



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Temple City High School	19 65052 1938679	May 1, 2024	July 26, 2023

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Temple City High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<p>Schoolwide Program</p> <p>Additional Targeted Support and Improvement</p> <p>Through this school plan, TCHS will effectively meet ESSA's planning requirements for ATSI, which will show alignment with the district's LCAP goals and the SPSA goals. The three LCAP goals and SPSA goals focus on 1. Student Outcomes 2. Engagement 3. School Climate. This plan will be used to meet all federal ATSI planning requirements.</p>
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This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Temple City High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Additional Targeted Support and Improvement

Through this school plan, TCHS will effectively meet ESSA's planning requirements for ATSI, which will show alignment with the district's LCAP goals and the SPSA goals. The three LCAP goals and SPSA goals focus on 1. Student Outcomes 2. Engagement 3. School Climate. This plan will be used to meet all federal ATSI planning requirements.

A component of the Every Student Succeeds Act (ESSA) requires each school receiving federal funds within a state to develop and implement an Accountability Plan that establishes long-term goals and indicators of success, addresses the needs of student groups, provides measurements of interim progress toward meeting long-term goals, and describes goals for improvement necessary to make significant progress in closing statewide proficiency gaps. As part of California's Local Control Funding Formula (LCFF), all Local Educational Agencies are required to prepare a Local Control Accountability Plan (LCAP) describing how the school intends to meet annual goals for students. This strategic plan addresses state and local priorities set forth by the California Department of Education (CDE). In addition, the LCAP must identify three years of annual goals for all students, as well as each district's Unduplicated Pupil population (Socio-economically Disadvantaged, English learners, and foster youth). The plan includes annual actions that district's will take to accomplish their goals, including and itemization of their expenditures to support their actions. Our school works closely with Temple City Unified School District's students, staff, parents, and community stakeholders to ensure that this plan is in alignment with ESSA and LCFF through the district's Local Control Accountability Plan (LCAP). Temple City High School has developed goals, in partnership with SSC, designed to improve English Language Arts, mathematics, social-emotional learning, visual and performing arts, and safety in alignment with District goals, as described in our Local Control Accountability Plan (LCAP). The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards. The principal, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning. The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program improvement into the SPSA.

## Educational Partner Involvement

How, when, and with whom did Temple City High 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

Our school works closely with educational partners to review, implement, and monitor the Single Plan for Student Achievement (SPSA). Beginning with the staff during the Fall, the SPSA is reviewed with the staff while reinterpreting the latest data student achievement metrics are discussed and changes to the SPSA are made and annual goals are set. Throughout the school year, the SPSA is updated as new data is available through the California Dashboard and local assessments. This analysis continues getting feedback from parents, community members, and district office staff. The school conducts an annual needs assessment using various surveys and holds various family engagement meetings to get input. The SPSA is evaluated and refined with educational partner input. The draft is then proposed to the School Site Council (SSC) in May and is either approved or revised accordingly. The SPSA is reviewed at least four times a year by the School Site Council (SSC) and the Instructional Leadership Team (ILT). Our ELAC has the opportunity to give recommendations for the SPSA to our SSC at least four times per year.

We hold Title I meetings throughout the year for parents and students to help with school connectivity as well as monthly Coffee with the Principal meetings and PTA meetings. At all of these meetings, strategies are discussed with parents on how to assist their child in meeting academic content standards. A Parent-Compact is also signed by the parent agreeing to their role as partners in teaching and learning with the school site. Throughout the year, family events are held and align with our parent involvement policy.

Our Community liaison position is used to coordinate parent trainings as identified in the Local Control Accountability Plan. The District and sites have updated their respective websites to improve communication with all stakeholders. Further, each site works collaboratively with a community-based educational foundation to help support students and parents.

Principals work together with district administration once per month to review implementation and expenditures related to the SPSA and the LCAP alignment.

In 2023-24, our site held SSC meetings on the following dates where educational partners were able to give input: October 4, 2023; November 8, 2023; December 13, 2023; February 7, 2024; March 6, 2024; April 3, 2024; May 1, 2024. Our site held ELAC meetings on the following dates where parents of English learners had the opportunity to give input into the SPSA: November 7, 2023; December 14, 2023; March 5, 2024; May 14, 2024.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

As a school that is eligible for ATSI, we reviewed the LEA and school level budgeting as part of the required school level needs assessment. We identified that our students with disabilities as student group that needs additional supports. We found that we need to focus on engaging our parents of students with disabilities and English Learners. Parent/caregiver interest and involvement in their child's academic work can have profound effects on behavioral and academic outcomes. However, some parents face physical, linguistic, emotional, and cultural barriers that disproportionately impact the parents of students who already face additional challenges at school. As a school and a system leaders can organize and invest to lower these barriers to better engage with parents.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our school had the following red state indicators on the 2023 Dashboard: not applicable

Our school had the following orange state indicators on the 2023 Dashboard: suspension rate

We will do the following to address these areas of growth: We will implement PBIS (CARE Culture) and expand our other means of correction options.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Our school had the following student groups that were two or more performance levels below the "all student" performance level:

Graduation Rate - SWD Orange

English/Language Arts - English Learners, Hispanic

Mathematics - Hispanic Orange, English Learners Yellow

We will do the following to address these areas of growth: We will revisit accommodations for our SWD to increase graduation rates. TCHS will work with our English Learners and Hispanic student through the reinstatement of sheltered classes and ELD classes to help support improvement in ELA and Math.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Annually each site holds a site engagement meeting and the following data points are highlighted. The educational partners have an opportunity to weigh in on the needs of the school related to each goal in the SPSA. The following data points are reviewed as SPSA goals, strategies, and activities are created each year. The site uses the SPSA Evaluation to also determine the necessary needs and changes to the School Plan for Student Achievement.

The District K12 Insight Local Climate Survey taken by students, parents, and staff, provides quantifiable data regarding school culture and climate.

The 2023-24 Local School Climate Survey for parents and students was administered during in winter of 2023. At our school, we had the following numbers of participants for each participating groups:

Parents -- 111

Students- 489

In the K12 local climate survey, we learned the following about our engagement groups:

59% of the parents, were English Only families

78% of the students, were Asian.

Here are two data points that we can celebrate:

46% of parents said that they are aware of their student's progress throughout the year.

53% of students said that TCHS helps them to discover the areas where students need work.

Here are two data points that show our opportunities:

16% of parents said that that participate in a regularly scheduled parent conference with their child's teacher.

31% of students said that cannot see how what they are learning relates to the outside world.

During our SPSA Needs Assessment Engagement Meeting, educational partners made the following recommendations for the school site council and district parent advisory council to consider for the 24-25 school year:

1. We can enhance family engagement by having more events that invite the entire family.

2. We definitely need more parent involvement. Maybe reaching out to parents and having small, targeted group meetings on things like study skills, safe technology use, etc. Plan way in advance and mail schedule to parents.

Providing parent meeting times that are accessible to working parents. Having school liaisons at each school that are bilingual and culturally competent, since there is large number of non-English speaking parents. The liaisons can be available to not only provide translation, but they can also help parents navigate the school system.

3. Have a day each month for culture awareness. Display posters/booths of different cultures. Promote a club to create these. Announce the different holidays and celebrations in the bulletin.

Informal, qualitative survey information is collected monthly at Coffee with the principal and leadership meetings.

Throughout the year, site ELAC, SSC, and PTA meetings provide opportunities for parents to give feedback to staff.

Talking Tours are conducted once a year with selected students to discuss their insight into the survey data.

INSERT HEALTHY KIDS SURVEY HERE WHEN AVAILABLE

Classroom Observations:

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

Site administration had a focus of increasing the amount of Checking for Understanding opportunities within the instructional day throughout the school year. Three staff meetings focused on the implementation of strategies taken from Teach Like a Champion. Site and district administration visited classrooms to support teachers with the implementation of checking for understanding strategies.

The school site instructional leadership team, consisting of one teacher from each grade level, walked through classrooms to conduct site level learning walks with the principal.

The purpose of classroom observations is to observe for student learning. Administrators and mentor teachers provide feedback to teachers to strengthen instruction. Additionally, probationary teachers have opportunities to observe best practices from tenured teachers on site and at other schools to further refine teaching practices. Each year, the site administrator performs three documented walk-throughs of each classroom using our TCUSD classroom observation protocol. Each tenured classroom teacher is formally observed at least once every other year with the criteria outlined by the California Standards for the Teaching Profession. In addition to regular classroom walk-throughs and observations

by the site administrator, teachers work in collaboration and participate in learning walks, classroom visitations, and exchange ideas and best practices. Teachers continue to focus on a high level of student engagement, collaboration, and deeper learning. In summary, faculty members are passionate about teaching and reaching all students, treating students with respect, and all members of the school community are eager to learn and help create future leaders. In summary, Principals would like to take their teams to visit other school sites next year and to walk together as a site leadership team at each school.

#### Local Assessments:

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA and Math for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum, Instruction, Assessment, and Professional Development that will support achieving the SMART Goals.

ELA SMART Goal 1: On the 2023-24 CAASPP, the combined percentage of students scoring met and exceeded in:

ELA will increase from 72% to 73%

Math will increase from 54% to 55%

Our English Learners will decrease in the number LTELS from 85 to 65.

Math SMART Goal 2: Create engagement opportunities for student academic and social-emotional success.

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. Teachers will monitor the growth of student groups, such as EL progress during the PLCs. TCHS is however, not currently using a regular assessment to determine progress beyond SBAC data. Our goal is to establish regular formative assessments possibly through STAR assessments through Renaissance which can give us regular data points moving forward.

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction but there needs to be more data points to discuss than just the SBAC data that we gather just once a year. Our site will use the Common Core Standards in ELA and Math to monitor student progress and modify instruction.

#### Professional Development

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The Language and Literacy TOSA and Special Ed TOSA models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The TOSA collaborates with teachers to meet their individualized professional development support needs and conducts data chats with all EL students to help support the teacher with DELD and IELD instructional practices. An on-site Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

In order to delve into deep discussions about instructional practices and student achievement, the continued development PLCs is a focus. The PLCs meet once a month during Early Release days for collaboration time. By using common assessments or pacing the PLCs can compare data and extract key areas that need improvement and areas of success across all teams. The Instructional Leadership team, includes teacher leaders, department chairs, counselors and administrators meet monthly to move forward with site policies, curriculum development and development of consistency across the grades. Further professional development on PLCs, data analysis and SMART goals is necessary to maximize the effectiveness of our collaborative practices. Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Temple City High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.17%	0.17%	3	3	3
African American	0.3%	0.33%	0.72%	6	6	13
Asian	67.3%	65.86%	66.83%	1,284	1192	1205
Filipino	1.4%	1.38%	1.33%	27	25	24
Hispanic/Latino	20.4%	20.72%	21.63%	390	375	390
Pacific Islander	0.1%	0.22%	0.17%	2	4	3
White	6.7%	5.80%	5.66%	128	105	102
Multiple/No Response	3.3%	3.31%	3.49%	63	60	63
<b>Total Enrollment</b>				1,908	1810	1803

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	465	436	438
Grade 10	493	441	460
Grade 11	512	460	443
Grade 12	438	473	462
<b>Total Enrollment</b>	1,908	1,810	1,803

#### Conclusions based on this data:

1. TCHS is still experiencing a decline in enrollment.
2. Our White student population is decreasing.
3. Our Asian population decreased and then in the last two years has steadily increased and our Hispanic student population is also increasing.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	196	200	202	10.30%	11.0%	11.2%
Fluent English Proficient (FEP)	980	905	870	51.40%	50.0%	48.3%
Reclassified Fluent English Proficient (RFEP)	24	602	586	12.2%	33.3%	32.5%

### Conclusions based on this data:

1. The number of students identified as English Learners increased slightly.
2. The percentage of English Learners who are FEP is under 50%.
3. The percentage of FEP students has decreased.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	493	449	440	0	435	422	0	434	422	0.0	96.9	95.9
All Grades	493	449	440	0	435	422	0	434	422	0.0	96.9	95.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2658.	2642.		46.54	43.13		30.88	29.62		12.21	15.17		10.37	12.09
All Grades	N/A	N/A	N/A		46.54	43.13		30.88	29.62		12.21	15.17		10.37	12.09

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		45.03	40.28		45.73	48.10		9.24	11.61
All Grades		45.03	40.28		45.73	48.10		9.24	11.61

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>		48.04	44.08		41.57	43.13		10.39	12.80
<b>All Grades</b>		48.04	44.08		41.57	43.13		10.39	12.80

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>		22.12	20.85		69.82	69.19		8.06	9.95
<b>All Grades</b>		22.12	20.85		69.82	69.19		8.06	9.95

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>		37.56	39.57		57.14	51.18		5.30	9.24
<b>All Grades</b>		37.56	39.57		57.14	51.18		5.30	9.24

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**Conclusions based on this data:**

1. In overall achievement the percentage above and the percentage at or near has dropped from 21-22 to 22-23.
2. There was an increase in students who scored below standard in Reading, Writing, and Listening.
3. In the Research/Inquiry category, more students scored both above and below standards than in the previous year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	493	448	440	0	428	421	0	426	421	0.0	95.5	95.7
<b>All Grades</b>	493	448	440	0	428	421	0	426	421	0.0	95.5	95.7

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>		2663.	2639.		34.04	27.79		31.22	27.55		18.08	22.33		16.67	22.33
<b>All Grades</b>	N/A	N/A	N/A		34.04	27.79		31.22	27.55		18.08	22.33		16.67	22.33

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>		40.14	36.58		44.84	40.86		15.02	22.57
<b>All Grades</b>		40.14	36.58		44.84	40.86		15.02	22.57

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>		37.79	29.45		52.35	54.63		9.86	15.91
<b>All Grades</b>		37.79	29.45		52.35	54.63		9.86	15.91

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>		32.16	31.12		57.04	53.92		10.80	14.96
<b>All Grades</b>		32.16	31.12		57.04	53.92		10.80	14.96

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**Conclusions based on this data:**

1. The percentage of students exceeding and meeting standards dropped 4-5% and the percentage near or below increased 4-6%.
2. The number of students scoring above standard has decreased in all categories.
3. Students scoring in the below standard categories has increased.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1554.8	1541.4	1538.7	1550.7	1533.5	1526.9	1558.5	1548.8	1550.1	47	50	45
<b>10</b>	1586.7	1546.9	1563.8	1580.8	1544.5	1560.5	1592.1	1549.0	1566.4	68	40	55
<b>11</b>	1568.5	1580.9	1553.6	1556.0	1584.2	1540.8	1580.5	1577.2	1565.7	40	51	41
<b>12</b>	1559.1	1560.9	1565.0	1546.5	1562.0	1558.8	1571.1	1559.4	1570.8	31	30	41
<b>All Grades</b>										186	171	182

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	17.78	20.00	11.11	37.78	26.00	33.33	28.89	34.00	33.33	15.56	20.00	22.22	45	50	45
<b>10</b>	33.82	22.50	29.09	35.29	25.00	32.73	22.06	25.00	21.82	8.82	27.50	16.36	68	40	55
<b>11</b>	25.00	33.33	26.83	30.00	25.49	14.63	22.50	25.49	26.83	22.50	15.69	31.71	40	51	41
<b>12</b>	22.58	20.00	19.51	35.48	36.67	39.02	16.13	26.67	29.27	25.81	16.67	12.20	31	30	41
<b>All Grades</b>	26.09	24.56	21.98	34.78	27.49	30.22	22.83	28.07	27.47	16.30	19.88	20.33	184	171	182

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	28.89	28.00	17.78	40.00	28.00	44.44	20.00	22.00	20.00	11.11	22.00	17.78	45	50	45
<b>10</b>	50.00	35.00	38.18	29.41	27.50	30.91	10.29	17.50	16.36	10.29	20.00	14.55	68	40	55
<b>11</b>	37.50	49.02	36.59	37.50	25.49	17.07	5.00	11.76	26.83	20.00	13.73	19.51	40	51	41
<b>12</b>	38.71	50.00	36.59	19.35	16.67	34.15	19.35	20.00	21.95	22.58	13.33	7.32	31	30	41
<b>All Grades</b>	40.22	39.77	32.42	32.07	25.15	31.87	13.04	17.54	20.88	14.67	17.54	14.84	184	171	182

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	6.67	10.00	6.67	31.11	28.00	20.00	37.78	36.00	46.67	24.44	26.00	26.67	45	50	45
<b>10</b>	30.88	15.00	12.73	30.88	20.00	30.91	27.94	32.50	32.73	10.29	32.50	23.64	68	40	55
<b>11</b>	20.00	11.76	9.76	17.50	31.37	17.07	37.50	35.29	34.15	25.00	21.57	39.02	40	51	41
<b>12</b>	9.68	3.33	7.32	32.26	30.00	29.27	32.26	36.67	46.34	25.81	30.00	17.07	31	30	41
<b>All Grades</b>	19.02	10.53	9.34	28.26	27.49	24.73	33.15	35.09	39.56	19.57	26.90	26.37	184	171	182

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	15.56	6.00	6.67	71.11	70.00	66.67	13.33	24.00	26.67	45	50	45
<b>10</b>	23.53	5.00	18.18	60.29	75.00	61.82	16.18	20.00	20.00	68	40	55
<b>11</b>	5.00	13.73	4.88	70.00	62.75	48.78	25.00	23.53	46.34	40	51	41
<b>12</b>	6.45	13.33	21.95	61.29	56.67	58.54	32.26	30.00	19.51	31	30	41
<b>All Grades</b>	14.67	9.36	13.19	65.22	66.67	59.34	20.11	23.98	27.47	184	171	182

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	57.78	45.16	75.56	28.89	32.26	11.11	13.33	22.58	13.33	45	31	45
10	70.59	60.00	76.36	25.00	20.00	7.27	4.41	20.00	16.36	68	40	55
11	67.50	68.00	60.98	20.00	12.00	21.95	12.50	20.00	17.07	40	25	41
12	58.06	73.33	60.98	22.58	13.33	29.27	19.35	13.33	9.76	31	30	41
All Grades	64.67	61.11	69.23	24.46	19.84	16.48	10.87	19.05	14.29	184	126	182

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	15.56	10.00	13.33	53.33	48.00	53.33	31.11	42.00	33.33	45	50	45
10	35.29	20.00	29.09	47.06	35.00	41.82	17.65	45.00	29.09	68	40	55
11	25.00	17.65	14.63	47.50	49.02	41.46	27.50	33.33	43.90	40	51	41
12	16.13	13.33	9.76	48.39	50.00	60.98	35.48	36.67	29.27	31	30	41
All Grades	25.00	15.20	17.58	48.91	45.61	48.90	26.09	39.18	33.52	184	171	182

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.44	2.00	0.00	77.78	80.00	84.44	17.78	18.00	15.56	45	50	45
10	7.35	7.50	3.64	83.82	75.00	81.82	8.82	17.50	14.55	68	40	55
11	15.00	17.65	19.51	67.50	70.59	56.10	17.50	11.76	24.39	40	51	41
12	9.68	16.67	12.20	80.65	66.67	75.61	9.68	16.67	12.20	31	30	41
All Grades	8.70	10.53	8.24	78.26	73.68	75.27	13.04	15.79	16.48	184	171	182

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

- In the 22-23 school year, our 11th grade students scored well above the other grade levels under the "well-developed" category for Writing Domain.
- 21.98% of all students who tested scored an overall "4" thus meeting the initial criteria for reclassification.
- Our 10th grade students scored well above grade levels in the reading domain in the 22-23 school year.





# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>1803</b>	<b>37.5</b>	<b>11.2</b>	<b>0.1</b>
Total Number of Students enrolled in Temple City High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	202	11.2
Foster Youth	2	0.1
Homeless	9	0.5
Socioeconomically Disadvantaged	676	37.5
Students with Disabilities	152	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	0.7
American Indian	3	0.2
Asian	1205	66.8
Filipino	24	1.3
Hispanic	390	21.6
Two or More Races	63	3.5
Pacific Islander	3	0.2
White	102	5.7

**Conclusions based on this data:**

1. We have a socioeconomically disadvantaged student population of almost 37.5%.
2. The majority of students are Asian at 66.8%.
3. Our next highest ethnicities are Hispanic 21.6% and White population is 5.7%.

# School and Student Performance Data

## Overall Performance







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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Yellow		
<b>College/Career</b> Very High		

**Conclusions based on this data:**

1. In all areas, TCHS has maintained high levels of performance except our English Learners have made medium progress,
2. Graduation rate continues to be in the highest performance levels.
3. TCHS Suspension rate is still in the low levels.

# School and Student Performance Data

## Academic Performance English Language Arts

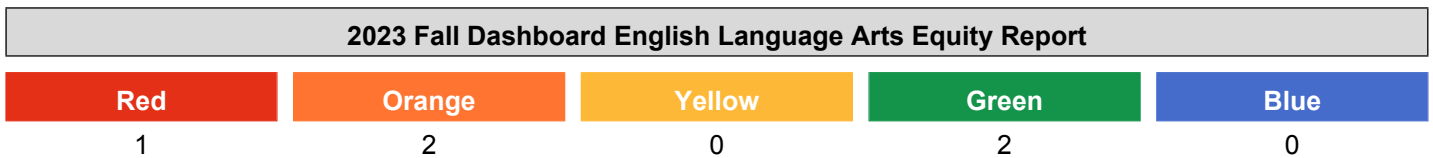
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>63.3 points above standard</p> <p>Decreased Significantly -15.5 points</p> <p>411 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>39.5 points below standard</p> <p>Decreased -13.5 points</p> <p>67 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>41.2 points above standard</p> <p>Decreased Significantly -20.7 points</p> <p>160 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>144.5 points below standard</p> <p>Maintained +0.9 points</p> <p>30 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	Less than 11 Students  1 Student	 Green 80.9 points above standard Decreased -8.1 points  293 Students	Less than 11 Students  4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 18.3 points below standard Decreased Significantly -33 points  86 Students	19 points above standard Decreased -3.6 points  16 Students	 No Performance Color 0 Students	30.5 points above standard Decreased Significantly - 20.9 points  18 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
116 points below standard Decreased Significantly -48.5 points  35 Students	32.7 points above standard Decreased -8 points  33 Students	52.1 points above standard Decreased Significantly -19.4 points  163 Students

**Conclusions based on this data:**

- Overall, TCHS students scored above standards in ELA performance; our SWD student group performing in the red for this indicator but there has been improvement.
- Our Asian and Socioeconomically disadvantaged students are scoring high in ELA performance.
- Our reclassified EL students are scoring above standard while our EL students are scoring low.



# School and Student Performance Data

## Academic Performance Mathematics

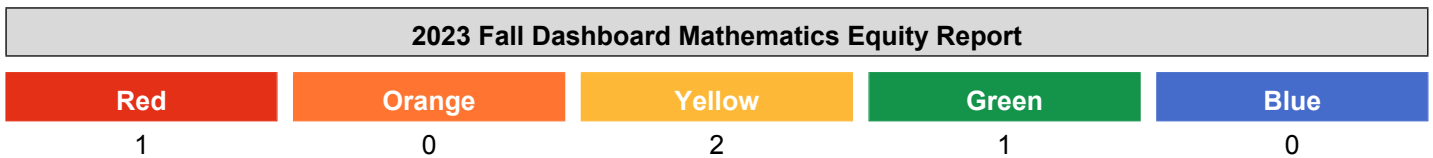
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>14.6 points above standard</p> <p>Decreased Significantly -22.7 points</p> <p>407 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>34.3 points below standard</p> <p>Decreased Significantly -16 points</p> <p>65 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>5.5 points below standard</p> <p>Decreased Significantly -15.5 points</p> <p>160 Students</p>	<p><b>Students with Disabilities</b></p> <p>224.3 points below standard</p> <p>Increased Significantly +34.8 points</p> <p>28 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	Less than 11 Students  1 Student	 Green 51.8 points above standard Decreased -13.5 points  290 Students	Less than 11 Students  4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 118.7 points below standard Decreased Significantly - 21.8 points  85 Students	66 points below standard Increased +9.8 points  16 Students	 No Performance Color  0 Students	26.2 points below standard Increased +13.3 points  18 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
65.5 points below standard Decreased Significantly -16.5 points  33 Students	2.1 points below standard Decreased Significantly -33.1 points  32 Students	18.1 points below standard Decreased -11.4 points  162 Students

#### Conclusions based on this data:

1. Overall, TCHS students scores decreased from previous years, although overall students are still scoring high.
2. The Asian population scored at a high level in Mathematics.
3. Hispanic Students scored very low in Math.

# School and Student Performance Data

## Academic Performance English Learner Progress

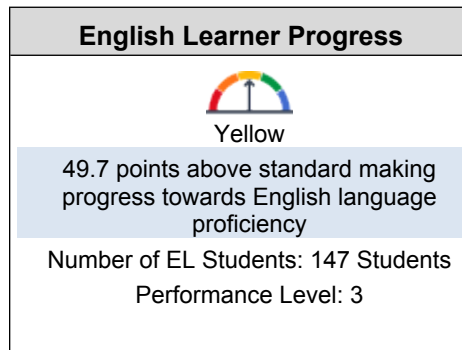
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 Fall Dashboard English Learner Progress Indicator



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.

### 2023 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
34	40	18	55

#### Conclusions based on this data:

1. One hundred and forty-seven EL students took the ELPAC.
2. One hundred and thirteen EL student maintained or progressed their ELPI level.
3. Twenty-three percent of EL students decreased an ELPI Level.

# School and Student Performance Data

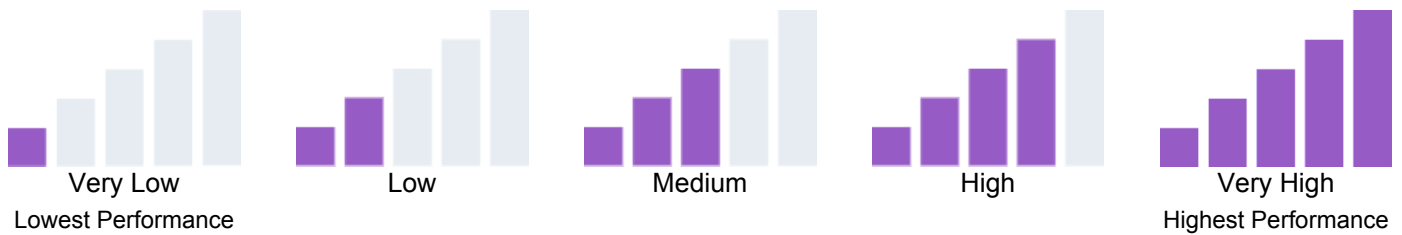
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

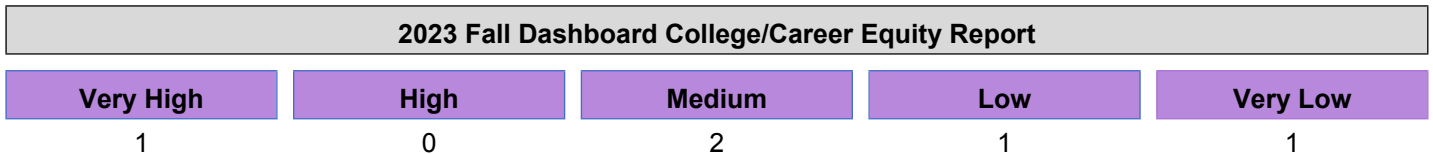
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

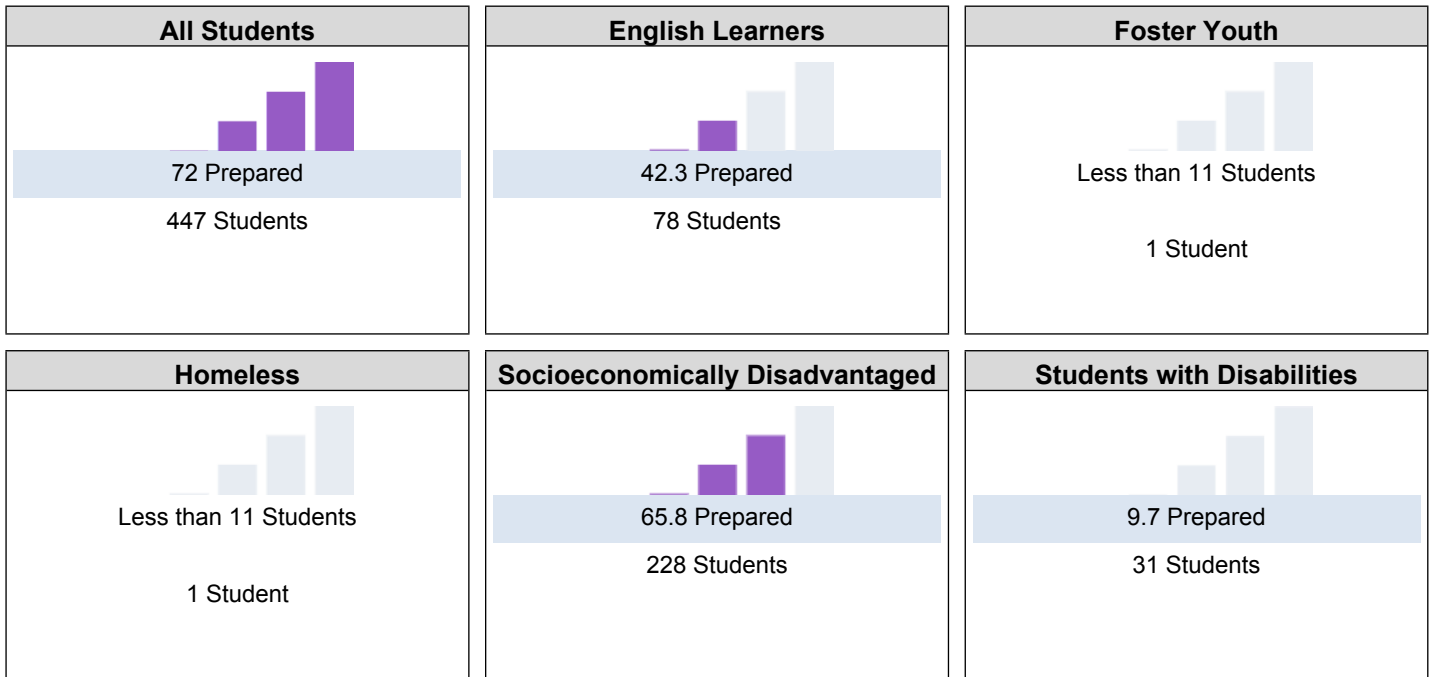


This section provides number of student groups in each level.

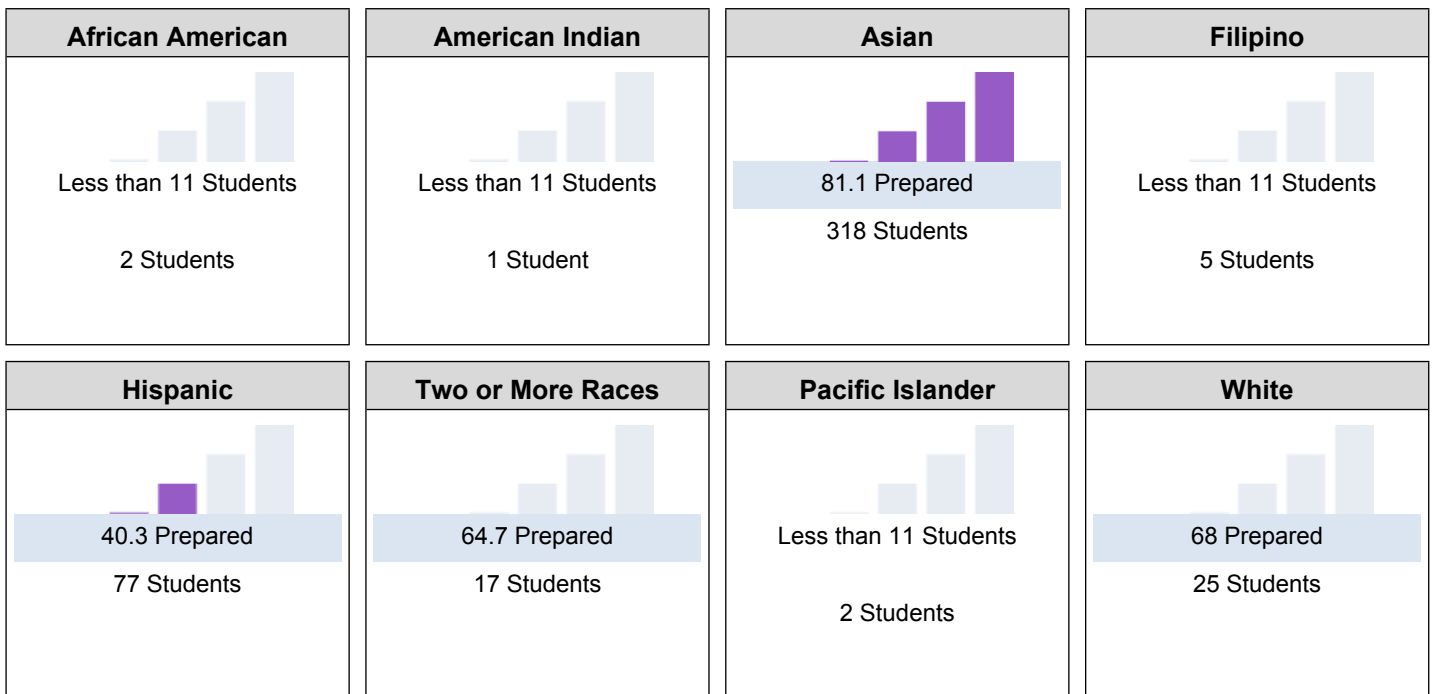


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

1. Graduation rates at TCHS remain high; however, Our school meets ATSI criteria in 2023-24 due to our SWD student group performing very low for this indicator.
2. TCHS Asian students (81%) are prepared for College

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



















Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”











This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
 No Performance Color 0 Students								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

**Conclusions based on this data:**

1. There is no state data at this time.



# School and Student Performance Data

## Academic Engagement Graduation Rate

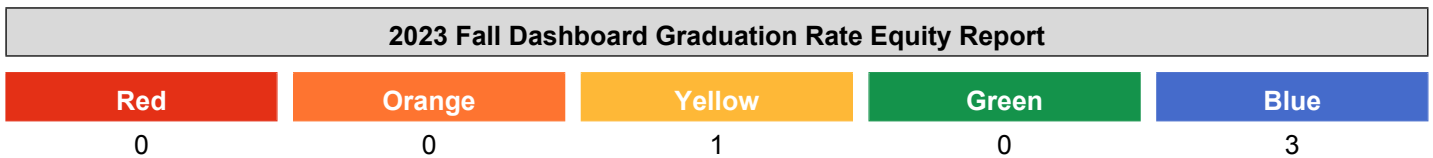
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>98.4% graduated</p> <p>Maintained 0.4</p> <p>447 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>93.6% graduated</p> <p>Decreased -2.7</p> <p>78 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>97.8% graduated</p> <p>Maintained 0.8</p> <p>228 Students</p>	<p><b>Students with Disabilities</b></p> <p>93.5% graduated</p> <p>Increased Significantly 16.6</p> <p>31 Students</p>

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	Less than 11 Students  1 Student	 Blue 98.7% graduated Maintained 0.4 318 Students	Less than 11 Students  5 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Blue 97.4% graduated Maintained 0.7 77 Students	94.1% graduated Decreased Significantly -5.9 17 Students	Less than 11 Students  2 Students	100% graduated Increased 3.7 25 Students

**Conclusions based on this data:**

1. Overall, TCHS students' graduation rate is 98.4%
2. Our SWD have a 93.5% graduation rate and our EL students have a 93.6% rate.
3. The three highest subgroups for graduation rates are Asian (98.7%) and Hispanic (97.4%)

# School and Student Performance Data

## Conditions & Climate Suspension Rate

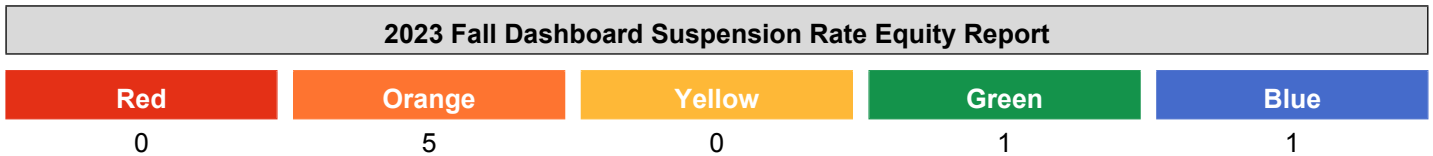
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 1.6% suspended at least one day Increased 0.8 1848 Students	<b>English Learners</b>  Orange 3.6% suspended at least one day Increased 1.4 222 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 7.7% suspended at least one day 13 Students	<b>Socioeconomically Disadvantaged</b>  Orange 2.9% suspended at least one day Increased 1.4 766 Students	<b>Students with Disabilities</b>  Orange 6.3% suspended at least one day Increased 2.1 158 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>7.7% suspended at least one day</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p align="center"> Blue</p> <p>0.3% suspended at least one day</p> <p>Maintained 0.1</p> <p>1235 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0</p> <p>23 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>5.2% suspended at least one day</p> <p>Increased 2.7</p> <p>402 Students</p>	<p align="center"> Green</p> <p>1.6% suspended at least one day</p> <p>Declined -0.5</p> <p>64 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p align="center"> Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 2.9</p> <p>105 Students</p>

**Conclusions based on this data:**

1. TCHSs overall suspension rate is at 1.6%.
2. The suspension rate for Hispanic students increased and for students who are two or more races suspension rates have declined.
3. SWD suspensions increased to 6.3%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academics based on California's Common Core State Standards

On the 2023-24 CAASPP, the combined percentage of students scoring met and exceeded in:

ELA will increase from 72% to 73%

Math will increase from 54% to 55%

Our English Learners will decrease in the number LTELS from 85 to 65.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: Academic

Support high quality teaching and learning in the 21st Century through the implementation of an articulated CA standards-based curriculum, instruction, and assessment to ensure multiple pathways to College and Career Readiness for all students.

### Identified Need

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

TCHS has a high number of LTELS on our campus and we would like to meet student need. There are a high number of our LTELS who have also been identified as SWD.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Study Sync	no baseline	no baseline
Advanced Placement Scores	77.8% scored 3 or higher	79% score 3 or higher
Math CAASPP/SBAC	54% of students scored proficient on the 22-23 Math CAASPP assessment.	Math will increase from 54% to 55%
ELA CAASPP/SBAC	72% of students scored proficient on the 22-23 ELA CAASPP assessment.	ELA will increase from 72% to 73%
LTEL	85 LTELS	65 LTELS
Graduation Rate	98.4%	99%
California Dashboard ELA	Students with disabilities : Red	Students with disabilities : Orange
College and Career	Students with disabilities : 9.7 prepared	Students with disabilities : 20% prepared

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Students will have the opportunity to participate in universal access and evidence-based practices within their Tier I instructional programs. Students who need more support will receive Tier II or Tier III interventions during the school day. Other intervention opportunities may occur before or after school or during the summer. Additional supports will be provided to help students succeed with reaching reclassification criteria.	All Students	27,000.00 District Funded 5000-5999: Services And Other Operating Expenditures Online software to support intervention - APEX and Paper.co 1,400.00 Title III 4000-4999: Books And Supplies Get Ready Student Workbooks for ELD Classes 20,000.00 Title III 5800: Professional/Consulting Services And Operating Expenditures ELD Mentoring Program Organizer 250.00 General Fund 4000-4999: Books And Supplies French Curriculum 200.00 General Fund 5800: Professional/Consulting Services And Operating Expenditures Movie Licensing 1,400.00 General Fund 5800: Professional/Consulting Services And Operating Expenditures My 10 Year Plan Bundle 20,000 General Fund 4000-4999: Books And Supplies Provide teachers with materials and supplies to support instruction 5,000 General Fund 4000-4999: Books And Supplies Curriculum for Study Skills Classes 11,000 General Fund 1000-1999: Certificated Personnel Salaries

			Push-In and General Education Teacher Collaboration time 5,000 General Fund 4000-4999: Books And Supplies Science Materials to support classrooms
1.2	Students will have the opportunity to participate in enrichment activities and evidence-based practices within their Tier I instructional programs. Other enrichment opportunities may occur before school, after school, on weekends, or during the summer.	All Students	100.00 General Fund 5000-5999: Services And Other Operating Expenditures Dues and Membership for California Scholastic Federation 2,600 General Fund 5000-5999: Services And Other Operating Expenditures All-American Sports Corp - repairs 75,000 General Fund 5800: Professional/Consulting Services And Operating Expenditures Athletic Transportation - Elite Bus 250,000 Prop28 4000-4999: Books And Supplies Materials and supplies - theater, orchestra, bands, guard 170.00 Donations 4000-4999: Books And Supplies Art Supplies
1.3	Student will have the opportunity to participate in various showcase programs to help them achieve success in meeting 21st century learning expectations and to offer a broad course of study.	All Students	500 General Fund 4000-4999: Books And Supplies Classroom supplies, books, and consumables 200,382.87 CTEIG 4000-4999: Books And Supplies Support Career technical education programs with resources, equipment, and materials 64000 CTEIG 5000-5999: Services And Other Operating Expenditures Provide transportation and entrance fees for



			competitions and field trips to support Career Technical education 35,162.13 CTEIG 6000-6999: Capital Outlay Purchase Capital Outlay Equipment for CTE programs (golf cart, washer/dryer, whirlpool, air filtration, etc) 10,000 LCFF - Supplemental 4000-4999: Books And Supplies HelioTech STEAM Solar Car Project and Competition 1,000 LCFF - Supplemental 4000-4999: Books And Supplies SeaPerch STEAM Supplies and competition fees
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Staff, students, and family engagement

TCHS is committed to engaging our students throughout the day using Tier 1 engagement strategies and utilizing data within the PLC process. In the 23-24 school year, the site will commit to implementing a system for team leads to use for agendas and minutes.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: Engagement

Create engagement opportunities for student academic and social-emotional success.

### Identified Need

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

Provide Students with Disabilities additional support in academics and student engagement facilitated by small groups to increase engagement.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Implementation	Disjointed and inconsistent agendas and minutes.	Team leads (PLC leads) will keep and submit organized and consistent agendas and minutes.
Learning Walks	This is a new initiative, we do not have any baseline.	Every department will participate in one learning walk
Attendance	We offered Saturday School for three months.	We will offer six Saturday Schools this year.
Family Engagement	We have PTSA, ELAC, and SSC Meetings.	We will have consistent PTSA, ELAC, SSC, Safety Meetings as well as monthly Principal and Parent meetings.
Improvement Science Activity	New initiative	Each department will participate in one activity to support Hispanic and SWDs.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Our school will create an engaging environment for staff, students, and families. We will provide Professional Development and professional growth for staff to ensure students receive high-quality research-based instruction using the CCSS and Professional Learning Communities. Professional Learning Community (PLC) practices will reinforce the importance of teacher collaboration, the use of data to assess student learning,	All Students	5,000 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Learning Walks - substitute coverage 5,000 Title II Part A: Improving Teacher Quality 2000-2999: Classified Personnel Salaries Conference and Travel costs - ASB Works
2.2	Our school will create an engaging environment for families. Families will have engagement opportunities throughout the year to help build relationships with school staff and connect to student learning.	All Students	500.00 A-G Grant 2000-2999: Classified Personnel Salaries Childcare Support for Family Engagement Night 1,000.00 A-G Grant 4000-4999: Books And Supplies Snacks and Drinks for Family Engagement Night
2.3	Our school will create an engaging environment for students. Students will have opportunities for high, quality engagement activities within the classroom and through school events, which will lead to an increase in daily attendance and decrease chronic absenteeism.	All Students	200.00 General Fund 4000-4999: Books And Supplies Materials and supplies for small groups 5000.00 A-G Grant 1000-1999: Certificated Personnel Salaries Meeting with Underserved Populations for College/Carer Counseling

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate

TCHS will implement Year 1 of Positive Behavioral Intervention Systems (PBIS) through Rams CARE in order to create a positive school environment for all students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 3: School Climate

Create and sustain 21st century learning environments that are safe, healthy, positive, and attractive for all learners.

### Identified Need

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

In order to decrease suspensions and to meet students' socio-emotional needs, support student engagement in their school community. This includes positive behavioral interventions and support (PBIS) training for both staff, students and parents to create a safe and nurturing environment.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tiered Fidelity Inventory (TFI)	New Initiative	Complete a TFI
Discipline Data	New Initiative	Looking at Aeries Data on the Assertive Discipline Dashboard and Intervention Dashboard.
PBIS Matrix Adoption	New Initiative	PBIS Matrix Posted in all classrooms by the year's end.
Mental Fitness Center (MFC)	New Initiative	Data on usage of the center and attendance at workshops offered through the MFC.
CA Dashboard Suspensions	23-24 Suspension color: Student groups to monitor:	24-25 Color Goal: Goal for Maximum number of suspended students:

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

3.1	Our school will implement Positive Behavior Interventions and Supports (PBIS) in order to improve positive relationships across the campus and decrease the number of disciplinary referrals.	All students	7,000 General Fund 4000-4999: Books And Supplies Supplies to support the implementation of PBIS - CARE Culture 2,000 District Funded 5000-5999: Services And Other Operating Expenditures Five Star Contract
3.2	Provide opportunities to support the social-emotional learning needs of our students and improve the overall mental health awareness on the school campus.	All students	14,000 General Fund 4000-4999: Books And Supplies Vape Sensors 5,300 General Fund 5000-5999: Services And Other Operating Expenditures Vape Sensor Services 500.00 General Fund 4000-4999: Books And Supplies Scanners for Student ID/5 Star Scanning 200.00 General Fund 4000-4999: Books And Supplies Organizers for lunch drop off
3.3	Create an school environment that is safe and welcoming to our staff, students, and families paying particular attention to social emotional needs.	All Students	3,000 General Fund 4000-4999: Books And Supplies Materials and supplies for the Mental Fitness Center  District Funded 5000-5999: Services And Other Operating Expenditures Hazel Health Counseling Services

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.





# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$17,250.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$778,865.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title II Part A: Improving Teacher Quality	\$10,000.00
Title III	\$21,400.00

Subtotal of additional federal funds included for this school: \$31,400.00

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 (\$)
A-G Grant	\$6,500.00
CTEIG	\$299,545.00
District Funded	\$29,000.00
Donations	\$170.00
General Fund	\$151,250.00
LCFF - Supplemental	\$11,000.00
Prop28	\$250,000.00

Subtotal of state or local funds included for this school: \$747,465.00

Total of federal, state, and/or local funds for this school: \$778,865.00

# 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
General Fund	225375	74,125.00
Title III	21400	0.00
Title II Part A: Improving Teacher Quality	13860	3,860.00
CTEIG	299,545	0.00
LCFF - Supplemental		
A-G Grant	275000	268,500.00
Prop28		

## Expenditures by Funding Source

Funding Source	Amount
A-G Grant	6,500.00
CTEIG	299,545.00
District Funded	29,000.00
Donations	170.00
General Fund	151,250.00
LCFF - Supplemental	11,000.00
Prop28	250,000.00
Title II Part A: Improving Teacher Quality	10,000.00
Title III	21,400.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,000.00
2000-2999: Classified Personnel Salaries	5,500.00
4000-4999: Books And Supplies	519,602.87

5000-5999: Services And Other Operating Expenditures	101,000.00
5800: Professional/Consulting Services And Operating Expenditures	96,600.00
6000-6999: Capital Outlay	35,162.13

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	A-G Grant	5,000.00
2000-2999: Classified Personnel Salaries	A-G Grant	500.00
4000-4999: Books And Supplies	A-G Grant	1,000.00
4000-4999: Books And Supplies	CTEIG	200,382.87
5000-5999: Services And Other Operating Expenditures	CTEIG	64,000.00
6000-6999: Capital Outlay	CTEIG	35,162.13
5000-5999: Services And Other Operating Expenditures	District Funded	29,000.00
4000-4999: Books And Supplies	Donations	170.00
1000-1999: Certificated Personnel Salaries	General Fund	11,000.00
4000-4999: Books And Supplies	General Fund	55,650.00
5000-5999: Services And Other Operating Expenditures	General Fund	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	76,600.00
4000-4999: Books And Supplies	LCFF - Supplemental	11,000.00
4000-4999: Books And Supplies	Prop28	250,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	5,000.00
2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	5,000.00
4000-4999: Books And Supplies	Title III	1,400.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	20,000.00

## Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
730,165.00
16,700.00
32,000.00

# 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
Maria Torres	Classroom Teacher
Brandon Rivas	Classroom Teacher
Vanessa Hadikusumah	Classroom Teacher
Jeannie Martinez	Classroom Teacher
Kim Allen	Classroom Teacher
Matt Lopez	Classroom Teacher
Dianne Blank	Other School Staff
Michele Yoder	Parent or Community Member
Maria Garner	Parent or Community Member
Carrie Chan	Parent or Community Member
Lynne Quan	Parent or Community Member
Savannah Wang	Secondary Student
Theo Lu	Secondary Student
Evelyn Lam	Secondary Student
Andrew Wong	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 May 1, 2024.

Attested:



Principal, Elena Li on May 1, 2024



SSC Chairperson, Michele Yoder on May 1, 2024

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 *EC* 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.
- Funding Sources: List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.



# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023



# TEMPLE CITY HIGH SCHOOL



9501 LEMON AVENUE

TEMPLE CITY, CA 91780

(626) 548-5040

TCHS.TCUSD.NET

## School-Home Compact

Temple City High School (TCHS) and the families of the students participating in activities, services, and programs agree that the School-Home Compact outlines how the families, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership that will help students achieve the state high academic standards (Every Student Succeeds Act (ESSA) Section 1116[d]).

TCHS's responsibility is to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students to meet the challenging state academic standards. Families will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time. Students will share the responsibility for their own success and achievements (ESSA Section 1116[d][1])

As a student, I will be responsible for the following:

- Come to school on time, on task, ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Attend interventions, HELP and/or Office Hours to get the extra help needed to be successful
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my family and teachers about school experiences so that they can help me to be successful in school.
- Limit my device/TV/video game time and instead study or read every day after school.
- Respect myself, my classmates, the school, staff, and families.
- Adhere to the dress code.
- Positive character behavior and language.
- Academic Integrity is expected. Use of AI and cheating may result in a zero grade.
- Bring my charged laptop daily.
- Follow the school's policy for technology and cell phone usage as well as the individual class policy and do not use my cellphone, airpods, headphones or other devices for entertainment purposes during class time.
- Regularly check Aeries, Canvas Email and Student Square

As a parent/guardian/family, I/we will be responsible for the following:

- Provide a quiet time and place for homework. Actively monitor cell phone/TV/video game access.
- Know and support the school's homework, discipline, attendance policies, and dress code.
- Actively and regularly check Parent Square and the TCHS website and contact the school when I have questions or concerns.
- Communicate with the teacher or the school when needed in a courteous business-like manner.
- Ensure that my child attends school every day, schedule appointments and vacation outside of school hours
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.

Elena Li  
*Principal*

Nate Slaymaker  
*Assistant Principal*

Jessica Goid  
*Assistant Principal*

Anthony Chan  
*Assistant Principal*



- Regularly monitor my child's progress in school.
- Actively participate at school in activities such as decision-making, volunteering, attending school outreach meetings, showcases and attend my student's performances.
- Schedule family-teacher conferences if needed.
- Ensure that my student does not use their cellphone or other devices for entertainment purposes during class time.
- Ensure that my student adheres to the school's anti-bullying policy.
- Sign-up for Canvas and Aeries notifications to stay informed.
- Watch all online tutorials and provide instructional videos.
- Communicate the importance of education and learning to my child.
- Have positive conversations with and around students respecting teachers, staff and school to promote a positive learning environment.

As school employees, we will be responsible for the following:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every student to develop lifelong learning skills.
- Communicate with families about student progress.
- Provide a welcoming, safe, and caring learning environment.
- Provide meaningful assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and colleagues to make schools accessible and welcoming places for families to help each student achieve the school's academic standards.
- Respect the school, students, staff, and families.
- Conduct conferences in person, and/or virtually and/or through email, and/or Parent Square as it relates to the individual child's achievement as needed.
- Provide consistent reports to parents on their student's progress through Aeries updated weekly.
- Staff will ensure that students have ample opportunities to ask questions and seek clarification when needed. Additionally, they will provide opportunities for volunteering and class participation to enrich the learning experience.
- Provide regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand, in a courteous business-like manner.
- Have positive conversations with and around students respecting teachers, staff and school to promote a positive learning environment.

# TEMPLE CITY HIGH SCHOOL

Home of the RAMS

Elena Li  
Principal

Nate Slaymaker  
Assistant Principal

Jessica Goold  
Assistant Principal

Anthony Chan  
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 ParentSquare, emails, Social Media, a school site website, and online grade services (Aeries and Canvas). 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 languages 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
- Coffee with the Principal
- Booster Organizations: (Ramrodder, PAB, TCSPA)
- Back-to-School Night
- Sports Night
- Incoming 9th Grade Parent Night
- 11th Grade Parent Night

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 the School Site Council is run through an annual election process. Candidacy and membership is promoted through ParentSquare and email. The school 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 and online.

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 a 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 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, counselor Canvas page and Parent Square.

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. Booths are set-up at registration to help parents sign-up for email, text and Aeries reports.

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. Furthermore, interpreters are included in meetings and provide translation services to families through the use of closed-circuit headphones, open verbal, as well as Language-Line which is a phone translation services .

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