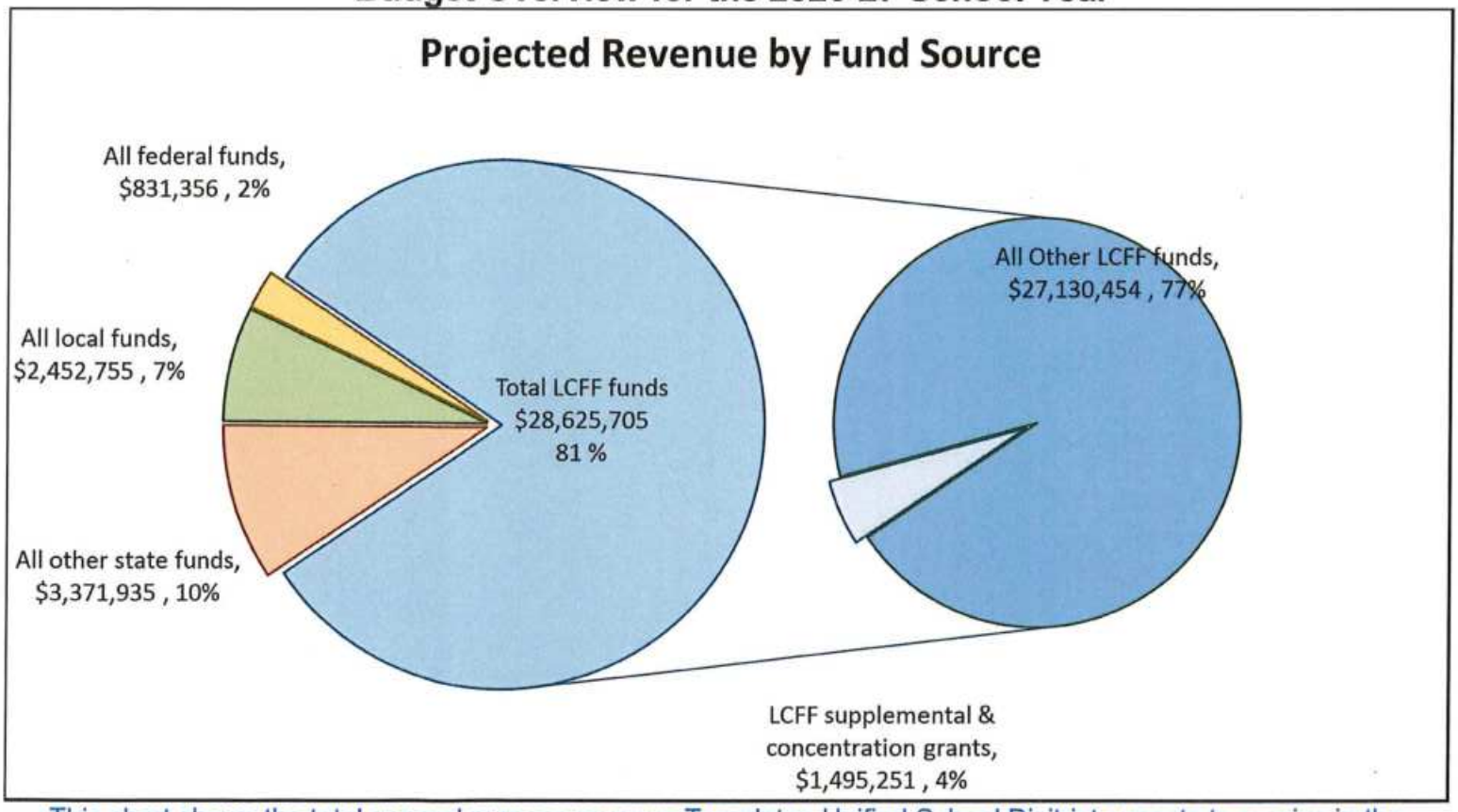
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Templeton Unified School Disitrict
CDS Code: 40 68841 0000000
School Year: 2026-27
LEA contact information:
Dr. Edd Bond, Ed.D.
Superintendent
ebond@templetonusd.org
805-434-5800

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

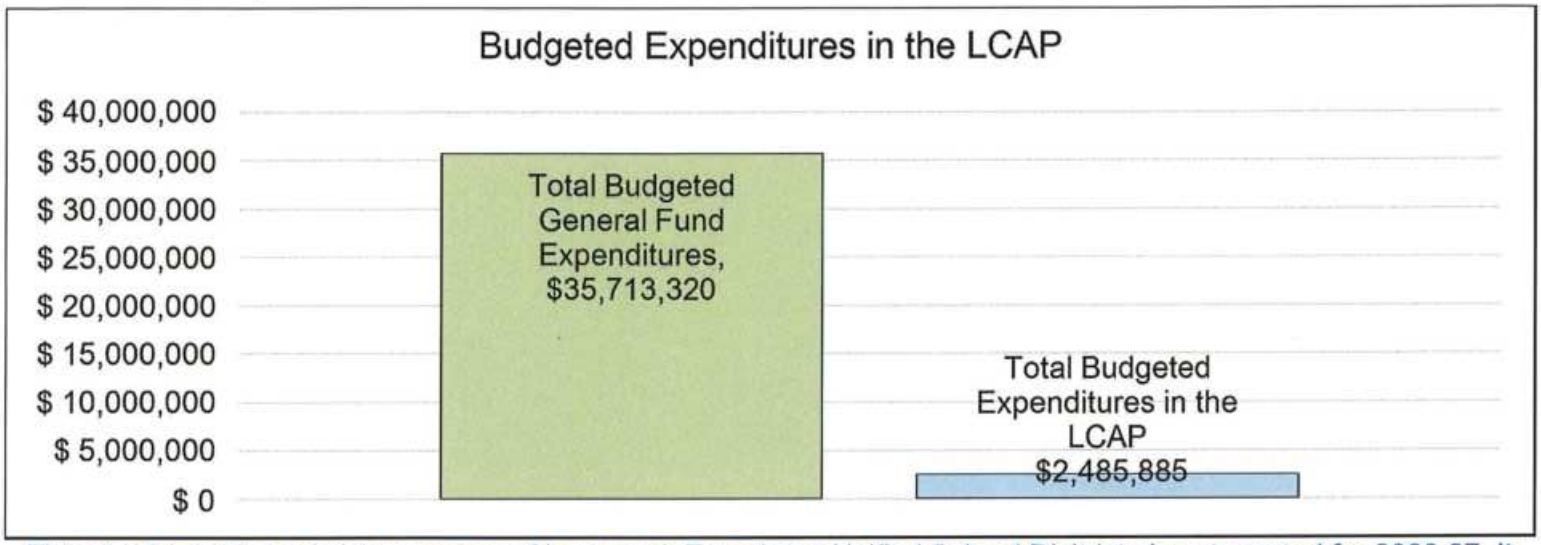


This chart shows the total general purpose revenue Templeton Unified School Disitrict expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Templeton Unified School Disitrict is $35,281,751, of which $28,625,705 is Local Control Funding Formula (LCFF), $3,371,935 is other state funds, $2,452,755 is local funds, and $831,356 is federal funds. Of the $28,625,705 in LCFF Funds, $1,495,251 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Templeton Unified School Disitrict plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Templeton Unified School Disitrict plans to spend $35,713,320 for the 2026-27 school year. Of that amount, $2,485,885.27 is tied to actions/services in the LCAP and $33,227,434.73 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

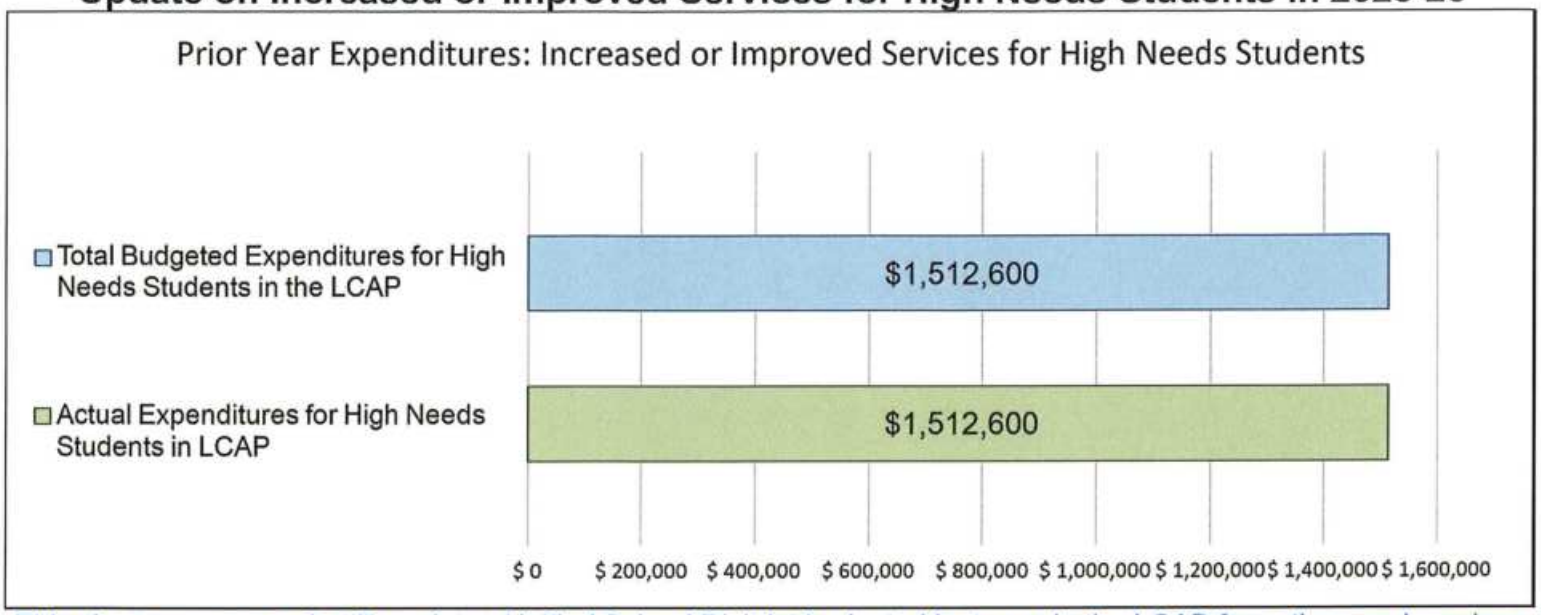
In addition to the actions and services included in the Local Control and Accountability Plan (LCAP), the General Fund budget supports a variety of operational expenditures necessary to maintain district programs and services. These expenditures include Special Education services, routine facilities maintenance and operations, utilities, transportation services, technology infrastructure, insurance, administrative and business services, required contributions to other funds (Special Education, Routine Maintenance, etc.), and other districtwide operational costs. These expenditures support the overall educational program and ensure the safe and efficient operation of schools, but are not specifically identified as LCAP actions or services.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Templeton Unified School Disitrict is projecting it will receive $1,495,251 based on the enrollment of Foster Youth, English learner, and low-income students. Templeton Unified School Disitrict must describe how it intends to increase or improve services for high needs students in the LCAP. Templeton Unified School Disitrict plans to spend $1,772,723.24 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Templeton Unified School Disitrict budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Templeton Unified School Disitrict estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Templeton Unified School Disitrict's LCAP budgeted $1,512,600.21 for planned actions to increase or improve services for high needs students. Templeton Unified School Disitrict actually spent $1,512,600.21 for actions to increase or improve services for high needs students in 2025-26.

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
Templeton Unified School District	Dr. Edd Bond, EdD Superintendent	ebond@templetonusd.org 805-434-5800

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 2,232. TUSD provides a robust enrichment program, including technology, engineering, art, music, mock trial, athletics and FFA programs. 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 prepare students to become lifelong learners and impactful individuals; uplifting our community in an ever-changing world. 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 empower students by building relationships, creating a supportive environment, and providing student-centered, educational experiences for all. 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 2025-26 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 Templeton Independent Study High School (9-12), and Templeton Home School (Tk-8).

TUSD Demographics include: 66.4% White; 24% Hispanic or Latino; 0.02% African American; 0.03% American Indian; 1% Asian; and 7.2% Two or More Races. TUSD serves the following percentage of SED, EL, and FY student groups: 12% Socioeconomically Disadvantaged (SED), 2.0% English Learners and .8% homeless and/or foster youth. Students with disabilities represent 14% 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, we have embedded a variety of math and reading intervention programs in addition to core instruction for students who may benefit from Tier 2 support. Additionally, our multi lingual learners benefit from integrated and designated ELD support and a credit recovery option is available for students in grades 7-12.

No schools in the LEA receive Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes:
Based on the 22-23 CA Dashboard:
Vineyard Elementary School increased CAASPP scores in both ELA and mathematics by 4.9 and 4.2 points respectively. VES ELA is now 7.1 points above standard.

Templeton Middle School increased CAASPP mathematics scores by 3.9 points.

TUSD's average daily attendance has improved beginning with 21-22 through 23-24. Chronic Absenteeism has also been declining over the last three years.

Templeton High School's College/Career scale ranks as Very High, with 70.2% prepared.

The 2023-24 school year was the first year that TUSD used a regular Common Formative Assessment (CFA) across all sites and grade levels. Outcomes on this assessment for ELA and math indicated significant student growth through the year, when comparing the percent proficient on the first assessment at the start of the year to the last assessment given. TES students grew from 43% to 66% proficient in mathematics and from 39% to 49% proficient in ELA. VES students grew from 51% to 61% proficient in mathematics and from 55% to 66% proficient in English Language Arts. TMS students grew from 48% to 61% proficient in mathematics, and from 41% to 53% proficient in English Language Arts. THS students grew 50% to 61% proficient in mathematics and from 46% proficient to 53% proficient in ELA. When comparing the percent proficient students on the 22-23 CAASPP to the percent proficient realized in the district Common Formative Assessments, the is improvement in the CAASPP scores for 2023-24. However, the percent proficient is only one measure and may not accurately indicate the outcomes based on CAASPP using distance from standard (DFA) or penalties associates with missing the 95% participation rate required on CAASPP assessments.

The district added an action for analyzing the outcomes of local CFA data when compared to CAASPP outcomes to be certain we are using an appropriate tool to measure student growth.

Areas of required improvement:
As a district we have identified our distance from standard (DFS) in mathematics as our largest deficit. For the 22-23 school year, the district was 29.2 points from standard. This score represents the sixth consecutive year of increasing the distance from standard.

The California School Dashboard uses a color coded 'gas gauge' indicator to demonstrate how districts are performing in each area. Red is the lowest ranking on the indicator, which can be given for low performance or a significant decline in performance when compared to the prior year. Districts are also required to track progress in specific student groups, as well as looking at the progress of the entire student population. The following areas triggered a red indicator on the dashboard.

English Learners (EL) had red indicators for the following areas districtwide: mathematics, chronic absenteeism (CA), and suspension rate.
Students with Disabilities (SWD) had red indicators for the following areas districtwide: mathematics, and suspension rate. At Vineyard Elementary SWD students received red indicators for ELA and mathematics scores.
Socioeconomically Disadvantaged (SED) students received red indicators for suspension rate districtwide, for CA at Templeton Elementary, and for suspension rate at THS.
The All Student group received a red indicator for CA at TES.
Finally, the student group of 2 or more races received a red indicator for CA at VES.

2025 Dashboard and benchmark data

The district has unexpended Learning Recovery Emergency Block Grant Funds for the 26-27 school year which can be found in Goal 3 Action 3.6 Math Intervention Teachers as well at Goal 2 Action 2.9 Counseling Services. The LEA anticipates receiving an additional allocation of LREBG funds during the 2026–27 school year. The projected funds have been incorporated into this LCAP and will support the LREBG action(s) identified in this plan. These funds will continue to address needs identified through the required LREBG needs assessment and support allowable uses of LREBG funds. Final budget amounts will be adjusted, if necessary, once the allocation is finalized.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Templeton USD is no longer eligible for Technical Assistance.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents, teachers, classified staff, students, principals, board members, local bargaining units and district administrators.	The 2025-26 LCAP was written with input from certificated staff, classified staff, site admin, district admin, parents, students and community members. The committee met four times and was composed of two district administrators, three site principals, four certificated teachers, two parents, a student and a board member. The committee reviewed the goals, metrics, actions and educational partner input. In giving input for the 2026-27 LCAP, the committee conducted a thorough review of the LCAP, including analyzing outcomes of each action and goal. The TUSD LCAP Committee met on the following dates. Oct 28, 2025 Jan 14, 2026 Apr 21, 2026 May 19, 2026 The LCAP was shared with members of DELAC on April 28, 2026 and a consultation with SELPA was held on April 27, 2026.

	Responses were shared with the governing board, the LCAP committee, and district administrators and site principals. Across settings all participants indicated a continued focus on similar goals and actions the district is currently focusing upon. However, new regulations around the LCAP have resulted in an expansion of actions, namely red indicated items for sites. TUSD will continue to partner with San Luis Obispo County Office of Education following the Continued Improvement Model plan. These changes have also been vetted through the LCAP committee.
Students	Students were surveyed in March using the district's Climate and Culture Survey.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

When working in a collaborative setting, it's very difficult to isolate where each goal and action originated from specifically. The LCAP was written with input from members of the LCAP Committee, DELAC Committee, DA/CIM Committee, and Focus Team. Suggestions, refinements, and improvements to existing district programs were offered. No goals or actions would be included in their plan if there were widespread opposition to them. The TUSD 2026-27 LCAP continues to focus on broad goals and actions designed to help all students, but with an understanding that the majority of students accessing intervention services are from targeted student groups that have historically performed below the district mean. However, a few specific actions did originate with a particular group, or received a strong endorsement from a member(s) of one of our contributing committees.

The DELAC Committee input regarding the difficulties of younger EL students in the district post-Covid era led to the hiring of an additional ELD Teacher. This is reflected in Goal #3, Action #5.
The LCAP Committee input is witnessed throughout the entire LCAP, however, students on the committee were particularly supportive the counseling as indicated in Goal #2, Action #9.
Culture and Climate surveys submitted by staff, families, and community members indicated the importance of high-quality education, and educational opportunities provided by the district. These desires are reflected in Goal #1 Action #1, Goal #1 Action #2, and Goal #1 Action #11.
Site Principals identified the importance of maintaining and improving tutoring during the school day, which is indicated in Goal #1 Action #5.
District administrators believed that before and after school tutoring were equally important to increase the intensity of tutoring provided to targeted student groups, which is reflected in Goal #1 Action #4.

The surveys also strongly indicated a desire for the district to focus on reducing bullying and the number of students experiencing a mental health crisis. These desires are reflected in Goal #2, Actions #1, #4, and #5.

The CHKS survey results only became available after the first reading of the LCAP, but we believe student concerns were being met proactively in the LCAP process based upon direct student feedback and parent responses in board meetings and forums. The survey indicated strong areas of students feeling supported and safe, and of having high academic expectations placed on them. They did indicate concern with other student behaviors affecting learning, and with being prepared to learn when arriving at school. Bullying has been a commonly voiced concern by parents in board meetings and forums, but the results indicated mostly positive outcomes. When asked if the staff sets the expectation that bullying will not be tolerated, only 11% of students disagreed. When asked if bullying is reported, and whether correct action taken, only 6% of students disagreed. However, when asked if they would report bullying witnessed against other students, 26% disagreed. When asked if they would intervene if they witnessed another student being bullied, 33% disagreed. This indicates areas of focus for the district to improve bullying responses and reporting.

An additional survey was sent this year to all staff, parents and students in grades 6-12 who did not take the CHKS. The survey results help highlight additional needs across students, staff, and parents. The key findings from the survey reflect a positive and supportive school environment across staff, students, and families, highlighting strengths in safety, communication, and clarity—while also identifying areas for deeper engagement and connection.

Overall Insights
Strengths Across Groups:

Clear communication from leadership
Strong sense of safety and support
Staff alignment on goals and collaboration
High levels of student self-confidence

Areas for Growth:

Student engagement and enjoyment remain lower compared to other indicators.
Strengthening peer connection and belonging may improve school experience.
Enhancing access and usefulness of digital resources (e.g., school websites) could support parent engagement.

Goal #2, Actions #1, #2, #4, #6, and #9 were all implemented to address and improve these areas of concern identified by students. Areas of emphasis can be adjusted during implementation of these actions, as informed by the CHKS survey results.

Templeton Unified School District does not receive Equity Multiplier Funds at any school site.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase academic achievement for all student, by implementing a Multi-Tiered System of Support (MTSS) Structure, which will promote evidence-based instructional strategies, targeted intervention, and progress monitoring. Data from district and site common assessments and classroom observations will be utilized to drive instruction, intervention, instructional coaching and targeted professional development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was created, and placed first because the mission and vision for Templeton Unified School District is to have our graduates succeed in a 21st century economy. The requires a focus on academic excellence, but also well-rounded learners who have had exposure to and success in VAPA, STEM, Ag, Art, along with classical disciplines. TUSD views the actions grouped into Goal #1 as the structural base components required to produce a solid educational foundation for all students, while ensuring our identified subgroups receive the instructional support they require to be successful.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	New mathematics curriculum professional learning opportunities.	No trainings.	6 Professional Learning Sessions have been held in partnership with IReady and Carneige Learning	6 Professional Learning Sessions have been held in partnership with IReady and Carneige Learning	Mathematics Professional Learning, minimum of 6 sessions.	+6
			to ensure the new curriculum has been implemented with fidelity.	to ensure the new curriculum has been implemented with fidelity.		
1.2	Access to standards aligned instructional materials.	100%. Data Year: 2023-24 Data Source: Local Indicator Report	100% of our classrooms have access to standards aligned instructional materials in math grades K-12.	100% of our classrooms have access to standards aligned instructional materials in math grades K-12.	100%. Data Source: Local Indicator Report.	Maintained

1.3	CFA Data	TBD. Overall Math Overall ELA Data Source: IXL & iReady	Overall progress towards End of Year Goal: Math K-5= 52% (Winter) 97% (Spring) 6-12= 61% (Winter) 70.6% (Spring) Reading K-5= 65% (Winter) 76% (Spring) 6-12 = 54.5% (Winter) 48% (Spring) Data Year: Winter/Spring 25 Data Source: IReady and IXL	Overall progress towards End of Year Goal: Overall progress towards End of Year Goal: Math K-5= 43% (Winter) TBD (Spring) 6-12= 32% (Winter) TBD(Spring) Reading K-5= 85% (Winter) TBD (Spring) 6-12 = 75% (Winter) TBD (Spring)	Overall Math 75% Overall ELA 75%	Math k-5:+22 6-12:4.4 Reading K-5: +1 6-12: 27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Year: Winter/Spring 2025-26 Data Source: IReady and IXL		
1.4	CAASPP Data	CAASP Math Scores Overall: -29.2 SWD: -129.5 SED: NA EL: -99.2 LTEL: TBD Data year:2022-23 Data Source: California School Dashboard CAASPP ELA Scores Overall: +7.8 SWD: -87 SED: -21.8 EL: -37.3 LTEL: TBD Data year:2022-23 Data Source: California School Dashboard	CAASP Math Scores Overall: -28.2 SWD: -130 SED: -59.9 EL: Increased 49.3 LTEL: TBD CAASP ELA Scores Overall: + 7.9 EL: -80.3 SWD: -93.7 SED: LTEL: TBD Data year: 2023-2024 Data source: CA School Dashboard	CAASP Math Scores Overall: -0.7 SWD: + 32.4 SED: +10.7 EL: +19.4 LTEL: TBD CAASP ELA Scores Overall: + 5.6 EL: +19.6 SWD: +31 SED: +22.9 LTEL: TBD Data year: 2024-25 Data source: CA School Dashboard	CAASPP ELA Scores Overall: +10 SWD: - 70 SED: - 18 EL: - 30 LTEL: TBD	CAASP Math Scores Overall: +1 SWD: -1.9 SED: NA EL: +49.3 LTEL: TBD CAASP ELA Scores Overall: +1 EL: 50.4 SWD: 6.7 SED: LTEL: TBD

1.5	ADA Improvements	ADA 95.1%. Data year: 2023-24 Data source: P2	ADA :96.15% Data Year: 2024-25 Data Source- P1	ADA : 95.6% Data Year: 2025-26 Data Source- P1	ADA 97%	1.4%
1.6	High school A-G completion rate, CTE Pathway completion rate, and combined AG/CTE Pathway completion rate.	The 2023-24 A-G completion rate 46.9% The 2023-24 CTE completion rate 39.7%	The 2024--25 A-G completion rate 57% The 2024-25 CTE completion rate 42%	TBD	The A-G completion rate will be 52%.	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The 2023-24 combined CTE & A-G 15.6%			The CTE pathway completion rate will be 48%. The combined CTE & A-G completion rate will be 19%	
1.7	District Communication Reach	For 2023-24 TUSD rate averaged 99% Data source: (Parent Square/Aeries Comm report.)	District communication via Parent Square continues to be at 99% reach.	District communication via Parent Square continues to be at 99% reach.	TUSD is committed to keep the coverage rate average above 99%.	0

1.8	Time spent in LRE.	SWD spent 35.29% of their day in the least restrictive environment (LRE). Data source: SEIS	68% of SWD spent 80% or more in the least restrictive environment (LRE) Data Year: 2024-25 Source: SEIS	73.05% of SWD spent 80% or more in the least restrictive environment (LRE) Data Year: 2025-26 Source: Cal pads	TUSD SWD will spend a minimum of 43% of their day in the LRE.	+30.05
1.9	Fully credentialed and appropriately assigned.	TUSD has 93.4% clear and appropriate. Data Source: HR Report Data year: 2023-24	96% of TUSD Certificated staff is clear and appropriate Data Source: HR Report Data Year: 202425	98% of TUSD Certificated staff is clear and appropriate Data Source: HR Report Data Year: 202526	100% of teacher clear and appropriate.	4.6%
1.10	Other Pupil Outcomes AP test passage rate, and early assessment participation (EAP) scores for ELA and math.	EAP Scores: ELA: 19.9 points above standard. Math: 63.6 below standard.	AP Passage Rate: N/A	AP Passage Rate: N/A	EAP Scores: ELA: 23 above standard Math: 54 below standard	TBD
		AP Passage Rate 84.41%. Data Source: College Board and Data Quest. Data Year: 2022-23			AP Passage Rate: 87.8%	TBD
1.11	Broad Course of Study	100% of students have access to all classes per master schedule.	100% of students have access to all classes per master schedules.	100% of students have access to all classes per master schedules.	Maintain 100% access.	maintained

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Successes:
During the 2025–26 school year, all ten actions for Goal #1 were fully implemented. Districtwide professional development was centered on highly effective, research-based Tier 1 instructional strategies, along with our newly adopted Portrait of a Learner Skills (1.10). Principals, in collaboration with district administrators, provided a minimum of five professional development sessions in these focus areas. Classroom observations were aligned to the instructional strategies highlighted during professional development, and staff received feedback to support implementation. In addition, targeted math support from our newly adopted curriculum providers was embedded throughout the school year to support the second-year rollout of the new K–12 math curriculum (1.1).

Instructional schedules were developed and implemented at both elementary sites to include a designated intervention block for reading and math support outside of core instructional time, ensuring students did not miss direct core instruction. Efforts were also made to provide services for students with Individualized Education Plans (IEPs) during these designated intervention blocks (1.5). As a result, the percentage of time students with IEPs spent in the Least Restrictive Environment (LRE) increased by 5% from the previous year, placing the district above the recommended state average of 70% (1.9).

Students in grades K–12 participated in reading and math assessments three times throughout the year. Common Formative Assessments, along with site-based data, were used to monitor student progress, guide instruction, and determine intervention supports (1.8). Districtwide progress increased from the first benchmark to the second benchmark. Overall progress toward the end-of-year goal was as follows: Math K–5 = 52%, Math 6–12 = 61%, Reading K–5 = 65%, and Reading 6–12 = 54.5%.

Additionally, the TUSD Guiding Coalition met five times during the year to develop the TUSD Portrait of a Learner, Learner Experience, and Five-Year Strategic Plan, which will be implemented over the next five years.

Challenges:
A continued challenge at the secondary level is ensuring all students completed IXL (grades 9–12) for Common Formative Assessments. Specific attention was given to scheduling and incentives to increase student participation in the third benchmark assessment provided in the Spring. Additional curriculum support sessions were provided as needed by math TOSAs and curriculum support staff. Efforts were also made at both the district and site levels to strengthen communication with parents regarding academics and attendance (1.7).

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.

No material differences. We have spent all 2025-26 LCAP funds.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Templeton Unified School District continued to demonstrate overall effectiveness in the implementation of the actions associated with Goal 1. All eleven planned actions were implemented during the 2025–26 school year, with evidence of implementation reflected across the associated metrics (1.1–1.11). Collectively, these actions strengthened the District's systems for high-quality Tier 1 instruction, assessment and data analysis, intervention, professional learning, inclusive practices, and student attendance.

A significant area of focus during 2025–26 was strengthening high-quality, research-based Tier 1 instruction across the district (1.10). Districtwide and site-based professional learning emphasized high-impact instructional practices, including instructional clarity, formative assessment, checks for understanding, feedback, academic discourse, and data-driven instruction. Principals, in partnership with district administration, provided ongoing professional learning and reinforced implementation through classroom observations, instructional walkthroughs, and feedback to staff. This work established greater consistency around instructional expectations and created a foundation for continued alignment with TUSD's Strategic Plan for a Learner-Centered Experience.

The District also continued implementation of the K–12 mathematics curriculum adopted in 2024–25 (1.1). Teachers received targeted professional learning, coaching, and publisher support throughout the year, with additional assistance provided by mathematics Teachers on Special Assignment (TOSAs). The second year of implementation allowed staff to deepen their understanding of the curriculum and increasingly focus on effective instructional practices rather than initial implementation. Data from 2026, however, reinforce the importance of sustaining this work. Districtwide, 38.9% of students met or exceeded standard in mathematics on the 2026 CAASPP student-level results. Mathematics performance remains the District's most significant academic area for growth, particularly at the secondary level. Middle school mathematics improved from 37.0% meeting or exceeding standard in 2025 to 43.9% in 2026, while high school mathematics continues to require focused attention. These results support continued investment in mathematics instruction, vertical alignment, intervention, and implementation support.

Intervention systems were also strengthened during 2025–26 (1.5). Elementary instructional schedules continued to include designated intervention blocks in reading and mathematics so students could receive targeted support without routinely missing core instruction. Efforts were also made to coordinate services for students with Individualized Education Programs (IEPs) within intervention structures while maintaining access to grade-level Tier 1 instruction. At the secondary level, analysis of achievement data identified mathematics as a priority area, particularly during the transition into and through middle school. As a result, TUSD will add a dedicated mathematics intervention section

for students in grades 6–8 beginning in 2026–27. Intervention will emphasize targeted, data-driven small-group instruction, progress monitoring, prerequisite skill development, and timely reteaching.

The District continued to strengthen its assessment and data-analysis systems during 2025–26 (1.8). Students in grades K–12 participated in common benchmark assessments in reading and mathematics throughout the year using i-Ready at the elementary level and IXL at the secondary level. Common formative assessments, benchmark data, classroom evidence, course performance, and state assessment results were used by teachers and site teams to monitor student progress and identify students requiring additional intervention or enrichment. Having completed the initial implementation year of these assessment systems, staff demonstrated increased familiarity with using the data to identify instructional needs and adjust instruction. Moving forward, TUSD will continue developing more consistent PLC and data cycles so that assessment information results in timely reteaching, intervention, enrichment, and instructional adjustments.

The District's 2026 CAASPP and CAST results provide additional evidence for evaluating the impact of Goal 1 actions and identifying areas for continued improvement. Districtwide, 53.5% of students met or exceeded standard in English Language Arts, 38.9% in mathematics, and 41.1% in science. Although overall ELA performance declined slightly from 2025, ELA remains stronger than mathematics districtwide. Science represents an area of longer-term growth, increasing from 35.9% meeting or exceeding standard in 2024 to 41.1% in 2026. Templeton Middle School demonstrated particularly encouraging results, with ELA increasing from 50.0% in 2024 to 59.3% in 2026 and science increasing from 39.3% to 46.6% during the same period. These results demonstrate areas of progress while also confirming the need to continue strengthening Tier 1 instruction and targeted academic intervention, particularly in mathematics.

Inclusive practices and access to the Least Restrictive Environment (LRE) remained an important component of Goal 1 (1.9). The District continued its efforts to ensure that students with disabilities have meaningful access to grade-level core instruction, intervention, and appropriate supports within the general education environment to the greatest extent appropriate. This work remains especially important given that 2026 achievement analysis continues to identify Students with Disabilities as a significant achievement-gap priority, particularly in mathematics. TUSD will therefore continue strengthening collaboration between general and special education staff, monitoring access to grade-level instruction, and using progress-monitoring data to evaluate the effectiveness of interventions and supports.

Student engagement and attendance also remained a districtwide priority (1.7). Sites and District staff continued proactive communication with families regarding attendance and the relationship between consistent attendance and academic achievement. Attendance data will continue to be monitored as part of the District's broader MTSS system, with early identification and targeted outreach used to address emerging attendance concerns.

Overall, implementation of the eleven actions within Goal 1 was successful and resulted in stronger instructional, assessment, intervention, and support systems across TUSD. The 2026 achievement data demonstrate both areas of progress and areas requiring continued attention. Particularly encouraging are the gains in middle school ELA and science and the development of more coherent systems for Tier 1 instruction, intervention, assessment, and progress monitoring. At the same time, mathematics performance—especially at the secondary level—and achievement gaps for Students with Disabilities remain priorities for continued improvement.

Based on these findings, TUSD will build upon the successful implementation of Goal 1 in 2026–27 by further defining districtwide expectations for high-quality Tier 1 instruction; strengthening PLC and data cycles; expanding targeted mathematics intervention in grades 6–8; continuing implementation support for the adopted mathematics curriculum; improving vertical alignment during key transition years; and ensuring students with disabilities receive both grade-level Tier 1 instruction and targeted support. These efforts will also align with TUSD's Strategic Plan for a Learner-Centered Experience, particularly its emphasis on Instructional Excellence, Assessment for Learning, Personalized Learning, student ownership, and the use of evidence of learning to guide instruction and improve outcomes for all students.

Data Source: 2023-24 CA Dashboard:

Effectiveness:
TUSD increased CAASPP scores overall in both ELA (+.1) and Math (+1.0)

71.7% of students improved ELA scores
66.4% of students improved math scores
51.1% of our EL students made progress
67.8% of our SWD made progress
71.5% of Templeton High School students showed College Readiness (+1.3)
Chronic Absenteeism declined by 5.3%.
Suspension Rate declined by 0.6% moving us to green on the CA Dashboard.

Vineyard Elementary EL students increased progress by +15.8% and THS EL students increased progress by 1.4%.
Templeton High School had an increase in both ELA (+35) and Math (23.7)

Data Source: 2025-26 TUSD Common Formative Assessment #2
Percent of students at or above expected standard:

Math
K-5= 43%
6-12= 32%

Reading
K-5= 85%
6-12 =75%

Data year: 2024-25
Data source: CA School Dashboard

CAASP Math Scores
Overall: -0.7

SWD: + 32.4
SED: +10.7
EL: +19.4
LTEL: TBD

CAASPP ELA Scores
Overall: + 5.6
SWD: +31
EL: +19.6

SED: +22.9 LTEL: TBD

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

Due to 2024-25 being the first year for the rollout of new math curriculum for grade K-12 as well as a new student information system (Aeries), it was decided that the ELA curriculum committee would consist of 6-12 teachers this year and next year K-5 teachers. Because the State of California plans to release recommended ELA curriculums fall of 2026, our district decided to put the ELA curriculum adoption on hold until 2026-27. Additional efforts will be made to continue to recoup attendance districtwide. Our sites worked hard during the 2025-26 school year to create a seamless system for independent study contracts as well as the possible addition of an attendance recovery day. We plan to continue to increase our efforts to make accessing attendance recoupment contracts as assessable as possible for families. The new action added in our 2025 LCAP (1.11), will continue. However, focus will be utilizing site instructional leadership teams to provide professional development around our five-year strategic plan for the TUSD Learner Centered Experience. During the 2025-26 school year, our guiding coalition worked to create a student-centered vision, mission, core values and TUSD Portrait of a Learner. Having a student-centered Vision, mission and learner profile will help align our instructional practices and professional development as a district. A discovery visit, student interviews, and parent forums were held with the team to gather observations and data. Additionally, surveys were sent to students, staff, and parents to gather additional information to use in the process. The TUSD Guiding Coalition met six times by April of 2026. The new TUSD vision, mission, and learner profile and three-year strategic implementation plan will be presented to the Board by June 2026.

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.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Continued Math Implementation	In order to ensure our students, continue to have access to materials that address California State content standards, TUSD adopted new mathematics curriculum for grades K-12 for implementation beginning in the 2024-25 school year. iReady Math has been implemented grades K-5 and Carnegie Learning has been implemented in grades 6 - 12. The district will provide professional learning to all math teachers over the next three years to ensure the curriculum is fully utilized by all district math teachers. Curriculum updates are in place to ensure the district provides access to standards-aligned instructional materials. New curriculum also includes more pathways for differentiation and extension, and tools to address EL students. The full and proper implementation of new materials also	$51,744.00	No Yes
		ensures that EL students will have access to common core academic content knowledge. (State Priority 1 - Standards aligned content.). The district will provide up to three days of onsite training per site during the 2627 school year.		

1.2	New Curriculum Committee ELA	In order to ensure that TUSD students continue to have access to instructional materials that reflect the California Content Standards, the district will continue with an ELA Curriculum Committee. By the end of 2024-25, TUSD will have adopted and implemented new NGSS and mathematics curriculum. The intent of the ELA curriculum committee is to ensure we find and adopt the most appropriate materials for the needs to TUSD students and instructional staff in order to provide access to Common Core curriculum standards. New generations of curriculum include improved pathways for differentiation and extension, and tools for address EL students. The full and proper implementation of new materials also ensures that EL students will have access to Common Core academic content knowledge. (State Priority 2 - Implementation of academic content standards.)	$900.33	No
1.3	Site Administration Coaching	Site Administration Coaching & Instructional Rounds: As part of a continuous improvement cycle, principals will continue to engage in bi-weekly coaching sessions with district office administration. Also, principals will engage in semesterly instructional rounds at each site.	$0.00	No
1.4	Expanded Learning and Tutoring	TUSD will continue to offer before and/or after school tutoring at each site during the 2026-27 school year. These programs are supported through district partnerships with Champions and through district staff, depending upon the site. Further, the district will offer a targeted summer school program for remediation and support in grades K-6. A credit recovery summer program is also available for students in grades 9 - 12.	$274,891.47	No
1.5	Intervention Blocks Elementary	Intervention Blocks: TES and VES will continue to provide targeted assessment blocks using derivations of the 'Walk to Learn' model. TES	$253,473.52	Yes

		and VES will continue to implement designated intervention blocks outside of core instruction to minimize learning loss during intervention for all students, including students with Individualized Education Plans.		
1.6	Tutorial and WISE Programs: Program completion rates.	Secondary school students will have access to tutorial periods and support programs such as the WISE program. These supports allow students to maintain academic standards, which keeps them connected to school and improves access to their academic program. Whether their focus is A-G completion, CTE completion, or a combination of both, academic support, along with supported time for work completion, allows students to be more successful. Increase in allocation in this area supports an additional 1.0 FTE WISE Teacher.	$275,396.72	Yes
1.7	Academic Communication	TUSD sites will use notifications home regarding academic progress of individual students, groups, classes, and sites to promote more two-way communication with families to improve academic outcomes.	$13,950.00	No
1.8	CFA Progress Monitoring	Each year, district administrators will review outcomes from the district's CFA tool and compare those results to the CAASPP outcomes for students in ELA and mathematics.	$0.00	No
1.9	Special Education Action	Each TUSD school site will arrange master schedules to minimize the loss of core instructional time for students who must leave the classroom to access Special Education services and supports. While the loss of any instructional time has an impact to students, creating instructional deficits to fill past deficits does not ultimately benefit students with special needs.	$0.00	No

1.10	Highly Qualified Staff	TUSD will make every effort to ensure 100% of our staff is highly qualified. This becomes increasingly difficult with the ongoing teacher shortage throughout California. We will endeavor to meet this action using consistent recruiting efforts, staff mentoring of new teachers, and using the emergency credential process as needed, but ensuring that we keep track of these teachers and ensuring they complete all ongoing credential requirements. Further the district will develop instructional pedagogies by making an ongoing commitment to employee professional learning opportunities. (State Priority 1 - Appropriate Credentialed Teachers)	$32,635.01	Yes
1.11	Professional Development	TUSD desires to create a student-centered vision, mission, core values and learner profile. Having a student-centered Vision, mission and learner profile will help align our instructional practices and professional development as a district. TUSD has partnered with Learner Centered Collaborative over the next three years to guide our TUSD Guiding Coalition Team through the process. A discovery visit, student interviews, parent forums were held with the team to gather observations and data. Additionally, surveys were sent to students, staff, and parents to gather additional information to use in the process. The TUSD Guiding Coalition will meet six times by April of 2026. The new TUSD vision, mission, and learner profile and three-year strategic implementation plan will be presented to the board by June 2026. Implementation of the 5-year strategic plan will begin during the 2026-27 school year. Opportunities for professional development and collaboration will be embedded across PD and early release days and additional designated PD days.	$54,300.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide positive, welcoming, and inclusive cultures at all of our sites where there are clear, multilayered systems of support to ensure that all of our students feel safe and connected. Students and staff will share a common understanding of expectations for behavior and have respect for each other's similarities and differences. Behavior data will be used to monitor student progress and provide insight into targeted instruction and intervention needed to support student behavior, social skills, and well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this goal because we realize that academic success is directly correlated to a student's social, emotional and mental well-being. Focusing on student wellness may also reduce mental health emergencies, allow for better peer relationships, and improve the overall quality of our students' lives inside and outside school. The actions included in Goal #2 are grouped together because they represent all of the actions and interventions the district is implementing to improve student wellness. We believe these actions in combination will reduce chronic absenteeism, behavior issues, and mental health crises.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate	Suspension Rate All: 2.9% EL 9.7%, SED 4.6% SWD 6.9% THS- Suspension for SED students are 6.9%.	Suspension Rate: All: 2.3% EL:3.4% SED: 3.3% SWD: 4.8% LTEL: 6.5% (declined 13.5%)	Suspension Rate: All: 1.3% EL: 2% SED: 1.3% SWD: 3.3% LTEL: NA	All: 2% EL 8.2% SED 3.9% SWD 5.9% THS- Suspension for SED students are 5.9%.	Suspension Rate: All: 0.6% EL: 6.3% SED: 1.3% SWD: 2.1% LTEL: 1.5%
		LTEL: TBD Data source (CA School Dashboard) Data year: 2022-23	Data source (CA School Dashboard) Data Year: 2023-24	Data source (CA School Dashboard) Data Year: 2024-25	LTEL: 5%	TBD
2.2	Chronic Absenteeism	Chronic Absentee Rate All: 18.3%. White: 16.6% EL: 40.3% SED: 31% SWD: 30.6% LTEL: TBD Data year: 2022-23 Data source: CA School Dashboard	Chronic Absentee Rate: All: 13% White:11.1% EL: 32.2% SED:23.1% SWD:19.4% LTEL: TBD Data Source (CA School Dashboard) Data Year: 2023-24	Chronic Absentee Rate: All: 12.1% White:10.5% EL: 35/1% SED: 18.5% SWD:16.5% LTEL: NA Data Source (CA School Dashboard) Data Year: 2024-25	Chronic Absentee Rate All: 15.5%. White: 14.1% EL: 34.2% SED: 26.3% SWD: 26% LTEL: 15% Data year: 2022-23 Data source: CA School Dashboard	All: 5.3% White: 5.5% EL: 8.1% SED: 7.9% SWD: 11.2% LTEL: TBD

2.3	PBIS Tiered Fidelity Index (TFI) Score	TES TFI Scores Tier I: 67% Tier 2: 81% Tier 3: N/A VES TFI Scores. Tier I: 77% Tier 2: 73% Tier 3: N/A TMS TFI Scores. Tier 1: 63% Tier 2: N/A Tier 3: N/A THS TFI Scores. Tier 1: 30% Tier 2: Tier 3:	TES TFI Tier I: 93% Tier 2: 100% Tier 3: 82% VES TFI Scores. Tier I: 93% Tier 2: 88% Tier 3: N/A TMS: NA THS: NA Data source: SLOCOE Data year: 2024-25	TES TFI Tier 1 - 97% Tier 2- 88% Tier 3 -82% VES TFI Scores. Tier 1: 97% Tier 2: 92% Tier 3: 68% TMS: NA THS: NA Data source: SLOCOE Data year: 2025-26	TES TFI Scores Tier I: 100% Tier 2: 100% Tier 3: 60% VES TFI Scores. Tier I: 100% Tier 2: 100% Tier 3: 60% TMS TFI Scores. Tier 1: 100% Tier 2: 90% Tier 3: 30% THS TFI Scores. Tier 1: 100% Tier 2: 50% Tier 3: 30 %	TES TFI Scores Tier I: 33% Tier 2: 19% Tier 3: 40% VES TFI Scores. Tier I: 23% Tier 2: 27% Tier 3:32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data source: SLOCOE Data year: 2023-24				

2.4	Middle School and High School Drop Out Rate	TUSD Dropout Rate: 6.1% TUSD Graduation Rate: 93.9% TMS Dropout Rate: 0% TMS Graduation Rate: 100% Data source: Data Quest & CA School Dashboard Data year: 2022-23	TUSD Dropout Rate: 6.5% TUSD Graduation Rate: 93.5% TMS Dropout Rate: 0% TMS Graduation Rate: 100% Data source: Data Quest & CA School Dashboard Data year: 2023-24		TUSD Dropout Rate: 3.0% TUSD Graduation Rate: 97% TMS Dropout Rate: 0% TMS Graduation Rate: 100%	TUSD Dropout Rate:.4% TUSD Graduation Rate: .4% TMS Dropout Rate: 0% TMS Graduation Rate: 100%
2.5	Expulsion Rate	TUSD Expulsion Rate 0% Data source: Data Quest Data year: 2022-23	TUSD Expulsion Rate 0% Data source: Data Quest Data year: 2023-24	TUSD Expulsion Rate 0% Data source: Data Quest Data year: 2024-25	Maintain at 0% expulsion rate	Maintain
2.6	Youth Mental Health First Aid training	YMHFA Trainings offered: 0	Campus supervisors and counselors participated in YMHFA Training and received certificates of completion.	All PE staff participated in YMHFA Training and received certificates of completion.	YMHFA Trainings offered: 6	1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	TUPE Funded Drug Prevention Education	TUPE Funded Prevention Offerings: 0	TUSD TUPE leads participated in two training sessions during the 2024-25 school year.	TUSD TUPE leads participated in two training sessions during the 2025-26 school year.	TUPE Funded Prevention Offerings: 4	2

2.8	Sense of Safety and School Connectedness	CHKS Student Data Student Safety- 11th: 62% 9th:59% 7th:55% 6th: 63% Student Connectedness- 11th:77% 9th:67% 7th:55% 6th: 62% Parent Student Safety: 98% Strongly Agree and Agree Parent Connectedness: 87% Strongly Agree and Agree Staff Safety: 96% Strongly Agree and Agree Staff Connectedness: 90% Strongly Agree and Agree Data source: CHKS Surveys Data year: 2023-24	CHKS Survey Data Student Safety- 11th: 48% 9th: 83% 7th: 68% 5th: 88% Student Connectedness- 11th:57% 9th:83% 7th:59% 5th: 89% Parent Safety Parent Connectedness:89 % Strongly Agree and Agree Staff Safety: 96% Strongly Agree and Agree Staff Connectedness: 94% Strongly Agree and Agree Data Source: CHKS Surveys Data Year: 2024-25	TUSD Climate Culture Survey Data 25-25 Staff Responses 97.3% understand the goals of their school or department. 94% say there are systems to collect staff feedback regularly. 75% feel accomplishments are recognized in various ways. 97.9% report a physically safe work environment. 95.6% agree that clear rules and procedures promote safety. 80% say PLC (Professional Learning Community) meetings focus on what students should learn. 75% say PLCs use student data to assess learning.	CHKS Student Data Student Safety- 11th: 70% 9th:70% 7th:70% 6th: 75% Student Connectedness- 11th:85% 9th:80% 7th:68% 6th: 71% Parent Student Safety: 98% Strongly Agree and Agree Parent Connectedness: 95% Strongly Agree and Agree Staff Safety: 96% Strongly Agree and Agree Staff Connectedness: 93% Strongly Agree and Agree	NA

				Student Responses: 84.9% feel safe at school. 80.6% have at least one adult they can go to for support. 75.6% feel accepted by peers. 75.8% feel a sense of belonging at school. 88.9% believe they can be successful. 65.3% are generally happy at school. Only 42.7% look forward to school most days. Parent Responses: 91.6% say their child's school is welcoming. 89.9% agree the school has clear rules and is a safe place. 92.1% feel school leaders communicate regularly and in a timely manner.		

			TUSD Climate Culture Survey Data Staff Responses 88.7% understand the goals of their school or department. 83% say there are systems to collect staff feedback regularly. 75.5% feel accomplishments are recognized in various ways. 86.8% report a physically safe work environment. 88.1% agree that clear rules and procedures promote safety. 79.6% say PLC (Professional Learning Community) meetings focus on what students should learn. 74.5% say PLCs use student data to assess learning.			

			85.1% feel safe at school. 78.9% have at least one adult they can go to for support. 72.1% feel accepted by peers. 74.9% feel a sense of belonging at school. 88.6% believe they can be successful. 64.7% are generally happy at school. Only 40% look forward to school most days. Parent Responses 91.8% say their child's school is welcoming. 89.4% agree the school has clear rules and is a safe place. 93.6% feel school leaders communicate regularly and in a timely manner. 95% say TUSD			

			has effective systems to communicate			

			about school safety. 83% say schools acknowledge individual and group student accomplishments. 70.9% visit their child's school website and find it helpful. Data Source: TUSD Climate and Culture Survey Data Year: 202425			
2.9	Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs.	Initial Implementation Data Source: Local Indicator Report Data year: 2023-24	Fully Implemented New Question added to Parent Climate and Culture Survey.	Fully Implemented New health and wellness questions added to Parent Climate and Culture Survey.	Fully Implemented	Maintained
2.10	Seek to maintain full custodial staffing at all of our sites.	100% fully staffed Data Source: HR Report Data year: 2025-26	100% staffed	100% staffed	100% staffed	Maintain

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-2026 school year, all ten actions for Goal #2 were fully implemented. Overall, the actions implemented under Goal 2 were effective in strengthening safe, welcoming, and inclusive learning environments and expanding systems of support for students. Actions associated with Goal 2 were implemented as planned, with continued emphasis on PBIS/MTSS, student wellness, attendance, school connectedness, behavior supports, and access to mental health and counseling services. Review of Goal 2 metrics demonstrates areas of progress while also identifying opportunities for continued improvement, particularly at the secondary level.

Attendance remained an important indicator of student engagement, and the District continued proactive attendance monitoring, family communication, and targeted supports for students experiencing attendance challenges. School climate and student survey data also demonstrated important strengths. California Healthy Kids Survey data indicated that 89% of elementary students reported school connectedness, 88% reported feeling safe at school, and 81% reported having caring adults at school. At the secondary level, 66% of students reported school connectedness and 66% reported feeling safe at school. While these results demonstrate positive outcomes, the difference between elementary and secondary responses identifies student belonging, engagement, and connectedness at the secondary level as an area for continued focus.

Behavioral, social-emotional, and wellness supports continued to be strengthened through site-based PBIS/MTSS systems, counseling and mental health supports, behavioral interventions, and professional learning. Goal 2 actions have helped establish more consistent systems for identifying and responding to student needs; however, student survey and behavioral data indicate that continued attention to student wellness, bullying prevention, positive relationships, and early intervention is warranted.

Based on the collective Goal 2 metrics, TUSD believes the actions were effective in supporting the overall goal while also providing clear direction for continued improvement. In 2026–27, the District will build upon these systems by further aligning PBIS and MTSS practices across schools, strengthening secondary student connectedness and belonging, continuing proactive attendance interventions, expanding opportunities for students to connect with caring adults, and using behavior, attendance, and school climate data to identify students requiring additional support. This work directly supports TUSD's commitment to ensuring that every student feels safe, supported, connected, and ready to learn.

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 were no significant changes between the budgeted expenditures and estimated actual expenditures of this goal. Small differences were due to small changes of vendor pricing, and availability of subs to back fill staff for trainings.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We saw an overall effectiveness with all eleven implemented actions as measured in metrics (2.1- 2.9) as well as outlined in the overall analysis of the implementation section above. Templeton High School and Templeton Middle School do not have a TFI to report for the 2025-26 school year however, local and state data show a decline in overall suspensions and an increase in attendance. Both TES and VES increased in all areas of the TFI measuring the implementation of PBIS.

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

This was the first year that each of our schools had Wellness Coach Support along with the implementation of the Peer Helper Plus Curriculum at the secondary level. Additionally, we only administered the TUSD Culture and Climate Survey to students, staff and parents instead of administering both the TUSD Culture and Climate Survey and the CHKS since the surveys provide the same data. The rationale is that we would have a higher participation rate.

An LREBG action (2.9) was added (2024-25)

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.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	PBIS Implementation	Schools will utilize curriculum and professional development that target strategies for engaging in positive expected behaviors as well as social emotional coping strategies (ex. character-building, bullying, racism, and social-emotional learning). We believe this will help reduce the suspension rate districtwide, particularly at THS, which are both currently red indicators on the California Dashboard.	$149,115.83	Yes
2.2	Team Meetings	Schools will utilize Student Study Team (SST), 504 and IEP meetings to determine what interventions and supports may be necessary for students who need additional, targeted support. Staff will monitor progress, create reports, and meet within six to eight weeks to ensure the action plan is working or determine what additional supports or community resources are needed to ensure student success. Chronic Absenteeism Red Indicator on the California School Dashboard. • TUSD districtwide • TUSD SWD Academic Progress • TES site-wide, and in the student groups of white and SED. • VES in the student group of 2 or more races.	$4,602.87	Yes
2.3	DA/CIM: PBIS Implementation	TUSD engaged in a staggered PBIS implementation schedule, with TES starting first, followed by VES, then TMS, and finally THS. As specified in the DA/CIM plan, it is the District's intent that all four comprehensive sites be engaged in all three tiers of PBIS by the end of the 2026-27 school year. PBIS will help decrease suspension rates by promoting proactive strategies that create a positive school climate, establish clear behavioral expectations, teach and reinforce positive behaviors, and employ a tiered support system to provide appropriate interventions based on students' needs. TUSD and site administrators will use data to monitor behavior trends and make informed decisions, while also encouraging family and community involvement to create a supportive network for students.	$0.00	No

		Suspension Red Indicator on the California School Dashboard • TUSD districtwide (EL, SED, SWD) • THS (SED) Funds are not needed to support the program in 2026-27.		
2.4	Explicit Character Education	Teachers will explicitly teach routines, procedures, and classroom expectations and consistently implement them across the school year via morning announcements, class meetings, special assemblies, character-building, and social skills lessons.	$16,298.25	No
2.5	MTSS/PBIS Instruction	Site PBIS Teams will review behavior data and use it to drive instruction and additional targeted support for students as needed (Tier 2 and Tier 3).	$0.00	No
2.6	Mental Health First Aide	District/Site leadership will provide professional development in Youth Mental Health First Aid during PLC, PD, or other release time for the 2026-27 school year. Funds for this action moved to another area. Higher amount of funds not needed for 2026-27.	$2,279.37	Yes
2.7	Community Partnerships	Schools will continue partnerships with community organizations to promote health and well-being services for our students. Schools will implement activities, assemblies, and/or clubs during unstructured times to provide opportunities to increase connectedness and respect for differences for all students (ex. bullying, racism, improper use of social media, acceptance, etc.). Funds moved to other area. Services will be provided without expenses.	$0.00	No

2.8	Opioid Avoidance Education	TUSD's district nurse will facilitate training for select staff on the administration of Narcan. Additionally, students in grades 6-12 will receive substance abuse education focusing on opioids from the SLO Opioid Safety Coalition. Sustain the preventive and deterrent practices of random drug testing of high school athletes as well as the periodic use of trained narcotic detection canines.	$2,322.73	No

2.9	Maintaining Increased Counseling Services	LREBG Action To advance educational equity and address the unique needs of English Learners, foster youth, and students experiencing homelessness, the LEA will implement a targeted system of evidence-based pupil supports and staff training. This districtwide initiative will focus on removing barriers to learning by providing integrated health, counseling, and mental health services, as well as increasing access to school meal programs and expanded learning opportunities before and after school. Support staff, including counselors, school social workers, and community liaisons, will provide direct services and coordinate referrals to external agencies for families and students in crisis. Trauma-informed practices and social-emotional learning (SEL) will be prioritized, with professional development provided to all staff on culturally responsive and trauma sensitive approaches, particularly those relevant to students navigating foster care, unstable housing, and language acquisition challenges. Research shows that counseling has a direct impact on student academic performance, behavior and attendance. Additionally, the district will ensure that all eligible students are promptly connected to basic needs services, including transportation, nutrition, clothing, and academic support. Outreach strategies will be employed to maintain engagement and improve attendance, especially for mobile or disconnected students. These actions align with the district's long-range goal to close opportunity gaps, increase student connectedness, reduce chronic absenteeism, and improve both academic achievement and social-emotional outcomes for the most vulnerable student populations.	$173,452.18	Yes

2.10	Improved Communication Attendance	The district will increase the District's Average Daily Attendance (ADA) rate to 95.5% through family outreach and education, incentives, stipends, and/or recognition strategies.	$12,385.59	Yes
2.11	Clean, Safe, and Engaging School Sites	TUSD will continue to employ Maintenance, Operations, Transportation and Grounds (MOTG) staff to ensure our campuses are clean, well maintained, and safe for students. This helps to improve student engagement and connectedness to the school site, which may improve attendance and achievement. (State Priority 1 - Maintained Facilities.)	$1,409,278.68	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The district is dedicated to making meaningful progress in improving academic outcomes for student groups facing challenges, as reflected by red indicators on the California Schools Dashboard. These groups are eligible for Continued Improvement Monitoring. Closing the achievement gap between these student groups is a top priority. Goal #3 consolidates actions aimed at improving outcomes for struggling student groups, including SWD and unduplicated groups (EL, FY, & SED). The focus of these actions is on driving academic improvement.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Templeton Unified School District was identified a Differentiated Assistance (DA) and Continuous Improvement Monitoring (CIM) district during the 2022-23 school year, due to Special Education students being significantly below standard in both ELA and Mathematics. During the 2023-24 school year, the district was also identified for DA/CIM for the student group of English Learners. The district engaged in the DA/CIM process, and created a plan to help address the struggling student groups. Further red indicators on the California school dashboard must also be addressed with actions. For ease of monitoring and to draw attention to the need, the district created a third goal focused on these mandatory actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Mathematics Scores VES CAASPP ELA Scores	TUSD: Math for EL - 99.2 DFS TUSD: Math for SWD - 129.5 DFS TUSD: Math for SED - 69 DFS TUSD Math for LTEL: TBD	TUSD: Math for EL- 87.7 DFS TUSD: Math for SWD- 130 DFS TUSD: Math for SED-59.5 TUSD Math for LTEL: TBD	CAASP Math Scores Overall: -0.7 SWD: + 32.4 SED: +10.7 EL: +19.4 LTEL: TBD	TUSD math for EL Goal: -80 DFS TUSD math for SWD: - 102 DFS TUSD Math for SED: - 57 DFS TUSD Math for LTEL: TBD	TUSD math for EL Goal: 11.5 TUSD math for SWD: 1 TUSD Math for SED: 9.5 TUSD Math for LTEL: TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

		VES: ELA for SWD - 93.8 DFS VES: Math for SWD - 104 DFS Data source: CA School Dashboard Data year: 2022-23	VES: ELA for SWD -70 DFS VES: Math for SWD -88 DFS Data source: CA School Dashboard Data year: 2023-2024	Data source: CA School Dashboard Data year: 2024-2025 VES Data source: CA School Dashboard Data year: 2024-2025 ELA SWD: -95.1 (increased 17 points) Math: -116.8 (increased 33.7 points)	VES Math for SWD: -90 VES ELA for SWD: -73	VES Math for SWD: 23.8 VES ELA for SWD: 16
3.2	English Learner Progress	51.7% Data source: CA School Dashboard Data year: 2022-23	51.1 % Maintained -0.6% Data source: CA School Dashboard Data year: 2023-2024	42.8% Declined: 13.6% Data source: CA School Dashboard Data year: 2024-2025	65%	8.9%

3.3	ELPAC	72% of TUSD EL students scored an overall 3 or 4 on the ELPAC summative assessment.	71.7% of TUSD EL students scored an overall 3 or 4 on the ELPAC summative assessment.	Data to be collected Summer 2026	77% of EL students will score a 3 or 4.	NA

		Data source: ELPAC Results Data year: 2022-23	Data source: ELPAC Results Data year: 2024-2025			
3.4	DA/CIM Committee	DA/CIM Committee Meetings: Team averaged 90% attendance.	Team average 98% attendance	Team average 98% attendance	DA/CIM Committee Meetings average 98% attendance.	8%
3.5	EL & LTEL Reclassification Rate	Five year average EL reclassification rate: 18% The LTEL reclassification rate during the 2023-24 school year was 13%. Data source: Internal data	19 total students reclassified in 2025 (43%)	Data to be collected Summer 2026	Five year average EL student reclassification rate: 20.5%. The LTEL student reclassification rate: 18%.	NA

3.6	CAST Science	For the 2022-23 school year, TUSD students scored 35.25% exceeded or met standards, with 55.23% nearly meeting standards. The EL student group scored 27.82% met or exceeded standard with 63.91% nearly meeting standard.	For the 2024-25 school year, TUSD students maintained their progress scoring 46.7 science points while EL students increased their score by 2.3. SED students also maintained their overall score with 45.7 science points. Because of the low numbers,	Data to be collected Summer 2026	TUSD students will score above 50% meeting or exceeding standards for the California Science Test. The EL and SED student groups will reach 45% meeting or exceeding standard.	NA
		The SED student group scored 26.85% met or exceeded standard with 61.11% nearly meeting standards.	there were no scores reported for other sub groups.			

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, all ten actions for Goal #3 were fully implemented.

Successes:
Master schedules were created at both elementary sites to maximize support during designated intervention blocks and ensured that all students received core instruction at their designated grade level. This model ensures that intervention supports for all student groups occur during structured times so that new learning was not missed. Common Formative Assessments, ELPAC, and IEP data continue to guide instruction and small group learning targets during intervention blocks. Small groups are facilitated by ELD, Math, and Reading Intervention teachers as well as classroom teachers. At the secondary level, students received targeted support during Learning Lab, Tutorial, and before/after school programming.

As reflected in the 2025 California School Dashboard CAASPP results, Templeton Unified demonstrated the following districtwide performance:

English Language Arts (ELA):
56.8% of students met or exceeded standard in 2025.
38.5% of students met or exceeded standard in 2025.

These results provided a current statewide accountability measure of academic achievement and served as one indicator of the impact of instructional alignment, intervention structures, and Tier 1 embedded strategies.

Consistent with the district's focus on structured intervention blocks, English Learner supports, and targeted academic assistance, continued progress is anticipated across student groups—including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities—as reflected in ongoing Dashboard performance measures.

English Learner progress, as measured through ELPAC performance, continued to support reclassification efforts aligned with state criteria. The district's instructional model—combining designated intervention time, embedded Tier 1 strategies, and data-driven instruction—remains central to improving outcomes across all student groups as measured by the California School Dashboard.

Socioeconomically Disadvantaged (SED / Economically Disadvantaged)
English Language Arts (ELA)

Proficient or Advanced: 47.97%
Minimal: 22.51%
Developing: 29.52%

Mathematics
Proficient or Advanced: 31.00%
Minimal: 40.96%
Developing: 28.04%

This indicates a performance gap between SED students and the district overall, particularly in mathematics. To help increase math scores across the district, we have created a three-year districtwide Math Improvement Plan.

Additionally, an effort was made at the site and district level to increase average daily attendance. District and school-wide communication was sent regularly to families and students about the importance of attending school on time regularly. Promoting positive school culture through PBIS efforts continued to be a focus. Intervention staff supported students at the Tier 2 and 3 level with Check-In Check-Out. Many students were able to phase the Check-In Check-Out support as data supported their progress. (3.2)

TUSD DA-CIM team collaborated with SLOCOE monthly to monitor progress on the high leverage strategies included in TUSD's DA-CIM Plan.

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 were no significant differences between Budget Expenditures and Estimated Actuals on this goal. Small differences are accounted for due to staffing changes that occurred during the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We saw an overall effectiveness with all nine implemented actions as measured in metrics (3.1- 3.7) as well as outlined in the overall analysis of the implementation section above. Our English Learner students are making progress as measured on the 2025 CAASPP and ELPAC results. 18 of our students were able to reclassify during the fall of 2025 and 16 will reclassify fall of 2026. We believe this progress is due to the targeted efforts that have been made during ELD intervention as well as Tier 1 EL embedded strategies in core classes. Additionally, we saw growth in math district wide as measured on the CAASP, SED and EL students as well as with students attending VES. Due to the efforts made regarding creating a master schedule that ensures all students are receiving core instruction with their homeroom teacher and

supports during designated learning blocks, we feel all students, including those identified as English Learners, Socio Economically Disadvantaged and Students with Disabilities, will make progress on the 2026 CA Dashboard.

Data Source: CA School Dashboard
Data year: 2024-25 and 2026 (ELPAC)

TUSD: Math for EL- 87.7 DFS
TUSD: Math for SWD- 130 DFS
TUSD: Math for SED-59.5
TUSD: Math for LTEL: TBD
VES: ELA for SWD -70 DFS
VES: Math for SWD -88 DFS

Data Source: CA School Dashboard
Data Year: 2024-25
TUSD
CAASPP Math Scores
Overall: -0.7
SWD: + 32.4
SED: +10.7
EL: +19.4
LTEL: TBD

Data source: CA School Dashboard
Data year: 2024-2025
VES
Data source: CA School Dashboard
Data year: 2024-2025
ELA
SWD: -95.1 (increased 17 points)
Math: -116.8 (increased 33.7 points)

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

To address the stagnant math scores over the last few years, administration in collaboration with teachers, created a three-year math improvement plan. The plan focuses on four components: Professional Development, Standards Based Instruction/Pacing, Intervention/ Progress Monitoring, and Evaluation and Accountability. Collaboration and Professional Development opportunities to engage in this work will be embedded throughout the school year. Additionally, Templeton Middle School plans to implement an advisory section where students will be able to receive intervention depending on need. Templeton High School is also utilizing student tutors to support students within the instructional block. Progress will be monitored by CFA data analysis in both ELA and Math. Additionally, English Learners in grades 9-12 will receive targeted ELD support during learning lab which will be a designated class for all EL students. Additional professional development will be held around structuring the 90-minute block periods at Templeton High School to ensure for Tier 2 supports. Last, efforts to recoup daily attendance funds will continue to be our focus. Possible additional efforts include Saturday School, district wide incentives, and increased parent communication regarding study contracts.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Improvement	For the 2023-24 school year TUSD adopted districtwide CFA for the first time. Over the next three years, the district will develop staff to evaluate the CFA to inform instruction, programs, assessment, and intervention. The training will primarily be conducted during PLC time, but may also include targeted professional development using EEF and other district funds. The intent is to improve academic outcomes for all students, but includes an emphasis on improving the following red metrics on the California School Dashboard. The CFAs are administered through electronic devices. An increase of funds is a result of addition of tech.	$121,299.75	Yes

3.2	MTSS Academic Achievement	MTSS Academic Progress: TUSD staff will use MTSS strategies and supports, such as PBIS check-in/check-out, 2x10 Relationship Building, Homework Club, weekly academic checking and Lunch Bunch to support students socially and academically to reduce missed academic time and improve academic outcomes. Academic Improvement in the following areas. • Districtwide for mathematics in student groups SWD, EL, SED • VES for ELA and mathematics in the student group SWD Funds moved to another area. Services to be provided at no cost.	$0.00	No
3.3	EL Student Progress	Currently, EL students have lower math scores as measured by CAASPP outcomes districtwide, and in math and ELA CAASPP scores at VES. In order to monitor their progress and help plan improvement going forward, the district will employ curriculum and monitoring tools embedded online, to ensure EL student needs are being met. Further, Long Term English Learners (LTEL) students have specific needs and difficulties. The monitoring and intervention system Ellevation employed in this action will monitor their progress as well. Increased funding due to the addition of tech support.	$89,500.00	Yes

3.4	CIM Collaborative Coaching	The district will utilize the collaborative coaching model to increase instructional efficacy and allow for improved differentiation and extension in the classroom. The intent of this action is to improve academic outcomes in ELA, mathematics, and science district-wide. However, as evidenced in the DA/CIM process, the district's EL and SWD student groups are significantly behind other student groups in all three tested core subject areas. After a lengthy root cause analysis process, increasing and improving instruction pedagogies for first instruction is a key improvement metric.	$0.00	No Yes

3.5	ELD Intervention Teacher/TOSA	The District will continue to employ an elementary intervention ELD teacher/TOSA to increase and improve outcomes of our district's EL students. This position was added to increase services beyond the district's historical staffing level in 2023-24. Reduced funding due to removal of position.	$131,545.13	Yes
3.6	Math Intervention Teachers & TOSAs	LREBG Action: Implement and expand high-impact small group instruction designed to accelerate academic recovery and close persistent learning gaps among students most impacted by the COVID-19 pandemic. Certificated teachers and classified instructional support staff will provide evidence-based, targeted academic interventions during and outside of the regular instructional day. Purpose and Rationale: This action aims to address significant learning loss by offering consistent, personalized academic support. By leveraging certificated and classified staff, the program will provide instruction tailored to individual student needs, focusing on foundational literacy and numeracy skills. Research supports the effectiveness of high-dosage tutoring and small group interventions in improving student outcomes. This action will serve all TUSD students, but will significantly benefit our SWD, SED, and EL population of students.	$206,011.39	No Yes

		TUSD will continue to employ .8 FTE/.2 FTE Math TOSA at TES, a 1.0 FTE Math Intervention Teacher at VES and a 1.0 FTE Secondary Math TOSA for the 2025-26 school year. This item is not contributing to unduplicated outcomes due to funding source only. Because this action is listed as LREBG, staff was shifted from LREBG to other funding, and only the remaining staff that are LREBG funded are included in the 2026-27 LCAP.		

3.7	ELA Intervention Teacher	TUSD will continue to employ a 1.0 FTE ELA intervention teacher at TES, and a 1.0 FTE ELA intervention teacher at VES.	$302,564.11	Yes

3.8	Technical Assistance	Templeton USD was identified for Differentiated Assistance (DA) based on suspension rates for SWD. Templeton USD has convened an improvement team in collaboration with the San Luis Obispo County Office of Education (SLOCOE) to analyze dashboard and local data to understand potential root causes contributing to high suspension rates for SWD. The team will study district systems through a cycle of continuous improvement to implement changes that improve student outcomes. This process will include community partners in a needs assessment and implement improvement efforts specifically designed to support positive student outcomes. All actions will be embedded in the School Plan for Student Achievement (SPSA) site and aligned with the LCAP actions. Sites were identified based on need and program demands, including Templeton Elementary and Vineyard Elementary. Sites were determined based on the red suspension rates for SWD on the 2023 Dashboard. The team includes administrators (site and district), teachers, counselors, psychologists from the sites, and county-level experts. The team will meet quarterly, and administrators will huddle with the SLOCOE support team in the interim. Sites will huddle monthly to discuss actions and monitor progress with student academic performance. The Plan-Do-Study-Act (PDSA) cycle is an important aspect of the improvement work and will allow for testing a change in the real work setting by planning it, trying it, observing the results, and acting on what is learned. This is the scientific method adapted for action-oriented learning. After testing a change on a small scale, learning from each test, and	$0.00	No
		refining the change through several PDSA cycles, the team will implement the change on a broader scale. After the successful implementation of a change or series of changes for SWD, the team can spread the changes to other sites. It is the expectation that the results of the Plan, Do, Study & Act.		

3.9	Professional Development for Staff - LTEL	TUSD will hire an outside consultant who specializes in the instruction of EL students, and of Long-Term English Learners (LTEL) students to provide professional development to instructional staff during the 2025-26 school year. Because of the unique needs between ELs and LTELs, professional learning will be tailored to help educators better support language development and academic success of all English learners. Based on data- driven individualized support, interventions, trainings, and strategies will be implemented.	$2,440.00	Yes

Low-income

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,208,579.00	$0.00

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
4.831%	0.469%	$115,092.16	5.300%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Continued Math Implementation **Need:** **Scope:** LEA-wide		

1.5	**Action:** Intervention Blocks Elementary **Need:** Student groups of SWD, SED, and EL score significantly below the district mean other student groups. Root cause and needs analysis indicates that students receiving additional academic support and tutoring either before or after school should academic improvement. Educational partner feedback from principals, teachers, and parents indicated the desire to continue these interventions. **Scope:** Schoolwide	In conjunction with the intervention blocks, TUSD will continue to offer before and/or after school tutoring at each site during the 2024-25 school year. These programs, supported through district partnerships with Champions and district staff, will provide additional academic support tailored to the needs of each site. Furthermore, the district will offer a targeted summer school program for remediation and support in grades K-8, and a credit recovery summer program for students in grades 9-12. By integrating these tutoring initiatives with the intervention blocks, we aim to provide a comprehensive and multi-faceted approach to academic support, ensuring students receive higher doses of tutoring and remediation opportunities throughout the school year and summer. This integrated approach maximizes the impact on student learning outcomes and supports our goal of achieving academic excellence districtwide. Dynarski et al. (2008): Demonstrated that schools implementing dedicated tutorial periods saw increased graduation rates. The extra help and guidance during these periods support students in meeting academic requirements and staying on track for graduation.	CAASPP Scores for mathematics and local CFA assessment progress. The district will continue to monitor outcomes of this action, and solicit feedback from our educational partners.
1.6	**Action:** Tutorial and WISE Programs: Program completion rates. **Need:** Student groups of SED and EL at the secondary level score significantly below the district mean other student groups on the EAP	Secondary school students will have access to dedicated tutorial periods and support programs such as the WISE program. These supports are designed to address the identified needs of maintaining academic standards and improving student engagement. By providing structured time for academic support and work completion, these programs help students stay connected to school	

	scores. Root cause and needs analysis indicates that students receiving WISE tutorial	and succeed in their academic pursuits, whether their focus is on A-G completion, CTE completion,	

	support and additional tutorial periods during the school day demonstrate academic improvement. Educational partner feedback from principals, teachers, and parents indicated the desire to continue these interventions. **Scope:** Schoolwide	or a combination of both. The tutorial periods and WISE program offer personalized support and time for completing coursework, ensuring students meet academic standards and prevent academic decline. This action is provided on an LEA-wide basis to ensure all secondary students have equitable access to academic support, maximizing the impact on overall academic achievement and benefiting all students. The LEA-wide implementation aligns with our commitment to fostering an inclusive educational environment where every student has the opportunity to succeed. <Add research>	

1.10	**Action:** Highly Qualified Staff **Need:** Student groups of SED and EL score significantly below the district mean other student groups. Root cause and needs analysis indicates that students receiving additional academic support and tutoring either before or after school showed academic improvement. Discussions with educational partners also indicated the need for additional tutoring for the district's targeted student groups. **Scope:** LEA-wide	Investing in high-quality teachers for our English learners, foster youth, and those from low-income backgrounds, is crucial because these students often require specialized instruction to address their unique learning challenges. Effective teachers can help close achievement gaps, build trust and engagement, and promote equity in education. By ensuring these students have access to skilled educators, we support their academic growth and long-term success, ultimately benefiting society. TUSD will make every effort to ensure 100% of our staff is highly qualified, addressing the identified need for qualified educators in the face of an ongoing teacher shortage in California. We will achieve this through consistent recruiting efforts, staff mentoring of new teachers, and utilizing the emergency credential process as needed, while ensuring these teachers complete all ongoing credential requirements. Additionally, the district will support staff by paying for TIP mentors and program supervisors and funding additional credentials and certifications to grow programs	The district will monitor the percentage of teachers working with a conditional or emergency credential each year. The district will continue to monitor student outcomes and seek feedback from educational partners.

		and increase the percentage of highly qualified staff. This action is provided on an LEA-wide basis to ensure all students have access to highly qualified educators, maximizing the impact on educational outcomes across the district. By implementing these strategies universally, we foster a high-quality educational environment that benefits every student. Research has indicated that high quality instructional pedagogy is the primary factor in closing the achievement gap between struggling student groups. Highly qualified and fully trained teachers are far more likely to engage in high quality instructional pedagogies. "Educators and researchers have consistently recognized and empirically shown that teachers and their classroom behaviors contribute more to student achievement than other systemic factors in education (Creemers & Kyriakides, 2008)", Teachers, Teaching and Student Achievement, I Derik, 2021.	
1.11	**Action:** Professional Development **Need:** In order to increase academic achievement and overall student well-being, we need to have clarity when it comes to our district's vision, mission and overall learner portrait. These critical components will help drive our overall professional development, instructional practices and student interventions so that all of our students including those in each sub group, continue to make growth toward grade	Investing in a clear shared vision as well as identifying targeted skills we want for all students to encompass upon graduation including our English learners, foster youth, and those from low-income backgrounds, is crucial because these students often require specialized instruction to address their unique learning challenges. By aligning researched based effective teaching strategies to ensure students are learning the skills outlined in the learner profile, both certificated and classified staff can help close achievement gaps, build trust and engagement, and promote equity in education.	Common Formative Assessment, SBAC, ELPAC, Suspension, and attendance data will all be used to monitor the effectiveness of this action. Additionally, IEP goal monitoring data will also be used for students with individualized education plans.

	level standards and identified skills within our learner portrait. Having a consistent		

	understanding of these important elements and consistent implementation of instructional strategies, interventions from TK to 12th grade will help ensure all of our students are meeting their full academic and social emotional potential. **Scope:** LEA-wide		

2.1	**Action:** PBIS Implementation **Need:** TUSD's suspension rate is below the average for the state of California (2.9% vs 3.4%). However, from 2021-22 to 2022-23 the rate increased .9%, causing the district's dashboard indicator to be an orange. Further the student groups of EL, SED, and SWD are in the red on the indicator because they are significantly higher than the district average. (9.7%, 4.6%, and 6.9% respectively has a red indicator for the SED student group at 6.7%. Conversations with educational partners on the LCAP committee indicated that professional development in this area would be important to improving unduplicated student outcomes. **Scope:** LEA-wide	TUSD will implement Positive Behavioral Interventions and Supports (PBIS) utilizing curriculum and professional development focused on strategies for promoting positive expected behaviors and social-emotional coping skills. This includes character-building, addressing bullying and racism, and enhancing social-emotional learning. PBIS addresses the needs of English learners, foster youth, and low-income students by providing proactive support and consistent structure, which help prevent behavioral issues and create stable environments. It promotes inclusive practices that respect cultural differences and supports language development. PBIS uses data to target specific needs, builds strong relationships between students and staff, and reduces disparities in discipline, ensuring equitable opportunities for success. This approach creates a supportive and effective learning environment This action is designed to address the identified need to reduce suspension rates district-wide, with a particular emphasis on THS, where suspension rates are currently a red indicator on the California Dashboard. By implementing PBIS, we aim to improve behavior management across the district, especially for students in targeted groups who are	Reduction of suspension rates districtwide and in the student groups of SED, SWD, and EL. The district will continue to monitor outcomes of this action, and seek further input from educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

		also, the primary users of intervention services. Providing these supports on an LEA-wide basis ensures all students benefit from a positive and inclusive school environment, helping to foster improved academic and social outcomes while addressing the specific needs of students in targeted groups to improve their engagement and reduce suspension rates. Research has indicated improvement in both student behavior and school climate leading to a reduction in suspension rates. The Impact of Positive Behavior Intervention Support (PBIS) on Suspensions by Race and Ethnicity in an Urban School District.S Baule, 2020.	
2.2	**Action:** Team Meetings **Need:** Post-Covid lockdowns, Chronic Absenteeism rates in TUSD increased from an average of 8% yearly to over 21% yearly. Needs analysis conducted internally with staff and data received from parent surveys, indicated that this is a multifaceted problem. The district is addressing the issue with multiple strategies, including modifying the SST process to considering the impact of academic, behavior, and/or SEL struggles impact on absenteeism and implementing strategies to improve those outcomes. Educational partners indicated the use of SST teams to improve student outcomes was an important action to be included in the LCAP. **Scope:**	TUSD will utilize SST meetings to determine necessary interventions and supports for students requiring additional, targeted assistance. Staff will monitor student progress and reconvene within six to eight weeks to evaluate the effectiveness of the action plan and determine if further supports or community resources are needed to ensure student success. This action is designed to address the identified needs of our low income, foster youth, and English learners to reduce chronic absenteeism. Improving the SST process will benefit students in all groups by addressing the underlying struggles contributing to absenteeism. The targeted use of SST teams to intentionally direct resources will improve chronic absenteeism rates among all students. This LEA wide implementation ensures that all students receive the support they need, fostering an inclusive environment that enhances student engagement and success across the district.	Reduction in the chronic absenteeism rate at TUSD; Specifically, for EL students, SED students, and SWD students who are also EL, FY, or SED. The district will continue to monitor outcomes related to this action, and seek further educational partner input.

		Research has indicated well conducted student study teams that increase communication	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	between team members and families, benefit struggling learners both academically and behaviorally. The Student Study Team Process: Impact on Academic Achievement, L. Long, 2013.	

2.6	**Action:** Mental Health First Aide **Need:** Post Covid TUSD realized a significant increase in chronic absenteeism, climbing from an average of 8% yearly pre-Covid lockdowns, to more than 21% post-Covid lockdowns. Further, students at school were experiencing more anxiety, disruptive behaviors, and perceived psychosomatic illnesses. Needs analysis conducted in 21-22 and 22-23 with staff, students, and parents indicated an increased demand on need of SEL style counseling in TUSD. Conversations with education partners indicated that an emphasis on reducing severe mental health issues at school, including early identification of these issues, was an important area of emphasis. **Scope:** Schoolwide	TUSD will pilot Mental Health First Aid training during the 2024-25 school year to train school staff, parents, and community members in techniques to identify and address mental health issues. This training is expected to be significantly beneficial, especially for EL, low income and foster youth students who account for a significant number of students accessing social-emotional learning (SEL) interventions. By equipping staff and parents with mental health first aid skills, we aim to reduce and minimize the impact of mental health crises. Integrating Mental Health First Aid training with the SST process will provide comprehensive support, addressing both academic and mental health needs, and ensuring all students have the resources to succeed. This combined approach leverages professional development to enhance the effectiveness of the SST teams, ultimately benefiting all students and improving overall student outcomes across the district. According to the National Council for Mental Wellbeing, 45 peer reviewed studies in the last decade have consistently demonstrated positive outcomes identifying mental health challenges early, and increasing access to intervention service. https://www.mentalhealthfirstaid.org/about/research	Reduction in CA rates in adolescent students. The district will monitor CA rates based on this action, and continue to solicit input from educational partners.
2.9	**Action:** Maintaining Increased Counseling Services	Chronic Absenteeism has been an issue across the entire district, in all student groups. However, the greatest increase in CA is in the SWD and EL	Reduction in behaviors as measured through the PBIS procedures, and a

	Need: Post Covid TUSD realized a significant increase in chronic absenteeism, climbing from an average of 8% yearly pre-Covid lockdowns, to more than 21% post-Covid lockdowns. Further, students at school were experiencing more anxiety, disruptive behaviors, and perceived psychosomatic illnesses. Needs analysis conducted in 21-22 and 22-23 with staff, students, and parents indicated an increased demand on need of SEL style counseling in TUSD. Educational partners, especially students and parents, indicated the importance of continuing expanded counseling services. **Scope:** LEA-wide	student groups. Therefore, SEL counseling is available to all students, but the majority of the users of the service fall into struggling student groups within the district. Research studies have indicated that CASL SEL style counseling programs may help improve student attendance and in-school performance, both behaviorally and academically. "Social/Emotional Learning Implementation and Student Outcomes", C. Weems, 2024. Therefore TUSD has committed to maintaining access to SEL counseling LCFF funds and grants, at each school site. The District believes continuing expanded SEL counseling services in the district will help students stay in school and perform better academically. This impact is especially important to our unduplicated student groups, as they tend to perform below the district mean academically and miss more school, leading to increased CA rates.	continued decline of CA. The district will continue to monitor outcomes based on this action, and remain in consultation with our academic partners.

2.10	**Action:** Improved Communication Attendance **Need:** TUSD's chronic absenteeism rate increased from an average of 8% pre-Covid to over 21% post-Covid. The rate declined to 18.3% during the 21-22 school year, which is still well above the pre-Covid levels. CA rates are significantly higher in targeted student groups. CA for EL - 40.3% CA for SED - 31% CA for SWD - 30.6% Educational partners indicated that an increased emphasis on attendance, and the	Improved communication between home and school addresses the needs of English learners, foster youth, and low-income students by enhancing support systems, fostering parental involvement, and providing stability and continuity. It allows for early intervention in academic or behavioral issues, promotes cultural understanding, and ensures that families are aware of and can access available resources and support services. This strong, effective communication network helps create a supportive and inclusive educational environment that addresses the unique challenges faced by these student groups. TUSD will implement enhanced communication strategies to improve attendance rates district-wide through education, outreach,	By the end of the 2026-27 school year, CA will be reduced to below 10%. The district will continue to monitor the outcomes related to this action, and consult with our educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

	impact of increased attendance would be an important area of focus for TUSD. **Scope:** LEA-wide	recognition strategies, and incentives. These actions will be applied to all students in the district but are designed to meet the needs associated with English learners, low income, and foster youth students who have higher rates of chronic absenteeism. By employing multiple types of notifications and providing incentives for improved attendance, TUSD aims to address the significant issue of chronic absenteeism, particularly among unduplicated student groups who tend to have higher CA rates. This action is designed to increase awareness about the importance of regular school attendance, reduce absenteeism, and foster a culture that values consistent school participation. Implementing these strategies on an LEA-wide basis ensures that all students benefit from improved communication efforts, maximizing the potential impact and supporting student success across all student groups.	
3.1	**Action:** Academic Improvement **Need:** TUSD students have declined in mathematics scores for the last six years. This gap has grown most significantly in the student groups of EL and SED. As of the most recent data, 2022-23, the distance from standard in mathematics was -29.2 for the district. However, EL students are - 99.2 and SED are 69. Communication with educational partners demonstrated the importance of using data to ensure that we are progress monitoring our	TUSD will monitor CFA data throughout the year to ensure students are staying on pace and to provide teachers with information to focus on specific standards that are leading to learning gaps. Monitoring English learners, foster youth, and low-income students through regular common formative assessments is crucial for identifying learning gaps early, allowing for timely and tailored interventions. This ensures equity by addressing disparities in educational outcomes and supports smoother transitions for foster youth. Regular assessments also engage families in their child's education and promote accountability. While this benefits all students, it is particularly important for EL, low income and foster youth students. Monitoring these students' progress and training	Common Formative Assessment outcomes. The district will remain in consultation with our educational partners to ensure this actions outcome are as expected.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated students' groups to ensure the efficacy of interventions. **Scope:** LEA-wide	teachers to interpret and use this data in daily instruction is essential to closing the achievement gap for these groups. Using data to ensure interventions are effective and targeting students who need assistance will particularly benefit these student groups, who typically perform below the district mean. The district will develop staff to evaluate CFA data to inform instruction, programs, assessments, and interventions. Training will primarily occur during PLC time but may also include targeted professional development using EEF and other district funds.	

3.4	**Action:** CIM Collaborative Coaching **Need:** TUSD Students have declined in mathematics scores for the last six years. This gap has grown most significantly is the student groups of EL, SED, and dually identified SWD/EL. As of the most recent data, 2022-23, the distance from standard in mathematics was -29.2 for the district. However, EL students are - 99.2, SWD are -129.5, and SED are -69. Collaboration with educational partners, particularly teachers and principals, indicated that the improved instructional pedagogies realized with collaborative coaching is an important step in improving outcomes. **Scope:** LEA-wide	TUSD will utilize the collaborative coaching model to increase instructional efficacy and allow for improved differentiation and extension in the classroom. This action aims to improve academic outcomes in ELA, mathematics, and science districtwide. However, as evidenced in the data, the district's EL and low-income student groups are significantly behind other student groups in all three tested core subject areas. Following a lengthy root cause analysis process, it was determined that increasing and improving instructional pedagogies for first instruction is a key improvement metric. The collaborative coaching model will enable teachers, TOSAs, and administrators to consistently review, evaluate, and enhance the efficacy of instructional pedagogies used in the classroom. While this process will benefit all students, it will particularly enhance outcomes for students in targeted groups, who constitute the majority of the district's intervention and tutoring programs. Research indicates that first best instruction is crucial for improving outcomes for unduplicated student groups, and this action is expected to produce the desired outcome of improved academic performance for these groups.	Improved CAASPP outcomes, monitored using local CFA scores. DA/CIM plan calls for a minimum number of monthly pop in observations in each core classroom. The district will continue to monitor outcomes of this action, and remain in consultation with our educational partners.

3.6	**Action:** Math Intervention Teachers & TOSAs **Need:** **Scope:** LEA-wide		
3.7	**Action:** ELA Intervention Teacher **Need:** This action is included to assist struggling learners throughout the district. While any struggling learner can take advantage of the intervention services provided, unduplicated student groups are two and half times below the rest of the student groups on average in TUSD in ELA according to CFA's and CAASPP results. Input from educational partners indicated that high intensity tutoring provided in the intervention settings was important to all struggling learners, but was particularly important to unduplicated student groups, as they perform on average academically below the district mean. **Scope:** Schoolwide	TUSD will employ a 1.0 FTE ELA intervention teacher at TES and a 1.0 FTE ELA intervention teacher at VES to increase the frequency and intensity of tutoring provided to EL, foster youth, and low-income students. Dedicated intervention teachers allow TUSD staff to deliver focused and effective ELA support, which is essential for closing the academic achievement gap. By providing targeted intervention to EL, foster youth, and low-income students the district aims to improve academic outcomes and ensure that these students receive the necessary support to succeed. This action is expected to contribute significantly to closing the achievement gap and enhancing the overall academic performance of students in these groups. Because all students benefit from additional time and support, this action is provided on a district wide basis. Research shows that intervention programs often help to narrow the achievement gaps between students from different socioeconomic backgrounds and those with diverse learning needs. Slavin et al. (2009)	The district will be monitoring CFA results 3 - 4 times yearly, as well as end of year review of CAASPP results. The district will continue to monitor academic outcomes related to this action, and consult with educational partners.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	**Action:** EL Student Progress **Need:** English Learners are more than 50 points below standard when compared to the composite score of all district students. **Scope:** Limited to Unduplicated Student Group(s)	Using the ELLevation tool will allow our ELD staff to monitor the language acquisition and ELA performance of all of the district's EL students throughout the year. ELLevation will also allow staff to specifically monitor the progress of LTEL students This will then assist them filling achievement gaps.	Improvement in EL students ELA scores as well as EL and LTEL reclassification rates.

3.5	**Action:** ELD Intervention Teacher/TOSA **Need:** Coming out of the Covid lockdown/hybrid learning the district noticed many young students were struggling both academically and behaviorally at school. However, assessment data and anecdotal feedback from parents and teachers through the DELAC process indicated this issue was significantly impacting EL students. **Scope:** Limited to Unduplicated Student Group(s)	In response to this need, the district hired an additional ELD teacher, so each elementary site would have their own ELD support. This position is also a 20% TOSA to assist all teachers in the district with developing integrated ELD instructional pedagogy and techniques. While TUSD had implemented a sufficient level of designated ELD instruction, integrated ELD instruction was not implemented consistently and or sufficiently. Research indicates that a combination of integrated and designated ELD instruction provides the most benefit to EL student achievement. According to a paper published on August 2022 titled "A comparison of integrated and designated ELD on second and third graders' English oral language proficiency" conducted by E. Edleman, S. Amirazizi and D. Feinberg, students receiving both designated and integrated ELD instruction scored	Improved EL student ELPAC and CAASPP ELA outcomes.
Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		significantly higher than groups who received only designated or integrated ELD instruction.	

3.9	**Action:** Professional Development for Staff - LTEL **Need:** Long Term English Learners (LTEL) have specific needs which vary from those of typical EL students. Therefore, the district will provide professional development to staff from an expert on working with LTEL students, to grow the district's capacity in this area. **Scope:** Limited to Unduplicated Student Group(s)	By using professional development to improve the instructional pedagogies used by staff and understanding of LTEL specific needs, the district anticipates LTEL academic outcomes will improve.	EL and LTEL student reclassification rates. Embedded in the reclassification rate is improvement on CAASPP ELA assessments and student writing proficiency.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

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 No TUSD schools receive concentration grant funds.

Staff-to-student ratios by type of school and concentration of unduplicated 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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$25,778,237	1,495,251	5.800%	0.000%	5.800%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$1,772,723.24	$713,162.03	$0.00	$0.00	$2,485,885.27

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel
1	1.1	Continued Math Implementation		Yes	LEA-wide		All Schools	2024-27	$0.00	$51,744.00
1	1.2	New Curriculum Committee ELA	All	No				2024-25	$900.33	$0.00
1	1.3	Site Admin Coaching	All	No			All Schools	2024-27	$0.00	$0.00
1	1.4	Expanded Learning and Tutoring	All	No			All Schools	2024-25	$274,891.47	$0.00
1	1.5	Intervention Blocks Elementary	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TES, VES	2024-27	$253,473.52	$0.00
1	1.6	Tutorial and WISE Programs: Program completion rates.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: THS, TMS	2024-27	$310,417.01	$0.00
1	1.7	Academic Communication	All	No			All Schools	2024-27	$0.00	$13,950.00
1	1.8	CFA Progress Monitoring	All	No			All Schools	2024 - 27	$0.00	$0.00
1	1.9	Special Education Action	Students with Disabilities	No			All Schools	2024-27	$0.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel
			Low Income			Low Income				
2	2.2	Team Meetings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-27	$4,602.87	$0.00
2	2.3	DA/CIM: PBIS Implementation	All	No				2024 - 27	$0.00	$0.00
2	2.4	Explicit Character Education	All	No			Specific Schools: TES, VES	2024-27	$16,298.25	$0.00
2	2.5	MTSS/PBIS Instruction	All	No			All Schools	2024-27	$0.00	$0.00
2	2.6	Mental Health First Aide	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2025-26	$2,179.37	$100.00
2	2.7	Community Partnerships	All	No				2025-26	$0.00	$0.00
2	2.8	Opioid Avoidance Education	All	No			All Schools	2024-27	$2,322.73	$0.00
2	2.9	Maintaining Increased Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$173,452.18	$0.00
2	2.10	Improved Communication Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$12,385.59	$0.00
2	2.11	Clean, Safe, and Engaging School Sites	All	No			All Schools	2024 - 27	$404,799.25	$0.00
2	2.12									
3	3.1	Academic Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	$0.00	$121,299.75

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel
3	3.4	CIM Collaborative Coaching		Yes	LEA-wide		All Schools	2024-27	$0.00	$0.00
3	3.5	ELD Intervention Teacher/TOSA	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: TES, VES	2024 - 27	$143,550.65	$0.00
3	3.6	Math Intervention Teachers & TOSAs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 27	$0.00	$68,963.35
3	3.7	ELA Intervention Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TES & VES		$302,564.11	$0.00
3	3.8	Technical Assistance	All	No			All Schools	2024 - 27	$0.00	$0.00
3	3.9	Professional Development for Staff - LTEL	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-26	$2,440.00	$0.00

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$25,778,237	1,495,251	5.800%	0.000%	5.800%	$1,772,723.24	0.000%	6.877 %	Total:	$1,772,723.24
								LEA-wide Total:	$668,498.58
								Limited Total:	$235,490.65
								Schoolwide Total:	$868,734.01

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Continued Math Implementation	Yes	LEA-wide		All Schools	$51,744.00	
1	1.5	Intervention Blocks Elementary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TES, VES	$253,473.52	
1	1.6	Tutorial and WISE Programs: Program completion rates.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: THS, TMS	$310,417.01	
1	1.10	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,635.01	
1	1.11	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,300.00	
2	2.1	PBIS Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,115.83	
2	2.2	Team Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,602.87	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Mental Health First Aide	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,279.37	
2	2.9	Maintaining Increased Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$173,452.18	
2	2.10	Improved Communication Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,385.59	
3	3.1	Academic Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,299.75	
3	3.3	EL Student Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$89,500.00	
3	3.4	CIM Collaborative Coaching	Yes	LEA-wide		All Schools	$0.00	
3	3.5	ELD Intervention Teacher/TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: TES, VES	$143,550.65	
3	3.6	Math Intervention Teachers & TOSAs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$68,963.35	
3	3.7	ELA Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: TES & VES	$302,564.11	
3	3.9	Professional Development for Staff - LTEL	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,440.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,566,726.28	$3,566,726.28

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Continued Math Implementation	No	$115,209.00	$115,209.00
1	1.2	New Curriculum Committee ELA	No	$865.46	$865.46
1	1.3	Site Admin Coaching	No	$0.00	$0.00
1	1.4	Expanded Learning and Tutoring	No	$248,826.42	$248,826.42
1	1.5	Intervention Blocks Elementary	Yes	$272,143.21	$272,143.21
1	1.6	Tutorial and WISE Programs: Program completion rates.	Yes	$196,328.16	$196,328.16
1	1.7	Academic Communication	No	$11,185.00	$11,185.00
1	1.8	CFA Progress Monitoring	No	$0.00	$0.00
1	1.9	Special Education Action	No	$0.00	$0.00
1	1.10	Highly Qualified Staff	Yes	$29,740.61	$29,740.61
1	1.11	Professional Development	Yes	$94,565.00	$94,565.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	PBIS Implementation	Yes	$144,606.18	$144,606.18
2	2.2	SST Team	Yes	$4,293.46	$4,293.46
2	2.3	DA/CIM: PBIS Implementation	No	$2,400.00	$2,400.00
2	2.4	Explicit Character Education	No	$17,076.96	$17,076.96
2	2.5	MTSS/PBIS Instruction	No	$0.00	$0.00
2	2.6	Mental Health First Aide	Yes	$10,000.00	$10,000.00
2	2.7	Community Partnerships	No	$2,000.00	$2,000.00
2	2.8	Opioid Avoidance Education	No	$1,689.67	$1,689.67
2	2.9	Maintaining Increased Counseling Services	Yes	$144,606.18	$144,606.18
2	2.10	Improved Communication Attendance	Yes	$9,772.26	$9,772.26
2	2.11	Clean, Safe, and Engaging School Sites	No	$1,147,432.48	$1,147,432.48
2	2.12				
3	3.1	Academic Improvement	Yes	$62,631.25	$62,631.25
3	3.2	MTSS Academic Achievement	No	$2,400.00	$2,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	EL Student Progress	Yes	$7,000.00	$7,000.00
3	3.4	CIM Collaborative Coaching	No	$0.00	$0.00
3	3.5	ELD Intervention Teacher/TOSA	Yes	$259,028.46	$259,028.46
3	3.6	Math Intervention Teachers & TOSAs	No	$334,538.54	$334,538.54
3	3.7	ELA Intervention Teacher	Yes	$445,887.98	$445,887.98
3	3.8	Technical Assistance	No	$0.00	$0.00
3	3.9	Professional Development for Staff - LTEL	Yes	$2,500.00	$2,500.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,453,548.00	$1,512,600.21	$1,512,600.21	$0.00	72.450%	81.144%	8.694%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Intervention Blocks Elementary	Yes	$272,143.21	$272,143.21	4.830%	5.796%
1	1.6	Tutorial and WISE Programs: Program completion rates.	Yes	$196,328.16	$196,328.16	4.830%	5.796%
1	1.10	Highly Qualified Staff	Yes	$29,740.61	$29,740.61	4.830%	5.796%
1	1.11	Professional Development	Yes	$94,565.00	$94,565.00	4.830%	5.796%
2	2.1	PBIS Implementation	Yes	$144,606.18	$144,606.18	4.830%	5.796%
2	2.2	SST Team	Yes	$4,293.46	$4,293.46	4.830%	5.796%
2	2.6	Mental Health First Aide	Yes	$10,000.00	$10,000.00	4.830%	5.796%
2	2.9	Maintaining Increased Counseling Services	Yes	$144,606.18	$144,606.18	4.830%	5.796%
2	2.10	Improved Communication Attendance	Yes	$9,772.26	$9,772.26	4.830%	5.796%
3	3.1	Academic Improvement	Yes	$62,631.25	$62,631.25	4.830%	5.796%
3	3.3	EL Student Progress	Yes	$7,000.00	$7,000.00	4.830%	5.796%
3	3.5	ELD Intervention Teacher/TOSA	Yes	$259,028.46	$259,028.46	4.830%	5.796%
3	3.7	ELA Intervention Teacher	Yes	$275,385.44	$275,385.44	4.830%	5.796%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.9	Professional Development for Staff - LTEL	Yes	$2,500.00	$2,500.00	4.830%	5.796%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$25,076,462.00	$1,453,548.00	0.00%	5.796%	$1,512,600.21	81.144%	87.176%	$0.00	0.000%