and DataQuest information, English learners are currently the lowest performing subgroup in ELA and mathematics and there is a need to increase the academic achievement of English learners. The identified students would benefit significantly by the district implementing an English Language Development Aide position to support English Learners. This position will support training and implementation of the updated EL Master Plan throughout the district. This includes (a) criteria for EL identification, course access, placement, monitoring progress, exit, and continued monitoring for reclassified to English proficient (RFEP) students; (b) coordinating the administration of mandated EL assessments; (c) coaching teachers to build capacity and provide direct supports to EL students; (d) professional learning opportunities focused on EL students; and (e) providing intensive intervention to TK-12 EL students to ensure access to curriculum. Successful EL instruction includes classroom structures, social supports, assessment, and relevant pedagogy (Ladson-Billings, 1995). By providing an English Language

Development Aide to support English learners by assisting teachers with the development, designing and adjustment of curriculum, the district anticipates growth in academic achievement in English Learner Reclassification Rates, EL Growth, ELA and Math standardized or local assessments.

Action 3.5 Student Assistance Programming- Research indicates that children from socioeconomically disadvantaged households and communities who experience poverty, trauma, and stress are more likely to have unfavorable educational outcomes including poor grades and chronic absenteeism than children from higher-income households. Recent research on Adverse Childhood Experiences (ACEs) such as physical, emotional, or sexual abuse, early exposure to death, violence, or divorce has a relationship to chronic absenteeism and truancy, retention, dropout rates, behavioral problems, academic achievement, and long-term health. The identified students would benefit significantly by the district implementing an increased access to resources for socioeconomically disadvantaged students, including free after school childcare, bus passes, school supplies, targeted programs to increase engagement, individualized academic, behavioral, and socioemotional supports, and access to meals. The intended outcome for students living in lower socioeconomic households is to increase attendance, reduce misbehaviors, and increase access to social-emotional and mental health supports and improve mental health wellness. The identified students who receive social emotional and mental health services, and attendance interventions will build resiliency and increase social-emotional competency, which will also contribute to improved educational outcomes for our low-income students.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A, TUSD does not receive concentration funds.

Staff-to-student ratios by type of school and concentration of SED, EL, and FY students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary 26.6:1 Middle 66:1 High 78.1:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	Elementary 13.7:1 Middle 16.5:1 High 17.2:1	N/A