

# Temple City High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Temple City High School
<b>Street</b>	9501 Lemon Ave.
<b>City, State, Zip</b>	Temple City, CA 91780-1305
<b>Phone Number</b>	(626) 548-5040
<b>Principal</b>	Elena Li
<b>Email Address</b>	tchs@tcusd.net
<b>School Website</b>	<a href="https://tchs.tcusd.net">https://tchs.tcusd.net</a>
<b>County-District-School (CDS) Code</b>	19 65052 1938679

## 2023-24 District Contact Information

<b>District Name</b>	Temple City Unified School District
<b>Phone Number</b>	(626) 548-5000
<b>Superintendent</b>	Dr. Art Cunha
<b>Email Address</b>	acunha@tcusd.net
<b>District Website</b>	<a href="http://www.tcusd.net">www.tcusd.net</a>

## 2023-24 School Description and Mission Statement

### SCHOOL DESCRIPTION

Founded in 1954, Temple City High School continuously strives to raise the bar of excellence as a comprehensive high school that is student-centered, distinctive in its academic experience, and dynamic in its intellectual climate. Located in the West San Gabriel Valley, Temple City High School serves students in grades nine through twelve. Geographically situated 15 miles northeast of Los Angeles, the school is well known for its long-standing history of academic excellence and continued 'small town pride.' The school mirrors the ethnic diversity present in the changing community; one that reflected a white population of 80.9% in 1980 to a latest profile on the California Dashboard of 5.7% white, 66.8% Asian, and 21.6% Hispanic. The school offers a rich academic program that includes Advanced Placement, honors, support courses in language arts and mathematics, Career Technical Education courses, special needs offerings in RSP, SDC, VH and MDD, plus an expanded and highly successful English Learner transition program. Temple City High is proud of its strong student engagement beyond the classroom, embracing 35 athletic teams, 125 clubs including four service organizations, a Peer Listener Program available in five languages, a stellar performing arts program, and direct student involvement throughout the city by way of a 50-hour community service graduation requirement.

The staff is comprised of 93 teachers, six counselors, four administrators, and a variety of support staff. Faculty and staff participate in three staff development days each year as well as designated professional planning time with a student late start each Wednesday morning. Parents serve as volunteers in many aspects of campus life and enjoy open communication with the school including Back to School Night, School Site Coordinating Council, PTSA, counseling partnerships, parent college/career forums, and various communications over the course of the year that are also translated into Chinese, and further interactive opportunities through e-mail.

All of these facets work in concert to support Temple City High School's focus of a personalized approach to teaching and learning.

### SCHOOL MISSION STATEMENT

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	438
Grade 10	460
Grade 11	443
Grade 12	462
Total Enrollment	1,803

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.8%
American Indian or Alaska Native	0.2%
Asian	66.8%
Black or African American	0.7%
Filipino	1.3%
Hispanic or Latino	21.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.5%
White	5.7%
English Learners	11.2%
Foster Youth	0.1%
Homeless	0.5%
Socioeconomically Disadvantaged	37.5%
Students with Disabilities	8.4%

## A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	70.70	91.63	209.40	92.85	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.20	4.16	5.90	2.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	0.85	3.60	1.63	12115.80	4.41
<b>Unknown</b>	2.50	3.34	6.40	2.88	18854.30	6.86
<b>Total Teaching Positions</b>	<b>77.20</b>	<b>100.00</b>	<b>225.50</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	72.80	93.16	213.00	92.43	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	0.77	2.60	1.13	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	1.93	6.90	3.02	11953.10	4.28
<b>Unknown</b>	3.20	4.13	7.80	3.42	15831.90	5.67
<b>Total Teaching Positions</b>	<b>78.20</b>	<b>100.00</b>	<b>230.50</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	3.20	0.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.20</b>	<b>0.60</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00
Local Assignment Options	0.00	1.50
<b>Total Out-of-Field Teachers</b>	<b>0.60</b>	<b>1.50</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.6	0.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

In addition to the items delineated above, the committee considers digital resources for staff, students and parents to support learning in varied environments. The committee reaches a consensus, and the Board of Education makes the final decision on the chosen textbooks upon reviewing the committee's recommendation. Textbooks were chosen using state-approved lists, and the content fit within the curriculum frameworks adopted by the State Board of Education. Canvas, a Learning Management System, was adopted by the Temple City Unified School District to assist with synchronous and asynchronous instruction.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	StudySync, Grades 9-12 MacGraw Hill	Yes	0
<b>Mathematics</b>	Algebra AB/Algebra 1, Geometry, Algebra 2; Houghton Mifflin 2020 Precalculus: Precalculus, Cengage Learning 2016 Calculus AB, BC: Calculus of a Single Variable, Cengage Learning 2016 AP Statistics: The Practice of Statistics, W.H. Freeman 2014	Yes	0
<b>Science</b>	Earth Science: Earth Science, California; Pearson Prentice Hall 2005 Biology: Biology, Prentice Hall 2007 Chemistry: Introductory Chemistry by Zumdahl, McDougal Littell 2007 AP Chemistry: Introductory Chemistry by Zumdahl, McDougal Little I2007 Anatomy/Physiology: Fundamentals of Anatomy & Physiology, Prentice Hall 1999 Physics: Physics, 7th Edition; John Wiley and Sons 2007 AP Environmental Science: Living in the Environment, Thomson 2004	Yes	0
<b>History-Social Science</b>	Economics: Economics: Principles in Action, Pearson 2009 AP Economics: Economics, 2nd Edition; Worth 2010	Yes	0

	Presidential Election Update; American Government Stories of a Nation Government: United States Government, WH Freeman and Company Bedford Freeman & Worth 2021 AP Government: American Democracy, 10th Edition; McGraw-Hill 2012 Psychology: Psychology: Principles in Practice, Holt/McDougal Littell 2009 AP Psychology: Psychology, AP 2nd Edition; Pearson 2012 U.S. History: American Anthem, Holt McDougal 2010 AP U.S. History: Out of Many: A History of the American People, Pearson 2010 World History: World History: Human Legacy, Holt McDougal 2010 Ways of the World since 1200CE Bedford Freeman & Worth AP World History: World Civilizations: The Global Experience, Pearson 2020		
<b>Foreign Language</b>	Spanish 1 Descubre 1 Blanco, Jose A./Vista Higher Learning 2008 Spanish 2 Descubre 2 Blanco, Jose A./Vista Higher Learning 2009 Spanish 3 Descubre 3 Blanco, Jose A./Vista Higher Learning 2009 AP Spanish Temas (Spanish Lang & Culture) Blanco, Jose A./Vista Higher Learning 2013 AP Spanish AP Spanish (Lang & Culture Exam Prep) Blanco, Jose A./Vista Higher 2013 French 1 C'est a toi EMC Publishing, LLC 2008 French 2 C'est a toi 2 EMC Publishing, LLC 2008 French 3 C'est a toi 3 EMC Publishing, LLC 2009 AP French Une fois pur toutes Pearson Education, Inc 2008 AP French Allons au-dela Pearson Education, Inc 2008 Chinese 1 Chinese Link -level1/part 1 (green cover) Pearson Education, Inc 2016 Chinese 1 & 2 Chinese Link -elementary (brown cover) Pearson Education, Inc 2007 Chinese 3 & 4 Chinese Link -Intermediate Pearson Education, Inc 2009 AP Chinese Tales and Traditions Cheng & Tsui Company, Inc 2010	Yes	0
<b>Health</b>	Health: Glencoe Health McGraw Hill/Glenco 2006	Yes	0

## School Facility Conditions and Planned Improvements

Temple City High School was established in 1954. There are 76 classrooms on campus. In addition to classrooms, the school site includes computer labs, a library, fields, sports fields, stadium, gym and pool. The campus is in good condition, as reported on the 2022 FIT Report. There are sufficient classrooms and staff spaces to support teaching and learning. Modernization projects using bond proceeds have been completed and the district is continually.

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

**Year and month of the most recent FIT report**

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	77	73	71	70	47	46
<b>Mathematics</b> (grades 3-8 and 11)	65	55	64	65	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	441	422	95.69	4.31	72.75
<b>Female</b>	210	200	95.24	4.76	74.50
<b>Male</b>	231	222	96.10	3.90	71.17
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	305	302	99.02	0.98	79.14
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	94	84	89.36	10.64	48.81
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	16	13	81.25	18.75	92.31
<b>White</b>	19	17	89.47	10.53	64.71
<b>English Learners</b>	42	39	92.86	7.14	15.38
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	134	128	95.52	4.48	66.41
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	23	74.19	25.81	26.09

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	441	421	95.46	4.54	55.34
<b>Female</b>	210	195	92.86	7.14	56.41
<b>Male</b>	231	226	97.84	2.16	54.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	305	300	98.36	1.64	67.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	94	85	90.43	9.57	17.65
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	16	13	81.25	18.75	46.15
<b>White</b>	19	17	89.47	10.53	47.06
<b>English Learners</b>	42	40	95.24	4.76	25.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	134	132	98.51	1.49	47.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	24	77.42	22.58	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	54.83	54.79	53.09	54.57	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	447	438	97.99	2.01	54.79
<b>Female</b>	230	224	97.39	2.61	53.13
<b>Male</b>	217	214	98.62	1.38	56.54
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	320	317	99.06	0.94	61.83
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	75	71	94.67	5.33	25.35
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	16	94.12	5.88	43.75
<b>White</b>	25	24	96.00	4.00	62.50
<b>English Learners</b>	42	41	97.62	2.38	2.44
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	158	155	98.10	1.90	47.10
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	20	76.92	23.08	0.00

## 2022-23 Career Technical Education Programs

### Career Technical Education Programs

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

- Digital Imaging
- Digital Photography
- Graphics Communication
- Engineering Design Technology
- Advanced Computer Aided Design
- Business Management
- Marketing Fashion
- Wood Working
- Cabinetry
- Advanced Woods
- Sports Medicine

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

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	639
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.61
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	72.77

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.2	97.5	97.7	97.7	97.5

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

##### Parental Involvement

Parents and other volunteers are offered a variety of opportunities to become involved at Temple City High School. In addition, parent informational and orientation meetings, plus special evening events such as college informational nights and financial aid nights also support the school program. There is an active Parent Teacher Student Association assisting the school with fundraising, scholarships, and various support programs for students, staff and parents. The School Site Coordinating Council, consisting of community members, parents, students and staff members is involved in the planning, development, evaluation and modification of the School Site Plan for Student Achievement as well as the School Safety Plan.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	0.5	0.2	0.7	1.5	0.8	2	9.4	7.8	8.2
<b>Graduation Rate</b>	96.7	98	98.4	95.5	97.3	97.2	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	447	440	98.4
<b>Female</b>	228	225	98.7
<b>Male</b>	219	215	98.2
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	318	314	98.7
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	77	75	97.4
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	17	16	94.1
<b>White</b>	25	25	100.0
<b>English Learners</b>	78	73	93.6
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	228	223	97.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	31	29	93.5



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1848	1834	213	11.6
Female	924	919	121	13.2
Male	923	915	92	10.1
Non-Binary	1	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	1235	1227	71	5.8
Black or African American	13	13	6	46.2
Filipino	23	23	0	0.0
Hispanic or Latino	402	397	111	28.0
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	64	64	6	9.4
White	105	104	16	15.4
English Learners	222	219	26	11.9
Foster Youth	2	2	1	50.0
Homeless	13	13	8	61.5
Socioeconomically Disadvantaged	766	758	118	15.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	158	156	50	32.1

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.21	0.80	1.62	0.11	0.84	1.49	0.20	3.17	3.60
Expulsions	0.00	0.00	0.22	0.00	0.02	0.17	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.62	0.22
Female	1.08	0.11
Male	2.17	0.33
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.32	0
Black or African American	7.69	0
Filipino	0	0
Hispanic or Latino	5.22	0.75
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.56	0
White	2.86	0.95
English Learners	3.6	0.9
Foster Youth	0	0
Homeless	7.69	0
Socioeconomically Disadvantaged	2.87	0.26
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.33	1.27

## 2023-24 School Safety Plan

### School Safety

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

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school, when traveling to and from school and when traveling to and from school-related activities.

District programs and approved community resources are made available to students and parents. Schools provide an educational environment where students, parents, staff and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religious backgrounds. The school safety plan was approved by School Site Council and the Board of Education in November 2023.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	16	31	26
Mathematics	30	4	32	23
Science	32	4	10	37
Social Science	31		25	20

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	15	37	21
Mathematics	28	9	37	13
Science	28	5	31	17
Social Science	30	1	26	16

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	11	37	20
Mathematics	29	7	30	18
Science	30	4	26	20
Social Science	30	3	23	17

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	300.5

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,659	\$6,745	\$913	\$88,828
District	N/A	N/A	\$8,630	\$93,975
Percent Difference - School Site and District	N/A	N/A	-161.7	-5.6
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-157.1	1.7

## Fiscal Year 2022-23 Types of Services Funded

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

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

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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,566	\$54,190
<b>Mid-Range Teacher Salary</b>	\$91,031	\$85,111
<b>Highest Teacher Salary</b>	\$111,567	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$131,787	\$132,492
<b>Average Principal Salary (Middle)</b>	\$141,545	\$140,987
<b>Average Principal Salary (High)</b>	\$157,890	\$153,884
<b>Superintendent Salary</b>	\$263,495	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	34.63%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	6.47%	5.25%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	38.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	2
<b>English</b>	11
<b>Fine and Performing Arts</b>	2
<b>Foreign Language</b>	3
<b>Mathematics</b>	11
<b>Science</b>	11
<b>Social Science</b>	20
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	60

## Professional Development

The goal of professional development is to improve student performance in all content areas. We completed our WASC self-study and are pleased to report a positive six-year accreditation cycle. This direction includes providing professional development and teacher collaboration time to enhance understanding and implementation of a systematic assessment program, including common formative assessments, the development of common standards-based scope and sequence documents based on Common Core State Standards; the use of a professionally acceptable assessment process to collect, disaggregate and analyze student performance data to inform instruction; a systematic support system (pyramid of supports)

## Professional Development

both academic and nonacademic to support underachieving students and developing schedules/strategies to support structured teacher collaboration (professional learning communities). In addition to two full professional development days, Temple City High School also has a late start every Wednesday in order to provide additional time for staff, faculty, department or content area meetings. TCHS Staff development has been working in conjunction with Solution Tree who is helping our staff strengthen our Professional Learning Communities.

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

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