



# Temple City High School

9501 Lemon Ave. • Temple City, CA 91780-1305 • (626) 548-5040 • Grades 9-12

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<https://www.tcusd.net/tchs>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Temple City Unified School District

9700 Las Tunas Drive  
Temple City, CA 91780  
(626) 548-5000  
[www.tcusd.net](http://www.tcusd.net)

#### District Governing Board

Donna Georgino  
**President**

Dr. Michael Lin  
**Vice President**

Melissa Espinoza  
**Clerk**

Kenneth Knollenberg  
**Member**

Matt Smith  
**Member**

#### District Administration

Dr. Kimberly Fricker  
**Superintendent**

Dr. Monica Makiewicz  
**Associate Superintendent,  
Personnel Services**

Marianne Sarrail  
**Chief Business Officer**

Dr. Joshua Porter  
**Assistant Superintendent,  
Educational Services**

### School Description

Temple City High School, at 66 years, aspires to excellence as a comprehensive high school that is student-centered, distinctive in its academic experience and dynamic in its intellectual climate. Located in the West San Gabriel Valley, Temple City High School serves students in grades 9-12. Geographically situated 15 miles northeast of Los Angeles, the school is well known for its long-standing history of academic excellence and continued "small-town pride." The school mirrors the ethnic diversity present in the changing community, one that reflected a white population of 80.9 percent in 1980 to a latest profile (Aeries Student Information System, 2019-2020) of 65 percent Asian, 20 percent Hispanic 8 and percent white. The school offers a rich academic program that includes Advanced Placement; honors; support courses in language arts and mathematics; CTE courses; and special needs offerings in RSP, SDC, VH and MDD; plus an expanded and highly successful English learner transition program. Further, Temple City High is proud of its strong student engagement beyond the classroom, embracing 35 athletic teams; 125 clubs, including four service organizations; a Peer Listener Program available in five languages; a stellar performing arts program; and direct student involvement throughout the city by way of a 100-hour community service graduation requirement. The staff consists of 83 teachers, six counselors, four administrators and a varied support staff of 53 individuals. Faculty and staff participate in three staff development days each year as well as designated professional planning time with a student late start each Wednesday morning. Parents serve as volunteers in many aspects of campus life and enjoy open communication with the school; including back-to-school night; School Site Coordinating Council; Parent Teacher Student Association (PTSA); Spring Showcase; counseling partnerships; parent college/career forums; and various communications over the course of the year that are also translated into Chinese, and further interactive opportunities through email. All of these facets work in concert to support Temple City High School's focus of a personalized approach to teaching and learning.

### School Mission Statement

Our mission is to foster the development of all students to become responsible, productive, and respectful citizens who are lifelong learners.

## About the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	509
Grade 10	458
Grade 11	490
Grade 12	492
<b>Total Enrollment</b>	<b>1,949</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.1
Asian	67
Filipino	1.7
Hispanic or Latino	19.7
Native Hawaiian or Pacific Islander	0.1
White	8.7
Two or More Races	2.3
Socioeconomically Disadvantaged	40.6
English Learners	10.9
Students with Disabilities	6.5
Foster Youth	0.1
Homeless	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Temple City High	17-18	18-19	19-20
With Full Credential	72	71	77
Without Full Credential	2	2	2
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Temple City Unified	17-18	18-19	19-20
With Full Credential	♦	♦	247
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

### Teacher Misassignments and Vacant Teacher Positions at Temple City High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

A representative group of teachers and administrators reviews instructional materials. The committee meets for a detailed comprehensive analysis of materials from publishers. The materials must meet a pre-established criteria based on an instructional materials evaluation tool. They are as follows:

1. Compliance with Board Policy and Administrative Regulations
2. California standards alignment
3. Focus on coherence within a grade and across grade levels
4. Rigor and balance
5. Access for all students
6. Assessments for progress monitoring and in support of the California assessments
7. Support for English language learners
8. Support for special populations

In addition to the items delineated above, the committee considers digital resources for staff, students and parents to support learning in varied environments. The committee reaches a consensus, and the Board of Education makes the final decision on the chosen textbooks upon reviewing the committee's recommendation. Textbooks were chosen using state-approved lists, and the content fit within the curriculum frameworks adopted by the State Board of Education.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	English 1: The Language of Literature, McDougal Littell 2004 English 2: Literature: Course 5; Glencoe/McGraw-Hill 2010 English 3 & AP English 3: Elements of Literature; Holt, Rinehart and Winston 2005 English 4: Dialogues of Plato, Hamlet and Siddhartha 2005 AP English 4: Perrine's Sound and Sense 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Algebra A/B (2 year): Algebra 1, McDougal Littell 2008 Geometry: Geometry, McDougal Littell 2008 Algebra 2: Algebra 2, McDougal Littell 2008 Precalculus: Precalculus, Cengage Learning 2016 Calculus AB, BC: Calculus of a Single Variable, Cengage Learning 2016 AP Statistics: The Practice of Statistics, W.H. Freeman 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Earth Science: Earth Science, California; Pearson Prentice Hall 2005 Biology: Biology, Prentice Hall 2007 Chemistry: Introductory Chemistry by Zumdahl, McDougal Littell 2007 AP Chemistry: Introductory Chemistry by Zumdahl, McDougal Little 2007 Anatomy/Physiology: Fundamentals of Anatomy & Physiology, Prentice Hall 1999 Physics: Physics, 7th Edition; John Wiley and Sons 2007 AP Environmental Science: Living in the Environment, Thomson 2004  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<p>Economics: Economics: Principles in Action, Pearson 2009  AP Economics: Economics, 2nd Edition; Worth 2010  Sheltered Economics: Foundations Series: Economics, Pearson 2012  Government: United States Government, Glencoe/McGraw-Hill 2009  AP Government: American Democracy, 10th Edition; McGraw-Hill 2012  Sheltered Government: Foundation Series: American Government, Pearson 2012  Psychology: Psychology: Principles in Practice, Holt/McDougal Littell 2009  AP Psychology: Psychology, AP 2nd Edition; Pearson 2012  U.S. History: American Anthem, Holt McDougal 2010  AP U.S. History: Out of Many: A History of the American People, Pearson 2010  Sheltered U.S. History: United States History &amp; Geography, McGraw-Hill 2012  World History: World History: Human Legacy, Holt McDougal 2010  AP World History: World Civilizations: The Global Experience, Pearson 2008  Sheltered World History: World History, AGS 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>Spanish 1 Descubre 1 Blanco, Jose A./Vista Higher Learning 2008  Spanish 2 Descubre 2 Blanco, Jose A./Vista Higher Learning 2009  Spanish 3 Descubre 3 Blanco, Jose A./Vista Higher Learning 2009  AP Spanish Temas (Spanish Lang &amp; Culture) Blanco, Jose A./Vista Higher Learning 2013  AP Spanish AP Spanish (Lang &amp; Culture Exam Prep) Blanco, Jose A./Vista Higher 2013  French 1 C'est a toi EMC Publishing, LLC 2008  French 2 C'est a toi 2 EMC Publishing, LLC 2008  French 3 C'est a toi 3 EMC Publishing, LLC 2009  AP French Une fois pur toutes Pearson Education, Inc 2008  AP French Allons au-dela Pearson Education, Inc 2008  Chinese 1 Chinese Link -level1/part 1 (green cover) Pearson Education, Inc 2016  Chinese 1 &amp; 2 Chinese Link -elementary (brown cover) Pearson Education, Inc 2007  Chinese 3 &amp; 4 Chinese Link -Intermediate Pearson Education, Inc 2009  AP Chinese Tales and Traditions Cheng &amp; Tsui Company, Inc 2010</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Health</b>	<p>Health: Glencoe Health McGraw Hill/Glenco 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Temple City High School was established in 1950. There are 70 classrooms on campus, eight of which are considered portable. In addition to classrooms, the school site includes computer labs, a library, fields, sports fields, stadium, gym and pool. The campus is in good condition, as reported on the 2019 FIT Report. There are sufficient classrooms and staff spaces to support teaching and learning. Modernization projects using bond proceeds have been completed or are nearly completed.

The campus is maintained, and school safety ensured by a district maintenance crew of 10 and by a site janitorial staff of four. Issues and repairs not resolved by the site janitorial crew are completed by the district maintenance crew on a prioritized work-order system.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	98.45%

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	72	73	68	71	50	50
Math	61	62	67	68	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	9.6	21.7	59.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	474	459	96.84	73.20
Male	263	251	95.44	67.73
Female	211	208	98.58	79.81
Black or African American	--	--	--	--
Asian	314	312	99.36	76.60
Filipino	--	--	--	--
Hispanic or Latino	93	82	88.17	52.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	47	97.92	80.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	222	213	95.95	60.56
English Learners	98	95	96.94	30.53
Students with Disabilities	22	15	68.18	6.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	474	458	96.62	62.01
Male	263	252	95.82	59.13
Female	211	206	97.63	65.53
Black or African American	--	--	--	--
Asian	314	312	99.36	74.68
Filipino	--	--	--	--
Hispanic or Latino	93	81	87.10	23.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	47	97.92	44.68
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	222	214	96.40	54.21
English Learners	98	96	97.96	39.58
Students with Disabilities	22	16	72.73	0.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

##### Parental Involvement

Parents and other volunteers are offered a variety of opportunities to become involved at Temple City High School. In addition, scheduled parent conferences, orientation meetings, and special evening events also support the school program. There is an active Parent Teacher Student Association assisting the school with fundraising, scholarships, and various support programs for students, staff and parents. The School Site Coordinating Council, consisting of community members, parents, students and staff members, is involved in the planning, development, evaluation and modification of the School Site Plan for Student Achievement. For more information on how to become involved at the school, please contact Amy Besaw, PTA president, at (626) 285-0807.

#### State Priority: School Climate

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

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

#### School Safety Plan

##### School Safety

In accordance with Senate Bill 187 and Education Code 35294.6, all schools have adopted a Safe School Action Plan. These plans will remain in effect through the school year, are reviewed annually, and are available for public view in the school office. Key elements and goals of the Safe School Action Plans are:

All students and staff members are provided a safe teaching and learning environment.

All students are safe and secure while at school, when traveling to and from school and when traveling to and from school-related activities. District programs and approved community resources are made available to students and parents. Schools provide an educational environment where students, parents, staff and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religious backgrounds. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2019 with a new update expected February 2020.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	0.7	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.6	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	324.8

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.0
Other	1.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	27	18	29	36	27	14	39	25	27	20	23	33
Mathematics	28	13	22	31	28	13	23	28	29	12	17	32
Science	30	7	17	31	29	8	21	27	30	9	18	27
Social Science	30	3	25	21	28	10	24	19	27	9	27	14

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The goal of professional development is to improve student performance in all content areas. The emphasis was to reevaluate our previous Western Association of Schools and Colleges (WASC) goals and develop new areas of school-wide learner outcomes. We completed our WASC self-study and are pleased to report a positive six-year accreditation cycle. This direction includes providing professional development and teacher collaboration time to enhance understanding and implementation of a systematic assessment program, including common formative assessments, the development of common standards-based scope and sequence documents based on Common Core State Standards; the use of a professionally acceptable assessment process to collect, disaggregate and analyze student performance data to inform instruction; a systematic support system (pyramid of supports) both academic and nonacademic to support underachieving students and developing schedules/strategies to support structured teacher collaboration (professional learning communities). In addition to two full professional development days, Temple City High School also has a late start every Wednesday in order to provide additional time for staff, faculty, department or content area meetings.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,736	\$49,084
Mid-Range Teacher Salary	\$80,323	\$76,091
Highest Teacher Salary	\$98,443	\$95,728
Average Principal Salary (ES)	\$118,048	\$118,990
Average Principal Salary (MS)	\$124,779	\$125,674
Average Principal Salary (HS)	\$139,188	\$137,589
Superintendent Salary	\$225,000	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,565.62	\$257.06	\$6,308.56	\$76,895.00
District	N/A	N/A	\$7,957.88	\$82,908.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-23.1	-7.5
School Site/ State	-17.3	-1.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

All levels of special education, there is training on Special Education Information System (SEIS), Individualized Education Plan (IEP) completion, push-in training, and paraeducator support. Our curriculum includes local community-based instruction and transitional skills as well as an academic support class for our students with disabilities.

Our college, career, counseling department runs a program where students access Naviance and college/career planning resources. Guest speakers and local college counseling, city colleges/universities information, and trade school/college applications are available to students.

EL (English Learners) students join a cohort comprised of RFEP (Reclassified Fluent English Proficient) students, LTELs (Long Term English Learners) and EO (English Only) students to form the ELD (English Language Development) Mentorship Program; thus improving school climate, culture, and fluency across all student groups.

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

Rate for Temple City High School	2015-16	2016-17	2017-18
Dropout Rate	0.4	0.8	1.1
Graduation Rate	98.4	97.7	97.3

Rate for Temple City Unified School	2015-16	2016-17	2017-18
Dropout Rate	0.6	1.2	2.5
Graduation Rate	97.7	96.3	95.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.79
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	67.06

### Career Technical Education Programs

#### Career Technical Education Programs

Temple City High School students have the opportunity to participate in following career technical education courses:

- Computer Technology in Business
- Digital Imaging
- Digital Photography
- Graphics Communication
- Engineering Design Technology
- Advanced Computer Aided Design
- Small Business
- Creative Clothing
- Woods
- Advanced Woods
- Sports Medicine

During the 2018-19 school year, all students were able to take any CTE course with the exception of Advanced Woods, which requires passing Woods and Advanced Computer Aided Design, which requires passing Engineering Design Technology. All CTE courses are based on a rigorous curriculum and most are articulated with Pasadena City College. Temple City High students, including those in special programs, use counselor-led Naviance trainings to determine job preferences and strengths. Counselors use Naviance results and student input to match students with appropriate CTE courses. CTE courses are in the process of obtaining industry standard testing and certifications to determine effectiveness of the CTE program but also to allow students to move forward in career path. All CTE instructors partner with industry colleagues and our advisory committee strives to meet at least two times a school year.

### DataQuest

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

### Internet Access

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

### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	10	N/A
Fine and Performing Arts	2	N/A
Foreign Language	5	N/A
Mathematics	8	N/A
Science	11	N/A
Social Science	14	N/A
All courses	50	29.6

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

\*Where there are student course enrollments of at least one student.