School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Temple City High School	19 65052 1938679	December 1, 2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Various stakeholder meetings were held to share, review and update the SPSA. Stakeholder meeting groups included School Site Council, staff, parents, and student leadership. School Site Council elections were held by publicizing available seats to appropriate stakeholder groups and elections were held for peer alike groups. Members of the SSC reviewed and analyzed CAASPP and local assessment data to determine needs assessments, develop appropriate goals and determine budget allocations to support these goals during the November SSC meeting.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Survey data indicates that teachers want more staff development on Inclusion for both special education, Engagement Strategies such as UDL and MTSS and continued exploration of current technology i.e.; Canvas, Aeries and online presentation software . Teacher survey data revealed that more assistance is needed in teaching English Language Learners in all classes. Data acquired prior to Distance Learning revealed that the summer professional development offerings were well received, allowed for flexibility and individualization/choice.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Each year, the site administrators perform three documented walk-throughs of each classroom. Each classroom teacher is formally observed at least once every two years. In addition to regular classroom walk-throughs and observations by the site administrators, teachers work in collaboration through Professional Learning Communities and share ideas and best practices. Findings suggest that certificated staff needs to expand the provision of a systematic approach to teaching our new English Language Learners (ELD students).Now that we are returning from Distance Learning, we will continue to focus on these areas during informal and formal observations. ELPAC training and data to help English Learners build reading and writing fluency will continue to be an area of focus based on findings. Other findings indicate a high level of student engagement, teacher direct instruction and seamless transitions from point A to Point B in the lesson. In summary, teachers are passionate about student learning, and acknowledging the needs of the whole child.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessments are used to inform and modify instruction to improve student achievement through differentiated instruction, small group, and targeted interventions between the bells and after school.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers regularly monitor student progress through multiple measures of formative and summative common assessments and departmental benchmark assessments. Assessment data are used in grade level/subject-matter team meetings, school Leadership Team meetings, and inform the principal in identifying students for interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

As a District, we make every effort to hire highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to work in a high achieving school district with a diverse student population. ESEA Teacher Quality requires that teachers:1. Have at least a bachelor's degree from an accredited institution of higher education. 2. Hold proper state certification. 3. Demonstrate subject-matter competence for each ESEA core academic subject they teach.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The school provides teachers professional development opportunities on late-start Wednesdays. All teachers have access to instructional materials training on SBE-adopted instructional materials. Common Core Professional Development has been on-going for the past five years, and a cadre of teachers will participate in classroom management and engagement, inclusion, school safety and ELD strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff Development Days, grade-level articulation, and Early Release/Late Start days are dedicated to innovative ideology in transforming our classroom delivery model. EL strategies are a topic frequently discussed to align and deepen teacher understanding of instruction to the State ELPAC assessments and meeting the needs for this subgroup. To address the needs of the whole child and improve school climate and culture, teachers participated in CANVAS and Parent Square training to improve student-teacher-parent communication. Additional training has been provided for the inclusion of Special populations through trainings offered by our area SELPA. Finally, teachers were provided with an in-service on raising the awareness of resiliency and the value of forming relationships with our students. Recently, the District has adopted trainings through SolutionTree to reinforce teacher collaboration using common assessments, data analysis through Professional Learning Communities (PLC).

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All teachers receive ongoing instructional assistance and support from teacher leaders (TOSAs) from the District committees for math and ELA/Literacy, the site administrator, and administrators from the District's Educational Services Department.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade-level and/or course-alike teams and/or department teams meet monthly to collaborate on student performance indicators and to monitor and discuss student progress in teaching teams.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District Committees for English Language Arts and Math ensure that the adopted curriculum, delivery of instruction, and materials to content and performance standards are all aligned to one another. Furthermore, English teachers piloted materials last year and adopted Study Sync.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

180 days of school instruction are provided to students during the regular school year. The number of daily instructional minutes for English Language Arts is 50 minutes. English Language Learners who are at the Emerging and early Expanding levels have an ELD class as their elective in conjunction with their grade-level English class. The number of daily instructional minutes for Math is 50 minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Tier I interventions are provided by the classroom teacher. Tier II interventions are provided in a variety of ways, namely through Office Hours - which is 25 minutes daily of time on task with a credentialed teacher for support of curriculum concepts and the Homework Extension Learning Program (HELP), an after school tutoring program. Tier III interventions are done through skills center class period. English Language Learners who are at the Emerging and early Expanding levels have an ELD class as their elective in conjunction with their grade-level English class.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have the appropriate standards-based instructional materials for the core subjects.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

State adopted and standards-aligned materials are used in all classrooms.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers provide structured, direct instruction in conjunction with differentiated, small-group learning to reach all students. ELD is provided by CLAD or equivalent credentialed teachers.

Evidence-based educational practices to raise student achievement

The Response to Intervention muliti-tiered systems are researched-based and provide students with more time on task. More time on task raises student achievement. Also, the District has focused on educational strategies to be used in classrooms with a focus on the whole- child.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Throughout the year, parent meetings are held such as, Freshmen Parent Orientation Night, Back-to-School Night, Showcase, College & Career meetings with counselors, ELAC meetings, and School-Site Council. These various meetings provide parents with resources for students, awareness of processes, and drive decisions for future programs and supports. Further, the District funds a District liaison position to coordinate parent trainings as identified in the Local Control Accountability Plan.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Representatives from each school's School Site Council (SSC) and English Learner Advisory Committee (ELAC) attend quarterly District level meetings known as PAC/DAC/DELAC in which the ConApp and Local Control Accountability Plan are presented and discussed. Parents, teachers and staff members comprise the PAC/DAC/DELAC along with site and District-level administrators. Program expenditures, allocations, and evaluation of the ConAPP are discussed prior to securing signatures from the PAC/DAC/DELAC chair and an ELAC representative.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funding supports the Response to Intervention (RTI) program in way of materials and personnel to deliver instruction and support pre-achieving students. Temple City High School is not a Title I school.

Fiscal support (EPC)

The school's general, federal, and LCFF funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in English Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). Each school aligns fiscal resources to the educational needs of all students through a balanced academic program. The School Site Council helps in development of the Single Plan for Student Achievement (SPSA), and the site aligns efforts to the District priorities as outlined in the Local Control Accountability Plan (LCAP).

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Various stakeholder meetings were held to share, review and update the SPSA. Stakeholder meetings included School Site Council, staff, parents, and student leadership. School Site Council elections were held by publicizing available seats to appropriate stakeholder groups and elections were held for peer alike groups. Members of the SSC reviewed and analyzed CAASPP, ELAC, and local assessment data to determine needs assessments, develop appropriate goals and determine budget allocations to support these goals during the October and November SSC meetings.

Input from ELAC based on the review of CAASPP (from the 2019-2020 and the 2020-2021 school year) and ELPAC data was provided to the SSC for advisement and development of the SPSA. The ELAC determined to transfer their decision-making authority to the SSC. The SSC reviewed the recommendations of the ELAC to ensure its recommendations are implemented in the SPSA.

The SSC approved the SPSA on December 2021, and the principal submitted the final draft of the SPSA for approval by the Temple City Unified School Board.

The council at-large and/or the SSC committee monitors the implementation of the SPSA through the review of student achievement data monthly at the February, March, and April SSC meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through distance learning, the need for technology in terms of high speed internet has become apparent. Inequities have arisen in the way some students are unable to access online classrooms with stable, reliable internet connections.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.1%	0.1%	0.2%	2	2	3
African American	0.21%	0.36%	0.3%	4	7	6
Asian	67.01%	67.27%	67.3%	1,306	1,307	1,284
Filipino	1.69%	1.54%	1.4%	33	30	27
Hispanic/Latino	19.65%	19.71%	20.4%	383	383	390
Pacific Islander	0.1%	0.21%	0.1%	2	4	2
White	8.67%	8.03%	6.7%	169	156	128
Multiple/No Response	2.26%	2.52%	3.3%	44	49	63
			Total Enrollment	1,949	1,943	1,908

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	509	492	465
Grade 10	458	522	493
Grade 11	490	441	512
Grade 12	492	488	438
Total Enrollment	1,949	1,943	1,908

Conclusions based on this data:

1. TCHS is experiencing a decline in enrollment.

2. Due to the ongoing worldwide pandemic, we have seen a reduction in the number of international transfer students.

3. The White and African American populations have declined, while the Hispanic/ Latino and Asian population has increased.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	213	190	196	10.9%	9.8%	10.3%
Fluent English Proficient (FEP)	1,036	1,038	980	53.2%	53.4%	51.4%
Reclassified Fluent English Proficient (RFEP)	109	90	33	44.0%	42.3%	17.4%

Conclusions based on this data:

1. The number of students identified as English Learners increased slightly and FEP has decreased.

2. Our team continues to look for ways to increase the number of students we reclassify each year.

3. We had a 24.9% drop in RFEP student from 19-20 to 20-21.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	522	484	474	518	478	459	518	478	459	99.2	98.8	96.8
All Grades	522	484	474	518	478	459	518	478	459	99.2	98.8	96.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2661.	2640.	2641.	48.65	39.75	44.88	30.12	31.80	28.32	14.48	17.36	14.81	6.76	11.09	11.98
All Grades	N/A	N/A	N/A	48.65	39.75	44.88	30.12	31.80	28.32	14.48	17.36	14.81	6.76	11.09	11.98

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	52.32	43.72	45.32	37.64	44.56	37.91	10.04	11.72	16.78
All Grades	52.32	43.72	45.32	37.64	44.56	37.91	10.04	11.72	16.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	59.65	49.37	54.25	32.05	36.61	33.33	8.30	14.02	12.42
All Grades	59.65	49.37	54.25	32.05	36.61	33.33	8.30	14.02	12.42

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	39.58	31.59	34.20	54.25	61.30	56.64	6.18	7.11	9.15
All Grades	39.58	31.59	34.20	54.25	61.30	56.64	6.18	7.11	9.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	54.44	46.44	47.93	38.42	41.42	39.00	7.14	12.13	13.07
All Grades	54.44	46.44	47.93	38.42	41.42	39.00	7.14	12.13	13.07

Conclusions based on this data:

1. Over the three years prior to Distance Learning our scores fluctuated.

2. There is an increase in the number of students overall in the "students scoring below standard" with the exception of writing.

3. Due to the global pandemic we do not have current data for the 19-20 nor the 20-21 school year to assess growth.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	522	484	474	519	472	458	519	472	458	99.4	97.5	96.6
All Grades	522	484	474	519	472	458	519	472	458	99.4	97.5	96.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2670.	2657.	2657.	36.03	32.63	36.68	31.02	28.18	25.33	19.46	23.52	18.78	13.49	15.68	19.21
All Grades	N/A	N/A	N/A	36.03	32.63	36.68	31.02	28.18	25.33	19.46	23.52	18.78	13.49	15.68	19.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	54.91	48.52	51.53	28.52	29.66	25.55	16.57	21.82	22.93
All Grades	54.91	48.52	51.53	28.52	29.66	25.55	16.57	21.82	22.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.99	34.32	37.86	47.40	47.88	40.92	15.61	17.80	21.23
All Grades	36.99	34.32	37.86	47.40	47.88	40.92	15.61	17.80	21.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.55	36.65	38.86	46.44	51.69	46.29	10.02	11.65	14.85
All Grades	43.55	36.65	38.86	46.44	51.69	46.29	10.02	11.65	14.85

Conclusions based on this data:

1. The percentage of students exceeding standards declined and then increased over the last three years of testing prior to Distance Learning in the overall achievement for all students.

2. The percentage of students "At or Near Standards" increased and then decreased over the last three years prior to Distance Learning in the concepts & procedures, problem solving & modeling/data analysis, and communicating reasoning sections.

3. Due to the global pandemic we do not have current data for the 19-20 nor the 20-21 school years to assess growth.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1525.9	1552.1	1523.9	1554.5	1527.4	1549.1	34	39
Grade 10	1562.5	1556.9	1559.0	1562.8	1565.5	1550.5	54	33
Grade 11	1548.3	1547.2	1543.7	1539.3	1552.6	1554.6	33	30
Grade 12	1535.8	1507.9	1538.2	1496.2	1532.9	1519.2	24	22
All Grades							145	124

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	28.21	*	30.77	*	15.38	32.35	25.64	34	39
10	38.89	15.15	25.93	33.33	24.07	36.36	*	15.15	54	33
11	*	10.00	*	30.00	*	36.67	*	23.33	33	30
12	*	4.55	*	27.27	*	31.82	*	36.36	24	22
All Grades	27.59	16.13	28.97	30.65	23.45	29.03	20.00	24.19	145	124

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	41.18	41.03	*	25.64	32.35	7.69	*	25.64	34	39
10	50.00	33.33	29.63	33.33	*	24.24	*	9.09	54	33
11	51.52	16.67	*	46.67	*	30.00	*	6.67	33	30
12	*	18.18	*	27.27	*	22.73	*	31.82	24	22
All Grades	46.90	29.03	25.52	33.06	21.38	20.16	*	17.74	145	124

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	7.69	*	25.64	*	38.46	47.06	28.21	34	39
10	*	6.06	38.89	24.24	*	36.36	27.78	33.33	54	33
11	*	3.33	33.33	16.67	*	53.33	*	26.67	33	30
12		0.00	*	13.64	*	40.91	*	45.45	24	22
All Grades	11.03	4.84	28.97	20.97	24.83	41.94	35.17	32.26	145	124

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	12.82	32.35	58.97	38.24	28.21	34	39
10	40.74	9.09	33.33	66.67	25.93	24.24	54	33
11	*	0.00	45.45	53.33	*	46.67	33	30
12	*	0.00	62.50	40.91	*	59.09	24	22
All Grades	31.72	6.45	40.69	56.45	27.59	37.10	145	124

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	67.65	64.10	*	10.26	*	25.64	34	39
10	77.78	72.73	20.37	21.21	*	6.06	54	33
11	60.61	76.67	33.33	20.00	*	3.33	33	30
12	58.33	50.00	*	22.73	*	27.27	24	22
All Grades	68.28	66.94	28.28	17.74	*	15.32	145	124

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	12.82	*	53.85	64.71	33.33	34	39
10	22.22	12.12	35.19	48.48	42.59	39.39	54	33
11	*	3.33	45.45	56.67	48.48	40.00	33	30
12		0.00	*	36.36	62.50	63.64	24	22
All Grades	11.72	8.06	35.86	50.00	52.41	41.94	145	124

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	7.69	58.82	71.79	*	20.51	34	39
10	31.48	6.06	64.81	81.82	*	12.12	54	33
11	33.33	10.00	51.52	80.00	*	10.00	33	30
12	*	9.09	75.00	68.18	*	22.73	24	22
All Grades	25.52	8.06	62.07	75.81	12.41	16.13	145	124

Conclusions based on this data:

1. 15% decline in the number of students taking the test from 17-18 to 18-19; however, due to the global pandemic we do not have current data for the 19-20 or the 20-21 school years to assess growth.

2. 16.13% of all students who tested scored an overall "4" thus meeting the initial criteria for reclassification.

3. 62% of all students scored at or above grade level in Oral (Speaking and Listening) domain

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,943	**42.2**	**9.8**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	190	9.8
Foster Youth	5	0.3
Homeless	11	0.6
Socioeconomically Disadvantaged	820	42.2
Students with Disabilities	125	6.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	0.4
American Indian	2	0.1
Asian	1,307	67.3
Filipino	30	1.5
Hispanic	383	19.7
Two or More Races	49	2.5
Pacific Islander	4	0.2
White	156	8.0

Conclusions based on this data:

1. We have a high socioeconomically disadvantaged student population of almost 43%.

2. The majority of students are Asian at 67.3%.

3. Our Hispanic population is 18% and White population is 8%.

School and Student Performance Data

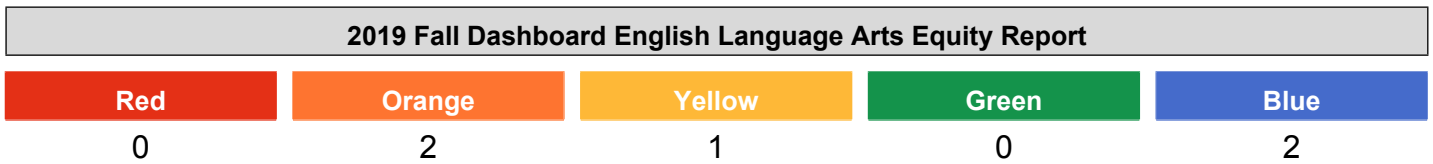## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Blue		
College/Career Yellow		

Conclusions based on this data:

1. In all areas, TCHS has maintained high levels of performance except for suspension rates have risen causing a drop in color from green to orange.

2. Graduation rate continues to be in the highest performance levels.

3. TCHS students are performing in the green and blue areas in English/Language Arts and Math.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
59.2 points above standard	44.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.1 points	Declined Significantly -22.8 points	1
455	94	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	25.4 points above standard	124.6 points below standard
1	Declined Significantly -15.1 points	Declined Significantly -18.4 points
	209	17

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	78 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2		Maintained ++2.4 points	9
		309	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Blue
18.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	56.1 points above standard
Declined Significantly -24.2 points	5	2	Increased Significantly ++33.9 points
81			47

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
146.7 points below standard	11.6 points below standard	51 points above standard
Declined Significantly -23.8 points	Declined Significantly -26.9 points	Increased ++3.4 points
23	71	151

Conclusions based on this data:

1. Overall, TCHS students have maintained in all areas of ELA performance.

2. White students increased by 33.9 points.

3. The EL students and Hispanic students dropped significantly.

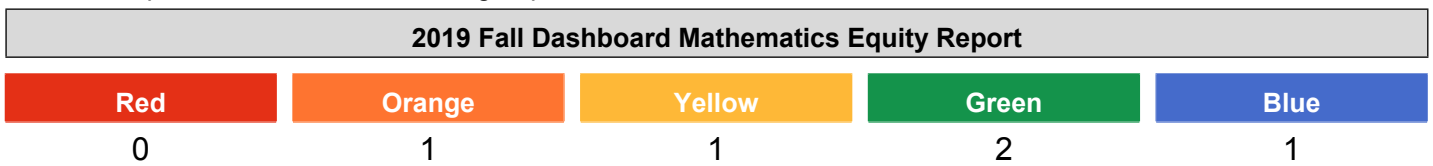# School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report					
Red	Orange	Yellow	Green	Blue
0	1	1	2	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Yellow	No Performance Color
30.6 points above standard	26.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.6 points	Declined Significantly -33.5 points	
454	95	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	10.3 points above standard	154.8 points below standard
	Declined -3.7 points	Declined -5.8 points
1	210	18

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		66.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2		Maintained -1 points	9
		309	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
89 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	8.5 points below standard
Declined Significantly -18.5 points	5	2	Increased Significantly ++44.3 points
80			47

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.2 points below standard	9.3 points below standard	2 points below standard
Declined Significantly -46.4 points	Declined Significantly -30.4 points	Increased ++11.9 points
24	71	148

Conclusions based on this data:

1. Overall, TCHS students have maintained at 30.6 points above standard

2. TCHS White students increased by 44.3 points.

3. EL students declined 33.5 and Hispanic students declined. 18.5 points.
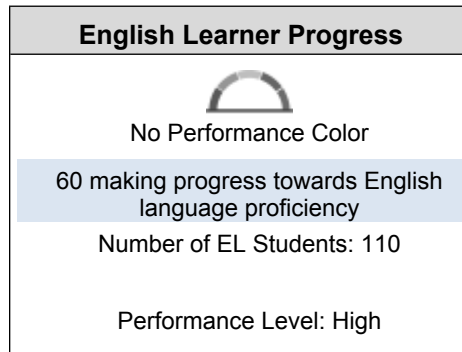
School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
60 making progress towards English language proficiency
Number of EL Students: 110
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. One hundred and ten EL students currently have qualified to take the ELPAC.

2. Due to the global pandemic we do not have current, accurate scores.

3. Sixty students are making progress towards English language proficiency.

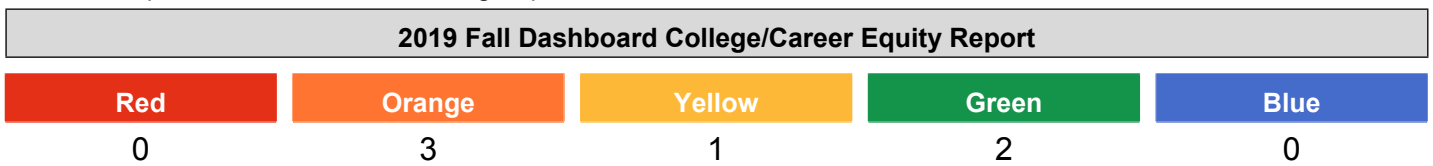# School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	2	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
68.1	43.4	0 Students
Declined -5.6	Declined -3.3	
495	99	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	60.8	14.6
	Declined -5.8	Declined -10.4
6	286	41

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	80.7	Less than 11 Students - Data Not Displayed for Privacy
1	1	Declined -2.3	9
		327	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
35	83.3	0 Students	47.6
Declined -10.1	Increased Significantly +10		Increased +4.8
103	12		42

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	73.7 **Prepared**	68.1 **Prepared**
Approaching Prepared	13 **Approaching Prepared**	15.2 **Approaching Prepared**
Not Prepared	13.4 **Not Prepared**	16.8 **Not Prepared**

Conclusions based on this data:

1. Overall, TCHS students have dropped for college and career readiness.

2. Due to the global pandemic there isn't data for 2020.

3. From 2018 to 2019 the percentage of students prepared dropped while those not prepared increased; approaching prepared students increased.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.
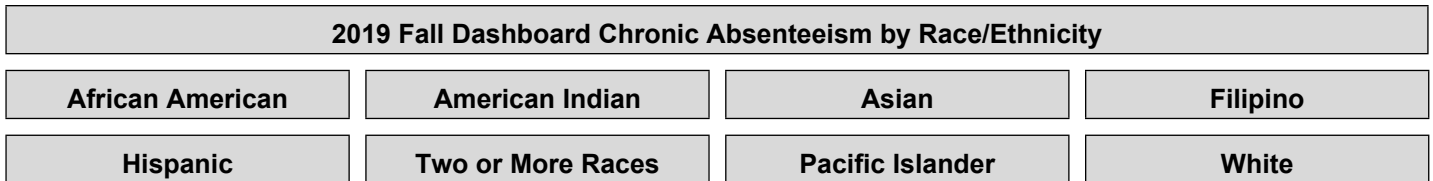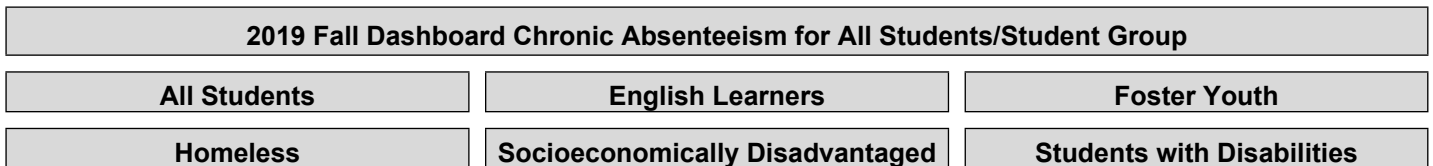
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No state data at this time.
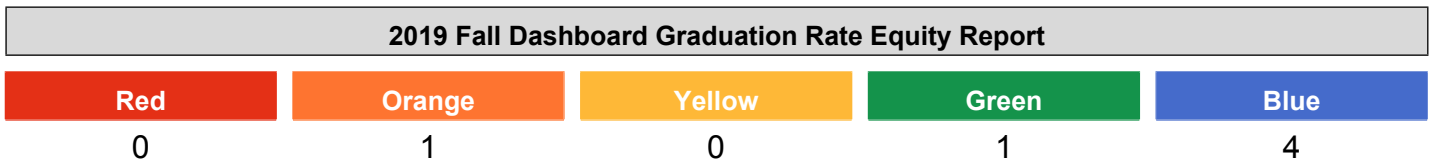
School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	4

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
98.2	94	0 Students
Maintained +0.9	Increased +3.8	
496	100	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Orange
Less than 11 Students - Data Not Displayed for Privacy	97.9	85.4
6	Increased +1.7	Declined -2.1
	287	41

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	98.5	Less than 11 Students - Data Not Displayed for Privacy
1	1	Increased +1.1	9
		328	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
98.1	91.7	0 Students	97.6
Maintained -0.5	Increased +5		Declined -2.4
103	12		42

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
97.3	98.2

Conclusions based on this data:

1. Overall, TCHS students increased our graduation rate to 98.2%

2. The two subgroups that dropped in graduation rates were SWD by 2.1% and our White students by 2.4%.

3. Our EL students increased by 3.8%.
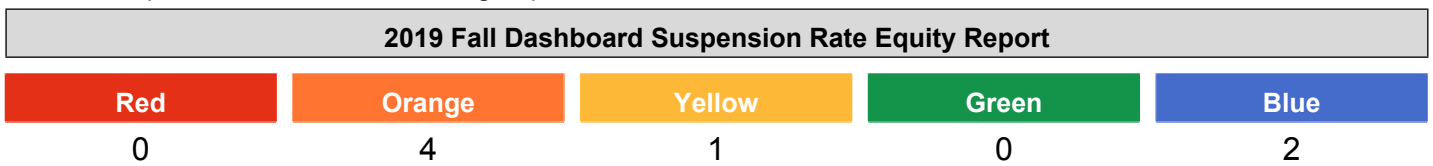
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	0	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	No Performance Color
1.6	0.4	Less than 11 Students - Data Not Displayed for Privacy
		4
Increased +0.9	Declined -0.7	
1990	223	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
18.2	2.3	4.5
11	Increased +1.3	Increased +3.8
	898	134

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.9	0
5	1	Increased +0.3	Maintained 0
		1329	33
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Orange
4.2	0	Less than 11 Students - Data Not Displayed for Privacy	1.8
Increased Significantly +3.1	Declined -1.9	2	Increased +0.7
408	43		169

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	1.6

Conclusions based on this data:

1. Our suspension rate increased 0.9% dropping our color from green to orange.

2. The EL students declined by 0.7%.

3. SWD increased by 3.8%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Temple City Unified School District will increase pupil achievement levels for all students with attention paid to each significant student sub-group identified in the California School Dashboard, including English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and Hispanic Students. Careful attention will be paid to students who need additional academic support in ELA and Math.

Goal 1

By the end of the 2021-2022 school year, TCHS students will demonstrate a 1% growth (from 73.2% to 74.2%) in meeting/exceeding standard on the ELA portion of the CAASPP

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	All Students = 73.2% Asian Students = 76.66% Hispanic Students = 52.44% White Students = 80.85% Low SES = 61.14% SWD = 30.77%	All Students = 74.2% Asian Students = 77.666% Hispanic Students =53.44 % White Students = 81.85% Low SES = 62.14% SWD =31.77 %

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

English teachers will be trained to use SBA interim assessments to familiarize students with the format and questions on the CAASPP

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Staff development to support instructional focus within SBA by site staff.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Core Department release days for planning & collaboration on ways to support instructional focus - (English, Math, Social studies, Science) - to develop a draft of common performance tasks

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,250	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute costs @ $175 per day X30

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

New instructional materials and resources (including unit plans and interventions) and support ELA/ELD instructional materials pilot

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Supplemental 4000-4999: Books And Supplies Classroom supplies, books, and consumables

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The English/Language arts department pilot is complete and has adopted Studysync. All training was done over a webinar where the company provided training on how to effectively implement the program with fidelity. We have yet to see the results of the pilots but look forward to growth in our students. Junior English teachers also gave students interim SBAC tests to prepare for the CAASPP, but CAASPP testing was suspended due to the global pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Departments began planning and designing the aligned release days to establish benchmarks for formative and summative efficacy of curriculum, pacing, and design. However, due to the global pandemic, the completion of these goals has not been established.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We created an additional strategy for this goal by adding training for our teachers to use SBA interim assessments to familiarize students with the format and questions on the CAASPP. However, due to the global pandemic, the completion of these goals has not been established. We are also creating and implementing effective resources for ELD teachers and want to provide our staff with release days for planning and collaboration. Additionally, curriculum will continue to be developed that prioritizes inclusive materials that reflects our population.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Math

LEA/LCAP Goal

Temple City Unified School District will increase pupil achievement levels for all students with attention paid to each significant student sub-group identified in the California School Dashboard, including English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and Hispanic Students. Careful attention will be paid to students who need additional academic support in ELA and Math.

Goal 2

By the end of the 2021-2022 school year, TCHS students will demonstrate a 1% growth (from 62.01% to 63.01%) in meeting/exceeding standard on the Math portion of the CAASPP

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	All Students = 62.01% Asian Students = 74.68% Hispanic Students = 23.46% White Students = 44.68% Low SES = 54.72% SWD = 0%	All Students = 63.01% Asian Students = 75.68% Hispanic Students = 24.46% White Students = 45.68% Low SES = 55.72% SWD = 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math teachers will be trained to use SBA interim assessments to familiarize students with the format and questions on the CAASPP.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Staff development to support instructional focus with SBA by site staff

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math Department Release Days for planning & collaboration on ways to support instructional focus - Expand depth of knowledge within assessments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,625	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute costs @ $175 per day x15

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

New instructional materials and resources (including unit plans and interventions).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Supplemental 4000-4999: Books And Supplies Classroom supplies, books, and consumables

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Since 2017-2018 our staff and the middle school staff have been working with this group to develop vision and mission that starts at the middle school and stretches through the high school. This included reworking the math pathway from middle school to high school. The implementation of the new pathway will be evident with data available at the end of the 20-21 school year. The math textbook adoption has not yet started due to the English/Language Arts textbook adoption last year in addition to the global pandemic. The math adoption is scheduled to begin during the 2021-2022 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major difference between the intended implementation and the implementation of the strategies to meet the goal is that out of the three strategies, only one was partially implemented to fidelity. However, due to the global pandemic, the completion of these goals has not been established.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Even with the strategies not being fully implemented, it is still our goal to put some of the same strategies plus an additional strategy to help our students achieve the goal. Math teachers will be trained to use SBA interim assessments to familiarize students with the format and questions on the CAASPP. However, due to the global pandemic, the completion of these goals has not been established. We will also be continuing to pursue acquiring new instructional materials, textbook adoption, and staff training to help reach our goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learners

LEA/LCAP Goal

Temple City Unified School District (TCUSD) will engage and empower all parents/guardians to be active participants in every aspect of their child's school experience and will provide the programs and supports needed for active participation of all parents/guardians including underrepresented youth including English Learners, Socio-Economically Disadvantaged, Students with Disabilities, Hispanic, Homeless, and Foster Youth.

Goal 3

By the end of the school year, 75% of English learners will move up one ELD level as measured by multiple measures (including ELPAC scores, iReady scores, grade in class, teacher recommendation).

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC data	2017-18 scores Level 4=27.59% Level 3=28.97% Level 2=23.45% Level 1=20% 2018-19 scores Level 4= 16.13 Level 3= 30.65 Level 2= 29.03 Level 1= 24.19	75% of English learners will move up one ELD level as measured by multiple measures (including ELPAC scores, iReady scores, grade in class, teacher recommendation).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide counseling and mentoring opportunities for LTELs through the TCHS ELD Mentoring program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,500	Title III 5800: Professional/Consulting Services And Operating Expenditures Lead for Mentoring Program

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ELD and general edcuation teacher release days in order to develop school wide instructional focus and supports

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,750	Title III 1000-1999: Certificated Personnel Salaries Substitute costs @ $175 per day x10

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide staff development opportunities on EL SDAIE, LACOE strategies, best practices and ELD standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

4,400	Title III 5000-5999: Services And Other Operating Expenditures Staff development and conferences.
600	Title III 1000-1999: Certificated Personnel Salaries Substitute costs@$175 per day

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We maintain an ELD Mentoring program and we continue to monitor and evaluate the program to make improvements. This program provides mentoring opportunities for LTELs as well as emerging level students. We provide staff development opportunities on EL SDAIE, LACOE strategies, best practices and ELD standards and sharing of best practices. However, due to the global pandemic, the completion of these goals has not been established.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The only major difference between the intended implementation of the strategies and how it helped us meet or not meet the goal is the consistency. Our focus should be to provide consistent training throughout the year to help teachers master various ELD teaching strategies in the classroom.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our goal is to continue to pursue the same strategies with more consistency. However, due to the global pandemic, the completion of these goals has not been established.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Special Education Supports

LEA/LCAP Goal

Temple City Unified School District will increase pupil achievement levels for all students with attention paid to each significant student sub-group identified in the California School Dashboard, including English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and Hispanic Students. Careful attention will be paid to students who need additional academic support in ELA and Math.

Goal 4

By the end of the 2021-2022 school year, TCHS students with all disabilities will demonstrate a 1% growth in ELA and a 1% growth in Math in meeting/exceeding standard on the CAASPP.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data - ELA	%Standard Exceeded= 0% %Standard Met= 7.69% %Standard Nearly Met= 23.08% %Standard Not Met= 69.23%	growth of 1%
CAASPP data - Math	%Standard Exceeded= 0% %Standard Met= 0% %Standard Nearly Met= 14.29% %Standard Not Met= 85.71%	growth of 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Special Education release days within their core content departments in order to develop school wide instructional focus guide work and supports

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Already counted in ELA and math goal.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Provide staff development opportunities on inclusion strategies, instructional practices and means of providing accommodations and supports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,750	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute costs @$175 per day 10

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Offer training for our paraeducators on how to support students through inclusion classes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,100	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	substitute rate @ $110 per day 10

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

With the District continuing to improve inclusion for our students with disabilities, we are looking to give our teachers strategies and instructional practices to support our students with needed accommodations and supports. In an effort to support students and teachers, trainings were planned but not fully implemented due to the global pandemic, we have not been able to fully implement all strategies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major difference between the intention and the implementation was time. However, due to the global pandemic, the completion of these goals has not been established.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The current strategies will stay in place with the addition of including Special Education release days in order to develop school wide instructional focus guide work and supports.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

Temple City Unified will continue to support character education and social-emotional support systems that promote safe, positive learning environments. The district will also build a Multi-tiered System of Supports (MTSS) initiative that will be implemented at all school sites. Additionally, the district will continue to partner with outside organizations to support students' mental health by bringing in additional counselors, social workers, therapists, and school psychologists.

Goal 5

School Culture -Data will be collected from a School Climate Survey to establish a baseline and yield a 75% acceptance rate and sense of belonging, by all students, by the end of the school year.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		To establish a baseline and yield a 75% acceptance rate and sense of belonging, by all students, by the end of the 2020-2021 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Climate Survey will continue to be implemented prior to the end of the school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

0	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will be surveyed via Friday counseling lessons distributed through Nearpod in home room.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Data will be used to reflect on current status of clubs, wellness programs, and support systems to determine needs for improvement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the global pandemic we do not have current data for the 19-20 school year to assess growth in this area, but we did establish a baseline with the CHKS survey. We will continue to pursue gathering data for the purpose of reaching our goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Data collection was started and the Healthy Kid Survey was administered but due to the global pandemic, synthesis of the data was not complete.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have reworded the goal with an achievable goal and specific strategies.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$22,600
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$35,475.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title III	$17,250.00

Subtotal of federal funds included for this school: $17,250.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF - Supplemental	$18,225.00

Subtotal of state or local funds included for this school: $18,225.00

Total of federal, state, and/or local funds for this school: $35,475.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	18,225.00
Title III	17,250.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	16,975.00
2000-2999: Classified Personnel Salaries	1,100.00
4000-4999: Books And Supplies	2,500.00
5000-5999: Services And Other Operating Expenditures	4,400.00
5800: Professional/Consulting Services And Operating Expenditures	10,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,625.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,100.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,500.00

1000-1999: Certificated Personnel Salaries	Title III	2,350.00
5000-5999: Services And Other Operating Expenditures	Title III	4,400.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	10,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,250.00
Goal 2	7,125.00
Goal 3	17,250.00
Goal 4	2,850.00
Goal 5	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 6 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Fil Lujan	Principal
Wendy VanThiel	Classroom Teacher
Brandon Rivas	Classroom Teacher
Eric Chin	Classroom Teacher
Michael Liu	Classroom Teacher
Maria Torres	Classroom Teacher
Maria Ioele	Classroom Teacher
Dianne Blank	Other School Staff
Michele Yoder	Parent or Community Member
Maria Garner	Parent or Community Member
Monlee Quach	Parent or Community Member
Cynthia Zhao	Parent or Community Member
Isabel Xu	Secondary Student
Samantha Lee	Secondary Student
Tiffany Phan	Secondary Student
Chrystal Doan	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/01/2021.

Attested:

	Principal, Fil Lujan on 10Jan2022
	SSC Chairperson, Michele Yoder on 10Jan2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

● Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

● Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Parent Involvement Policy

TEMPLE CITY HIGH SCHOOL
Home of the RAMS

Richard Lohman
Principal

Elena Li
Assistant Principal

Annie Hernandez
Assistant Principal

Binh Nguyen
Assistant Principal

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Parents are notified of their child's progress and school activities by online services including Blackboard/ Parentlink, emails, Social Media, a school site website, and online grade services (Aeries). In addition to electronic media, parents also receive automated phone messages, mailers, signage surrounding campus, and updates to our marquee. Messages distributed to the community are available in multiple language per our demographics: Chinese, Spanish, and English. Policies and documents are provided uniformly online per the school's website, which is publically accessible and not password protected.

These displays of school policy are also available for public consumption. Furthermore, annual reviews of school policies are published on the school website, District website, and CDE publications.

To involve parents in the various programs, the following practices have been established:

- PTSA
- ELAC
- School Site Council
- Booster Organizations: (Ramrodder, PBA)

The school convenes an annual meeting to inform parents about their right to be involved in the program (ESSA Section 1116[c][1]).

Promotion of membership to School Site Council is run through an annual election process. Candidacy and membership is promoted through Blackboard. The school

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community votes through email notification. Meetings are publicly announced and Agendas are made public 48 hours prior to the meeting.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening (ESSA Section 1116(c)(2)).

Meetings are offered at multiple times throughout the year and at various times of the day.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parent involvement policy (ESSA Section 1116(c)(3)).

Parents are involved in the decision making process and proceedings of school through the School Site Council, PTSA, ELAC, DELAC, and as part of the textbook adoption process.

The school provides parents of students with timely information about programs (ESSA Section 1116(c)(4)(A)).

Information is provided for all meetings through our school's website, including dates of meetings, times, and agendas. Furthermore, programs, clubs and activities are available on our website along with opportunities for community involvement.

The school provides parents of students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116(c)(4)(B)).

During ELAC, SSC, and PTSA meetings, parents receive detailed information on curriculum, pathways, and school programs and procedures. Review of this information is available on our District and school's websites.

If requested by parents of students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116(c)(4)(C)).

All parents may request a teacher conference to discuss student's progress and become an active participant in their child's education. Furthermore, parents are encouraged and welcome to contact their child's counselor at any time to discuss pathways, progress towards graduation, and social/emotional plans which can be supported by the school.

The school engages parents in meaningful interactions with the school. The school supports a partnership among staff, parents, and the community to improve student

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academic achievement. To help reach these goals, the school has established the following practices:

Open lines of communication, UCP, PTSA, Parent Information Nights, School Site Council, ELAC.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Incoming Freshman Parent Orientation. In the ELAC meetings, parents are provided with Aeries tutorials on how to monitor grades and access and interpret State testing results.

The school provides parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

ELAC, FAFSA workshop, college and career workshop

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

PTSA acts as a co-governing board in which parents, teachers, admin and students collaborate to make schoolwide decisions. This model is replicated in our ELAC and School Site Council. Feedback from parents is also conveyed through interactive links on our website and email.

The school coordinates and integrates the parental involvement program with other programs, and conduct other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Parent groups are provided open access to the Senate Room and Media Center in order to meet outside of school sponsored committees and provides feedback to administration on ideas and developments.

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Documents provided to families are translated in writing in multiple languages. The host of our website also allows for translation through the use of Google translate.

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Furthermore, interpreters are included in meetings and provide translation services to families through the use of closed-circuit headphones.

The school provides support for parental involvement activities requested by parents (ESSA Section 1116[e][14]).

By working with parent groups, requests for activities and speakers have been evaluated and approved per administrative discretion.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

This policy was adopted by Temple City High School on January 8th, 2020 and will be in effect for the period of one year.

The school will distribute the policy to all parents of students on, or before: February 1st, 2020.

Richard Lohman

Enter date approved.
Date 1/8/2020

Parent Compact