



# 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 24, 2024

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:

**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.

In the 2024-25 school year, TCHS will qualify for Title I funding as a School Aide program. They completed a needs assessment, SSC and ELAC is established, and they review their SPSA on a regular basis.

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.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Resource Inequities .....	4
Comprehensive Needs Assessment Components .....	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	5
School and Student Performance Data .....	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results .....	14
California School Dashboard .....	18
Overall Performance .....	20
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	39
Goal 3.....	42
Budget Summary .....	45
Budget Summary .....	45
Other Federal, State, and Local Funds .....	45
Budgeted Funds and Expenditures in this Plan.....	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source .....	46
Expenditures by Budget Reference .....	46
Expenditures by Budget Reference and Funding Source .....	47
Expenditures by Goal.....	47
School Site Council Membership .....	48
Recommendations and Assurances .....	49

# 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

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In the 2024-25 school year, TCHS will qualify for Title I funding as a School Aide program. They completed a needs assessment, SSC and ELAC is established, and they review their SPSA on a regular basis.

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 an 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. These monthly meetings provide time for administration to regularly monitor and update the metrics, strategies, implementation, effectiveness, and budget. (Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29)

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.

The LCAP is aligned to support our school in areas where certain student groups received a red status. The LCAP will support our students with disabilities in ELA and College and Career Readiness as stated in Goal 1, Action 4 and our Hispanic students in Math in Goal 1, Action 5.

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.

The 2023-24 California Healthy Kids Survey for parents and students was administered during in winter of 2024. From the survey we learned that we need to focus on parent engagement.

**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.



The data on the following pages within this plan were also analyzed to help create the actions within this plan. Based on the needs assessment process, this plan will focus on:

1. Student Outcomes that include interventions, enrichments and EL supports
2. Engagement, which will include strategies to engage parents, students and staff
3. School Climate, which will include PBIS, mental health supports, and safe environments

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.17%	0.17%	0.06%	3	3	1
African American	0.33%	0.72%	0.51%	6	13	9
Asian	65.86%	66.83%	66.27%	1192	1205	1165
Filipino	1.38%	1.33%	1.48%	25	24	26
Hispanic/Latino	20.72%	21.63%	22.58%	375	390	397
Pacific Islander	0.22%	0.17%	0.17%	4	3	3
White	5.80%	5.66%	5.52%	105	102	97
Multiple/No Response	3.31%	3.49%	3.24%	60	63	57
<b>Total Enrollment</b>				1810	1803	1758

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	436	438	427
Grade 10	441	460	443
Grade 11	460	443	446
Grade 12	473	462	442
<b>Total Enrollment</b>	1,810	1,803	1,758

#### 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	200	202	208	10.30%	11.0%	11.8%
Fluent English Proficient (FEP)	905	870	812	51.40%	50.0%	46.2%
Reclassified Fluent English Proficient (RFEP)	602	586	556	12.2%	33.3%	31.6%

### 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
<b>Grade 11</b>	493	449	440	0	435	422	0	434	422	0.0	96.9	95.9
<b>All Grades</b>	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
<b>Grade 11</b>		2658.	2642.		46.54	43.13		30.88	29.62		12.21	15.17		10.37	12.09
<b>All Grades</b>	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	
<b>Grade 11</b>		45.03	40.28		45.73	48.10		9.24	11.61	
<b>All Grades</b>		45.03	40.28		45.73	48.10		9.24	11.61	

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Writing Producing clear and purposeful writing									
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>		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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Listening Demonstrating effective communication skills									
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>		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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Research/Inquiry Investigating, analyzing, and presenting information									
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>		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.

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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

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<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

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:**

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/ela/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

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**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







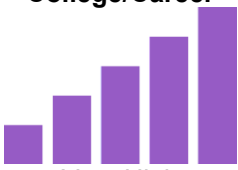
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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

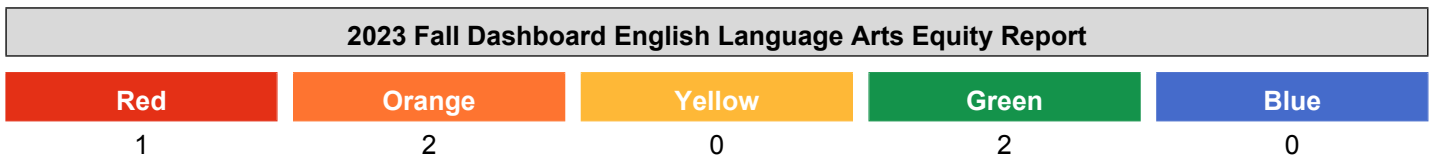
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This section provides number of student groups in each level.






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:**

1. 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.
2. Our Asian and Socioeconomically disadvantaged students are scoring high in ELA performance.
3. Our reclassified EL students are scoring above standard while our EL students are scoring low.

# School and Student Performance Data

## Academic Performance Mathematics

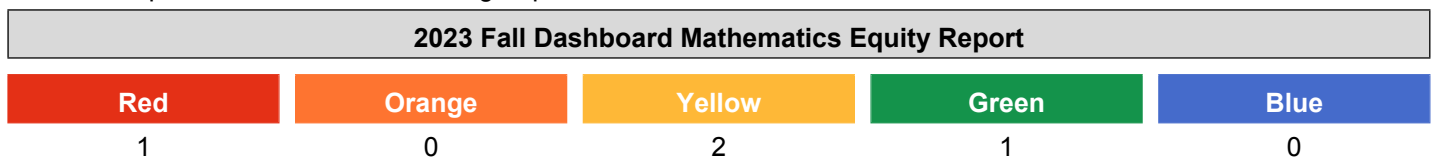
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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

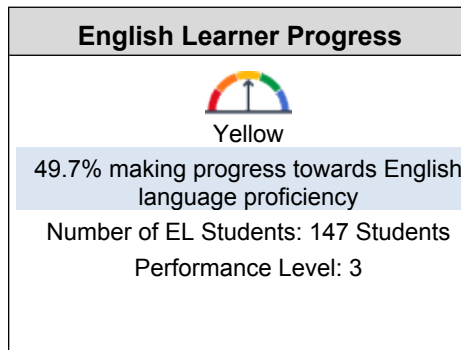
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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

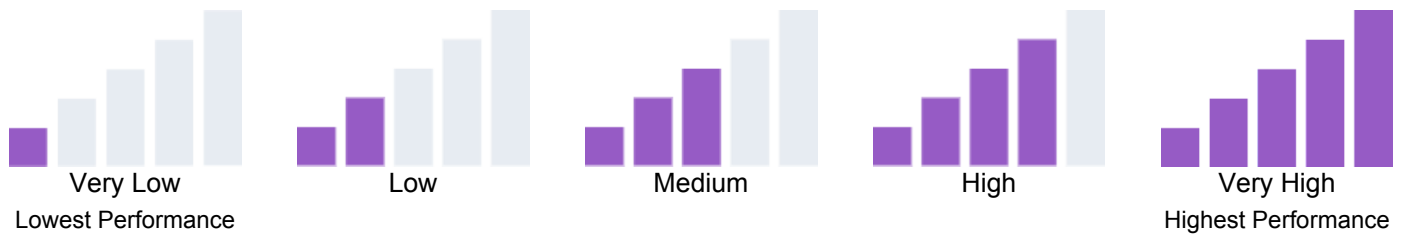
## Academic Performance College/Career Report

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.

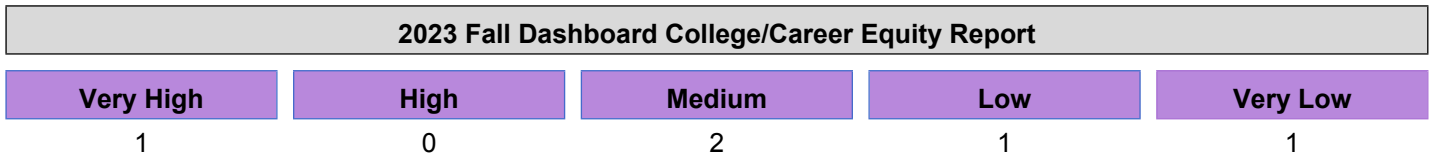
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

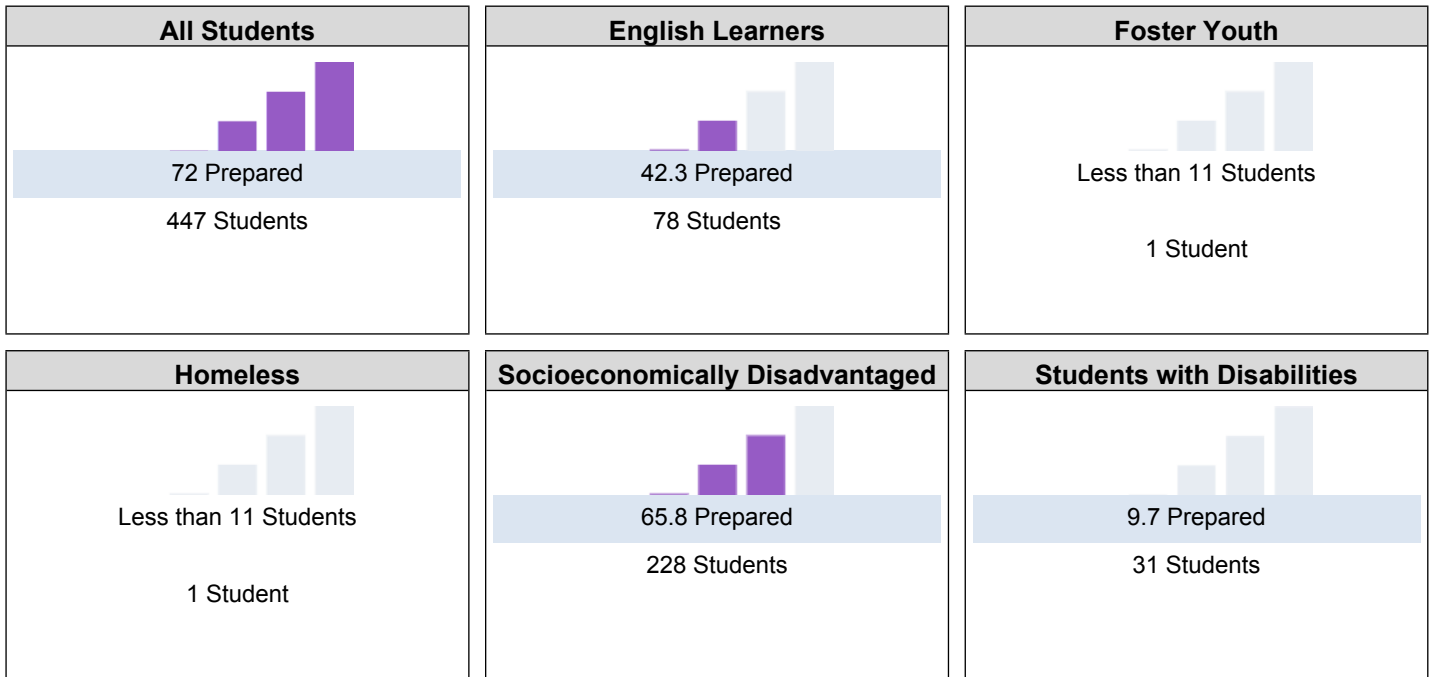


This section provides number of student groups in each level.

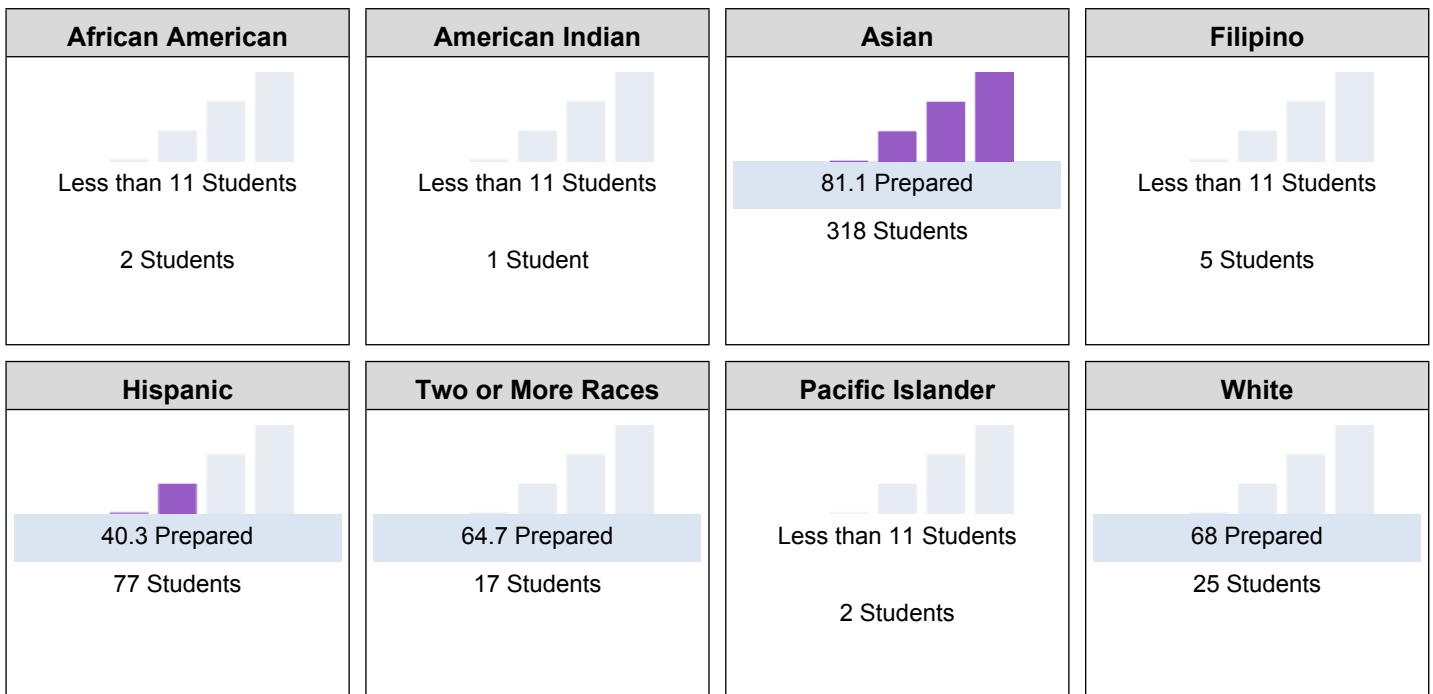


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**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 Graduation Rate

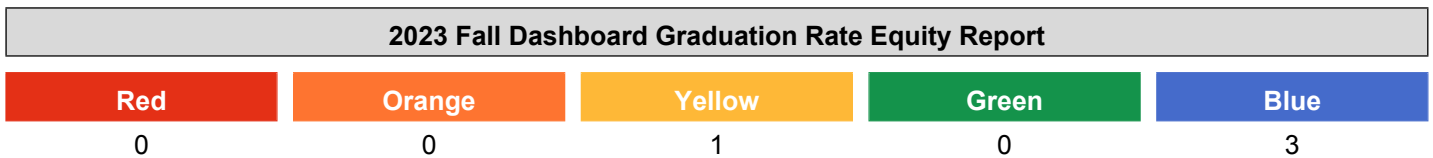
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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

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

**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

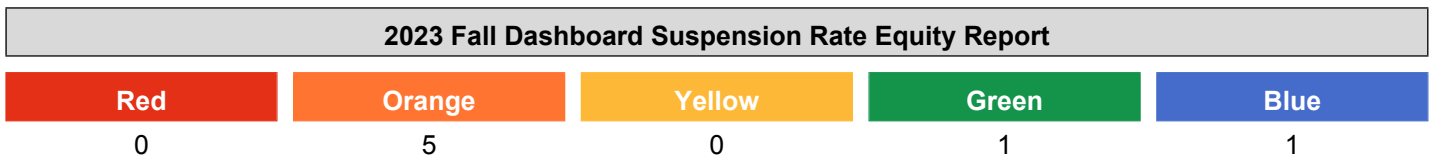
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

**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> 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> Orange</p> <p>5.2% suspended at least one day</p> <p>Increased 2.7</p> <p>402 Students</p>	<p> 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> 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: Student Academic Outcomes

Support high-quality learning in the 21st century through the implementation of a tech-enriching, articulated standards-based curriculum, instruction, and assessment to ensure multiple pathways to college and career readiness and life-long success 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 a. Online software to support intervention - APEX and Khanmigo  1,400.00 Title III 4000-4999: Books And Supplies b. Get Ready Student Workbooks for ELD Classes  20,000.00 Title III 5800: Professional/Consulting Services And Operating Expenditures c. ELD Mentoring Program Organizer  13,840.20 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures d. On-going progress monitoring assessments in ELA and Math (Renaissance)  200.00 General Fund 5800: Professional/Consulting Services And Operating Expenditures e. Movie Licensing  1,400.00 General Fund 5800: Professional/Consulting Services And Operating Expenditures f. My 10 Year Plan Bundle  30,250 General Fund

			<p>4000-4999: Books And Supplies g. Provide teachers with materials and supplies to support instruction (French - 250, science materials -5,000, study skills classes - 5,000)</p> <p>11,000 General Fund 1000-1999: Certificated Personnel Salaries h. Push-In and General Education Teacher Collaboration time</p>
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	<p>100.00 General Fund 5000-5999: Services And Other Operating Expenditures i. Dues and Membership for California Scholastic Federation</p> <p>2,600 General Fund 5000-5999: Services And Other Operating Expenditures j. All-American Sports Corp - repairs</p> <p>75,000 General Fund 5800: Professional/Consulting Services And Operating Expenditures k. Athletic Transportation - Elite Bus</p> <p>250,000 Prop28 4000-4999: Books And Supplies l. Materials and supplies - theater, orchestra, bands, guard</p> <p>170.00 Prop28 4000-4999: Books And Supplies m. Art Supplies</p>

<p><b>1.3</b></p>	<p>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.</p>	<p>All Students</p>	<p>500 General Fund 4000-4999: Books And Supplies n. Classroom supplies, books, and consumables</p> <p>200,382.87 CTEIG 4000-4999: Books And Supplies o. Support Career technical education programs with resources, equipment, and materials</p> <p>64000 CTEIG 5000-5999: Services And Other Operating Expenditures p. Provide transportation and entrance fees for competitions and field trips to support Career Technical education</p> <p>35,162.13 CTEIG 6000-6999: Capital Outlay q. Purchase Capital Outlay Equipment for CTE programs (golf cart, washer/dryer, whirlpool, air filtration, etc)</p> <p>10,000 LCFF - Supplemental 4000-4999: Books And Supplies r. HelioTech STEAM Solar Car Project and Competition</p> <p>1,000 LCFF - Supplemental 4000-4999: Books And Supplies s. SeaPerch STEAM Supplies and competition fees</p>
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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.

The following strategies were fully implemented in Goal 1:

We've successfully implemented strategies 1, 2, and 3 to support student learning across different tiers. Through Tier I instructional programs, all students have access to evidence-based practices. Those needing additional support receive Tier II or Tier III interventions during the school day, with extra opportunities available before or after school, or during summer. We've also prioritized enrichment activities within Tier I, offering students opportunities for further growth and development. Whether it's before school, after school, on weekends, or during the summer, students have access to these enriching experiences. Additionally, we've introduced showcase programs to enhance students' 21st-century learning skills and provide a diverse course of study. Moving forward, we remain committed to these successful strategies.

The following strategies were effective in Goal 1:

Moving forward, we are committed to maintaining several successful strategies. This includes allowing Special Education (SPED) push-in teachers dedicated planning time with their general education counterparts, fostering collaboration and cohesive support for all students. Additionally, we will continue providing essential resources such as books and supplies to enhance learning experiences across various subjects like Art, Science, Career and Technical Education (CTE), and World Languages. Furthermore, ensuring access to transportation for competitions and field trips remains a priority for programs such as athletics, CTE, and Career and Technical Student Organizations (CTSO). These initiatives are vital to sustaining an enriching and supportive educational environment for our students, and we are dedicated to their continuation.

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

Strategy 1:

Expenditures projected to be used were: \$81,300. Our investment in strategy one encompassed a variety of resources and tools aimed at supporting intervention and instruction. This included online software such as APEX and Paper.co for intervention support, Get Ready Student Workbooks tailored for ELD Classes, an ELD Mentoring Program Organizer, French Curriculum resources, movie licensing for educational purposes, the My 10 Year Plan Bundle for student career development, provision of materials and supplies to support instruction for teachers, curriculum for Study Skills Classes, dedicated time for Push-In and General Education Teacher Collaboration, and science materials to enhance classroom learning environments. These investments were designed to enhance student support, provide comprehensive resources for educators, and foster collaboration among staff members to optimize learning outcomes. We anticipate that we will spend the same amount next year.

Strategy 2:

Expenditures projected to be used were for the most part accurate. In one area, our budgeted amount was insufficient - athletic transportation. We had to subsidize that expense using ASB funds/donations. Being that our stadium renovation is slated to start this summer, we anticipate this amount to double since we will not be able to have home games and will hold home and away games at alternate sites. We anticipate that we will spend close to \$200,000 on bussing for athletics next year.

Strategy 3:

Expenditures projected to be used were: \$311,100. We allocated funds to enhance various aspects of our educational programs, focusing on classroom resources, career technical education (CTE) support, and extracurricular opportunities. This included investing in classroom supplies, books, and consumables to enrich the learning environment. Additionally, we provided resources, equipment, and materials to bolster our CTE programs, ensuring students have access to hands-on learning experiences. We also facilitated participation in competitions and field trips related to Career Technical Education, covering transportation and entrance fees. Furthermore, we made strategic purchases of Capital Outlay Equipment, such as a golf cart, washer/dryer, whirlpool, and air filtration systems, to enhance CTE programs. Initiatives like the HelioTech STEAM Solar Car Project and Competition and the SeaPerch STEAM Supplies and competition fees were supported to provide students with engaging STEM opportunities. Moving forward, we anticipate maintaining similar investment levels to continue supporting and enriching these vital educational programs..



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.

When looking at our expected outcome for this goal, we are committed to sustaining support for our educational programs, ensuring our students continue to benefit from enriching experiences. A priority for us is securing additional funding for transportation, recognizing its crucial role in facilitating student participation in various activities and competitions. Additionally, we are exploring the possibility of merging Career and Technical Student Organizations (CTSOs) to streamline content and funding, thereby maximizing resources and eliminating redundancies. Furthermore, we aim to enhance support for our English Learners, whether through curriculum enhancements or additional training opportunities for educators. By addressing these areas, we are dedicated to fostering an inclusive and enriching educational environment for all our students.

# 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 equitable engagement opportunities for rigorous academic and social-emotional success for all students through innovative, inclusive, and responsive instruction and support.

### 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

<p><b>2.1</b></p>	<p>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,</p>	<p>All Students</p>	<p>8,860 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries a. Learning Walks - substitute coverage</p> <p>5,000 Title II Part A: Improving Teacher Quality 2000-2999: Classified Personnel Salaries b. Conference and Travel costs - ASB Works</p>
<p><b>2.2</b></p>	<p>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.</p>	<p>All Students</p>	<p>139.80 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries c. Childcare Support for Family Engagement Night</p> <p>1,000.00 A-G Grant 4000-4999: Books And Supplies d. Snacks and Drinks for Family Engagement Night</p>
<p><b>2.3</b></p>	<p>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.</p>	<p>All Students</p>	<p>200.00 General Fund 4000-4999: Books And Supplies e. Materials and supplies for small groups</p> <p>5000.00 A-G Grant 1000-1999: Certificated Personnel Salaries f. Meeting with Underserved Populations for College/Carer Counseling</p>

## 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.

In the 2023-2024 school year, our focus was on implementing Tier 1 engagement strategies and maximizing data utilization within our Professional Learning Communities (PLC). We established a structured system for team leads to lead effective PLC meetings, ensuring agenda-driven discussions and productive decision-making. Through professional development opportunities like conferences and learning walks, as well as targeted small group instruction for students, we addressed learning needs comprehensively. Additionally, we prioritized parent involvement by hosting engaging parent nights with childcare, fostering stronger partnerships between school and home. Together, we're dedicated to enhancing student learning outcomes and promoting collaborative growth.

Progress is evident in our PLCs as we witness increased regularity in the submission of minutes and agendas, signifying a commitment to structured communication and collaboration. Moreover, teachers are embracing cross-curricular and cross-grade learning opportunities through learning walks, enriching their professional development and fostering a culture of shared expertise. The additional attention and information provided are positively impacting students and families, reinforcing our dedication to their success and involvement in the educational journey.

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

As we reflect on our progress, it's clear that while strides have been made in various areas, there's still room for growth, particularly in our efforts to reach underserved populations for college and career counseling. Despite this gap, we're committed to addressing it head-on by introducing targeted actions.

One such action involves compensating our counselors for conducting meetings with underserved populations during the summer months and throughout the school year. By offering these sessions outside traditional school hours, we aim to provide greater accessibility and flexibility for students and families who may face barriers to participation during regular hours.

Through these dedicated counseling sessions, we aspire to bridge the gap in access to college and career guidance, ensuring that every student has the support and resources they need to navigate post-secondary opportunities successfully. By proactively addressing this need, we're taking meaningful steps towards fostering equity and empowering all students to achieve their academic and career aspirations.

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

We acknowledge the importance of improving and addressing the needs of our underserved student population and no changes will be made to the existing goal at this time. Our dedication to continuous improvement remains unwavering. We will diligently work to enhance our practices in all areas, ensuring that every student receives the support and resources they require to thrive academically and personally. By fostering a culture of inclusivity and equity, we strive to create an environment where every student feels valued and empowered to reach their full potential.

# 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 innovative learning environments that are safe, healthy, positive, welcoming, and attractive for all learners that fosters a sense of belonging and accessibility for the entire school and community.

### 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.

Despite encountering challenges in fully implementing the PBIS CARE Culture program as initially intended, we remain dedicated to fostering a positive and supportive school environment. Our focus now shifts towards concrete actions aimed at progress and improvement. In April, we are prioritizing the completion of the Tiered Fidelity Inventory (TFI) matrix with our staff. This collaborative effort will provide valuable insights into our current practices and areas for

enhancement within the PBIS framework. By engaging our staff in this process, we aim to cultivate a shared understanding and commitment to our PBIS goals.

Furthermore, we are actively working towards finalizing our PBIS matrix before the school year concludes. This tangible roadmap will delineate our expectations for behavior across various settings within the school community. By establishing clear guidelines and expectations, we aim to promote consistency and accountability in behavior management practices. Though we may have encountered setbacks, our resolve to create a positive and inclusive school culture remains resolute. Through continued collaboration, dedication, and strategic planning, we are confident in our ability to realize the vision of a PBIS CARE Culture that nurtures the well-being and success of all students and staff.

We've made some significant strides in enhancing safety and efficiency here at TCHS. With the installation of Halo vape and aggression detectors in our bathrooms, we've taken proactive measures to ensure a secure environment for everyone. Additionally, our revamped lunch dropoff system has brought about smoother transitions and reduced congestion, making meal times more enjoyable for students and staff alike. Moreover, the introduction of student scan-in procedures has not only simplified check-ins but also provided valuable insights for attendance monitoring. These initiatives underscore our commitment to fostering a safe and supportive learning environment for all.

We are committed to prioritizing the social-emotional well-being of our students and fostering a supportive environment for all members of our community. To this end, we actively worked to provide a range of opportunities to address the social-emotional learning (SEL) needs of our students and enhance mental health awareness on campus. Through targeted programs through our Mental Fitness Center workshops, we are equipping our students with essential SEL skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By integrating SEL into our curriculum and extracurricular activities, we aim to empower students to navigate challenges, build positive relationships, and thrive academically and personally.

We've made good progress in bolstering safety and efficiency at TCHS. The installation of Halo vape and aggression detectors in our bathrooms has proactively fortified our security measures, ensuring the safety of all individuals on campus. Our revamped lunch dropoff system has significantly improved flow, minimizing congestion and enhancing the overall dining experience for both students and staff. Furthermore, the implementation of student scan-in procedures has streamlined check-ins and yielded valuable data for attendance monitoring.

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

As we review the material differences between the Proposed Expenditures and Estimated Actual Expenditures, it's evident that our progress with the implementation of the PBIS CARE Culture program fell short of our initial expectations. However, it's essential to recognize that setbacks do not deter our commitment to this goal. While we had hoped to be further along in our PBIS CARE Culture program implementation, this setback serves as a learning opportunity and a catalyst for continued improvement. We acknowledge the importance of nurturing a positive school culture that prioritizes the social-emotional well-being of our students and staff.

Looking ahead, we remain steadfast in our dedication to advancing the PBIS CARE Culture program. Despite the challenges encountered, we are determined to persist in our efforts to create a safe, supportive, and inclusive school environment. By refining our strategies, addressing any barriers, and fostering a culture of collaboration, we are confident in our ability to make meaningful progress towards our goal in the coming year.

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

The primary adjustment to Goal #3 is to proceed with the full implementation of our PBIS CARE Culture program in the upcoming 24-25 school year. Despite encountering delays in our previous efforts, we are resolute in our commitment to realizing this objective. Recognizing the importance of nurturing a positive and supportive school environment, we are determined to advance our PBIS CARE Culture program comprehensively. By prioritizing the social-emotional well-being of our students, staff, and families, we aim to create a campus that fosters empathy, resilience, and inclusivity.

With a renewed focus and dedication, we are confident that the 24-25 school year will mark a significant milestone in our journey towards fully integrating the PBIS CARE Culture program into the fabric of our school community. Through collaborative efforts, strategic planning, and unwavering commitment, we are poised to create a culture where every individual feels valued, supported, and empowered to thrive.

# 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	\$796,205.00
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 I Part A: Allocation	\$13,840.20
Title I Part A: Parent Involvement	\$139.80
Title II Part A: Improving Teacher Quality	\$13,860.00
Title III	\$21,400.00

Subtotal of additional federal funds included for this school: \$49,240.00

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	\$6,000.00
CTEIG	\$299,545.00
District Funded	\$29,000.00
General Fund	\$151,250.00
LCFF - Supplemental	\$11,000.00
Prop28	\$250,170.00

Subtotal of state or local funds included for this school: \$746,965.00

Total of federal, state, and/or local funds for this school: \$796,205.00



# 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	225,375	74,125.00
Title III	21,400	0.00
Title II Part A: Improving Teacher Quality	13,860	0.00
CTEIG	299,545	0.00
A-G Grant	275,000	269,000.00
Title I Part A: Allocation	13,840.20	0.00
Title I Part A: Parent Involvement	139.80	0.00

## Expenditures by Funding Source

Funding Source	Amount
A-G Grant	6,000.00
CTEIG	299,545.00
District Funded	29,000.00
General Fund	151,250.00
LCFF - Supplemental	11,000.00
Prop28	250,170.00
Title I Part A: Allocation	13,840.20
Title I Part A: Parent Involvement	139.80
Title II Part A: Improving Teacher Quality	13,860.00
Title III	21,400.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,860.00
2000-2999: Classified Personnel Salaries	5,139.80
4000-4999: Books And Supplies	519,602.87
5000-5999: Services And Other Operating Expenditures	114,840.20
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
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
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	250,170.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	13,840.20
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	139.80
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	8,860.00
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	Total Expenditures
Goal 1	744,005.20
Goal 2	20,199.80
Goal 3	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
Elena Li	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

# 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 **May 1st, 2024** 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: **August 2024**.

Elena Li

Enter date approved.

**Date 5/1/2024**





# 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.

as of April 2024