

Temple City High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Temple City High School
Street	9501 Lemon Ave.
City, State, Zip	Temple City, CA 91780-1305
Phone Number	(626) 548-5040
Principal	Elena Li
Email Address	tchs@tcusd.net
School Website	https://tchs.tcusd.net
Grade Span	9-12
County-District-School (CDS) Code	19 65052 1938679

2024-25 District Contact Information

District Name	Temple City Unified School District
Phone Number	(626) 548-5000
Superintendent	Dr. Art Cunha
Email Address	acunha@tcusd.net
District Website	www.tcusd.net

2024-25 School Description and Mission Statement

SCHOOL DESCRIPTION

Founded in 1954, Temple City High School continuously strives to raise the bar of excellence as a comprehensive high school that is student-centered, distinctive in its academic experience, and dynamic in its intellectual climate. Located in the West San Gabriel Valley, Temple City High School serves students in grades nine through twelve. Geographically situated 15 miles northeast of Los Angeles, the school is well known for its long-standing history of academic excellence and continued 'small town pride.' The ethnic diversity from the latest profile on the California Dashboard is 5.5% white, 66.3% Asian, and 22.6% Hispanic. The school offers a rich academic program that includes Advanced Placement, honors, support courses in language

2024-25 School Description and Mission Statement

arts and mathematics, Career Technical Education courses, special needs offerings in RSP, SDC, VH and MDD, plus an expanded and highly successful English Learner transition program. Temple City High is proud of its strong student engagement beyond the classroom, embracing 21 athletic programs sports with multiple levels (freshman, junior varsity, and varsity), 75 clubs including four service organizations, a stellar performing arts program, and direct student involvement throughout the city by way of a 50-hour community service graduation requirement.

The staff is comprised of 78 teachers, six counselors, four administrators, and a variety of support staff. Faculty and staff participate in two staff development days each year as well as designated professional planning time with a student late start each Wednesday morning. Parents serve as volunteers in many aspects of campus life and enjoy open communication with the school including Back to School Night, School Site Coordinating Council, PTSA, counseling partnerships, parent college/career forums, and various communications over the course of the year that are also translated into Chinese and Spanish, and further interactive opportunities through e-mail.

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

SCHOOL MISSION STATEMENT

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	430
Grade 10	440
Grade 11	435
Grade 12	431
Total Enrollment	1,736

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.7
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	66.3
Black or African American	0.5
Filipino	1.5
Hispanic or Latino	22.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.2
White	5.5
English Learners	11.8
Foster Youth	0.2
Homeless	0.7
Socioeconomically Disadvantaged	40.7
Students with Disabilities	9.3

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

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.60	92.78	203.40	93.26	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	2.74	4.50	2.09	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	2.13	5.00	2.31	11746.90	4.23
Unknown/Incomplete/NA	1.70	2.31	5.10	2.34	14303.80	5.15
Total Teaching Positions	74.00	100.00	218.10	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	3.20	0.60	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.20	0.60	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00	0
Local Assignment Options	0.00	1.50	1.5
Total Out-of-Field Teachers	0.60	1.50	1.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.60	0.9	4.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, Grades 9-12 MacGraw Hill	Yes	0
Mathematics	Algebra AB/Algebra 1, Geometry, Algebra 2; Houghton Mifflin 2020 Precalculus: Precalculus, Cengage Learning 2016 Calculus AB, BC: Calculus of a Single Variable, Cengage Learning 2016 AP Statistics: The Practice of Statistics, W.H. Freeman 2014	Yes	0
Science	Earth Science by Tarbuck and Lutgens; Savvas 2017	Yes	0

	<p>Biology-CA-The Living Earth by Miller, Levine; Prentice Hall-Cengage 2020</p> <p>AP Biology by Campbell; Pearson Education 2021</p> <p>World of Chemistry by Zumdahl et. al; Cengage 2021</p> <p>Chemistry (AP Edition) by Zumdahl et. al; Cengage 2018</p> <p>Human Anatomy & Physiology by Marieb & Hoehn; Pearson 2019</p> <p>Physics by Young & Stadler; STIX Two Text 2018</p> <p>Physics by Young & Stadler; STIX Two Text 2022</p> <p>AP Environmental Science by Friedland & Relyea; Bedford Freeman & Worth 2023</p>		
History-Social Science	<p>Economics: Economics: Principles in Action, Pearson 2009</p> <p>AP Economics: Economics, 2nd Edition; Worth 2010</p> <p>Presidential Election Update; American Government Stories of a Nation Government: United States Government, WH Freeman and Company Bedford Freeman & Worth 2021</p> <p>American Government (AP) by Abernathy & Waples; Bedford Freeman & Worth 2021</p> <p>Psychology: Psychology: Principles in Practice, Holt/McDougal Littell 2009</p> <p>AP Psychology: Psychology, AP 2nd Edition; Pearson 2012</p> <p>U.S. History: American Anthem, Holt McDougal 2010</p> <p>AP U.S. History: Out of Many: A History of the American People, Pearson 2010</p> <p>World History: World History: Human Legacy, Holt McDougal 2010</p> <p>Ways of the World since 1200CE Bedford Freeman & Worth</p> <p>AP World History: World Civilizations: The Global Experience, Pearson 2020</p>	Yes	0
Foreign Language	<p>Spanish 1 Descubre 1 Blanco, Jose A./Vista Higher Learning 2008</p> <p>Spanish 2 Descubre 2 Blanco, Jose A./Vista Higher Learning 2009</p> <p>Spanish 3 Descubre 3 Blanco, Jose A./Vista Higher Learning 2009</p> <p>AP Spanish Temas (Spanish Lang & Culture) Blanco, Jose A./Vista Higher Learning 2013</p> <p>AP Spanish AP Spanish (Lang & Culture Exam Prep) Blanco, Jose A./Vista Higher 2013</p> <p>French 1 C'est a toi EMC Publishing, LLC 2008</p> <p>French 2 C'est a toi 2 EMC Publishing, LLC 2008</p> <p>French 3 C'est a toi 3 EMC Publishing, LLC 2009</p> <p>AP French Une fois pur toutes Pearson Education, Inc 2008</p> <p>AP French Allons au-dela Pearson Education, Inc 2008</p> <p>Chinese 1 Chinese Link -level1/part 1 (green cover) Pearson Education, Inc 2016</p> <p>Chinese 1 & 2 Chinese Link -elementary (brown cover) Pearson Education, Inc 2007</p> <p>Chinese 3 & 4 Chinese Link -Intermediate Pearson Education, Inc 2009</p> <p>AP Chinese Tales and Traditions Cheng & Tsui Company, Inc 2010</p>	Yes	0
Health	<p>Health: Glencoe Health McGraw Hill/Glenco 2006</p>	Yes	0

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

School Facility Conditions and Planned Improvements

Temple City High School was established in 1954. There are 74 classrooms on campus. In addition to classrooms, the school site includes a library, fields, sports fields, stadium, gym and pool. The campus is in good condition, as reported on the 2024 FIT Report. There are sufficient classrooms and staff spaces to support teaching and learning. Modernization projects using bond proceeds have been completed and the district is continually in process.

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

Year and month of the most recent FIT report

October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	73	77	70	70	46	47
Mathematics (grades 3-8 and 11)	55	61	65	65	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	432	423	97.92	2.08	77.30
Female	221	217	98.19	1.81	78.34
Male	211	206	97.63	2.37	76.21
American Indian or Alaska Native	0	0	0	0	0
Asian	303	298	98.35	1.65	83.56
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	81	97.59	2.41	55.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	63.64
White	24	23	95.83	4.17	78.26
English Learners	44	39	88.64	11.36	15.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	176	170	96.59	3.41	65.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	23	74.19	25.81	39.13

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	433	423	97.69	2.31	60.99
Female	221	217	98.19	1.81	60.83
Male	212	206	97.17	2.83	61.17
American Indian or Alaska Native	0	0	0	0	0
Asian	303	299	98.68	1.32	74.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	80	95.24	4.76	17.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	36.36
White	24	23	95.83	4.17	56.52
English Learners	44	40	90.91	9.09	27.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	170	96.05	3.95	51.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	24	75.00	25.00	0.00

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	54.79	51.07	54.57	51.82	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	428	422	98.60	1.40	51.07
Female	208	203	97.60	2.40	50.25
Male	220	219	99.55	0.45	51.83
American Indian or Alaska Native	0	0	0	0	0
Asian	297	297	100.00	0.00	60.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	90	86	95.56	4.44	22.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	57.14
White	20	19	95.00	5.00	42.11
English Learners	32	31	96.88	3.12	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	164	98.80	1.20	39.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	20	86.96	13.04	10.00

2023-24 Career Technical Education Programs

Career Technical Education Programs

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

- Digital Photography I & II
- Graphics Communication
- Advanced Graphics Communication
- Screen Printing
- Digital Design and Fabrication
- Intermediate Design and Fabrication
- Advanced Systems Design and Fabrication
- Business Management / Entrepreneurship
- Principles of Marketing
- Woodworking
- Construction Technology: Cabinetry
- Advanced Woodworking
- Logistics Management
- Sports Medicine

2023-24 Career Technical Education Programs

- Advanced Sports Medicine
- Sports Medicine Clinical Practicum

All CTE courses are based on a rigorous curriculum and some are articulated with Pasadena City College. Temple City High students, including those in special programs, use counselor-led Naviance trainings to determine job preferences and strengths that coincide with a post-secondary plan. Counselors use Naviance results and student input to match students with appropriate CTE courses. CTE courses are in the process of obtaining industry standard testing and certifications to determine effectiveness of the CTE program but also to allow students to move forward in career path. All CTE instructors partner with industry colleagues and our advisory committee strives to meet at least two times a school year.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	680
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	18.8

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.94
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	64.4

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parental Involvement

Parents and other volunteers are offered a variety of opportunities to become involved at Temple City High School. In addition, parent informational and orientation meetings, plus special evening events such as college informational nights and financial aid nights also support the school program. There is an active Parent Teacher Student Association assisting the school with fundraising, scholarships, and various support programs for students, staff and parents. The School Site Coordinating Council, consisting of community members, parents, students and staff members is involved in the planning, development, evaluation and modification of the School Site Plan for Student Achievement as well as the School Safety Plan. We hosted a Parent Resource Fair at Back to School Night providing resources to our parents from organizations ranging from Chinatown Service Center, Hazel Health, The Department of Mental Health, FoodEd, Temple City Schools Foundation, and LA County Libraries to name a few. TCHS also hosts monthly parent workshops on various topics such as "How to Become a More Effective Parent," "Cyber Safety and Good Use of the Internet", "Managing Anxiety, Anger, and Depression", and "Helping Your Child More Responsible."

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.2	0.7	0.9	0.8	2.0	1.9	7.8	8.2	8.9
Graduation Rate	98.0	98.4	97.9	97.3	97.2	96.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	437	428	97.9
Female	215	210	97.7
Male	222	218	98.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	307	300	97.7
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	89	88	98.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	15	14	93.3
White	20	20	100.0
English Learners	68	65	95.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	230	226	98.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	29	28	96.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1816	1795	186	10.4
Female	877	866	94	10.9
Male	937	928	91	9.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	1196	1186	63	5.3
Black or African American	--	--	--	--
Filipino	29	29	1	3.4
Hispanic or Latino	418	410	94	22.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	59	58	8	13.8
White	97	96	16	16.7
English Learners	238	232	27	11.6
Foster Youth	--	--	--	--
Homeless	15	14	7	50.0
Socioeconomically Disadvantaged	791	779	109	14.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	175	170	49	28.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.8	1.62	2.04	0.84	1.49	1.41	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.22	0	0.02	0.17	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.04	0.00
Female	1.03	0.00
Male	2.99	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.59	0.00
Black or African American	0.00	0.00
Filipino	3.45	0.00
Hispanic or Latino	5.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.39	0.00
White	2.06	0.00
English Learners	5.04	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	3.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

School Safety
In accordance with Senate Bill 187 and Education Code 35294.6, all schools have adopted a Safe School Action Plan. These

2024-25 School Safety Plan

plans will remain in effect through the school year, are reviewed annually, and are available for public view in the school office. Key elements and goals of the Safe School Action Plans are:

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

District programs and approved community resources are made available to students and parents. Schools provide an educational environment where students, parents, staff and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religious backgrounds. The school safety plan was approved by School Site Council and the Board of Education in October 2024.

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	17	27	28
Mathematics	30	12	23	24
Science	30	6	25	21
Social Science	30	4	26	13

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	297

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	2
Psychologist	2.5
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,659	\$6,745	\$913	\$88,828
District	N/A	N/A	\$8,630	\$105,185
Percent Difference - School Site and District	N/A	N/A	-161.7	-16.9
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-168.7	1.3

Fiscal Year 2023-24 Types of Services Funded

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

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

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,523	\$54,930
Mid-Range Teacher Salary	\$100,134	\$85,386
Highest Teacher Salary	\$122,724	\$111,172
Average Principal Salary (Elementary)	\$147,301	\$136,564
Average Principal Salary (Middle)	\$155,700	\$141,339
Average Principal Salary (High)	\$173,679	\$153,241
Superintendent Salary	\$261,000	\$224,537
Percent of Budget for Teacher Salaries	33.14	28.69
Percent of Budget for Administrative Salaries	5.87	5.55

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	41.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	3
Foreign Language	3
Mathematics	4
Science	4
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	22

Professional Development

The goal of professional development is to improve student performance in all content areas. We completed our WASC self-study and mid-cycle visit. The direction from our self-study includes providing professional development and teacher collaboration time to enhance understanding and implementation of a systematic assessment program, including common formative assessments, the development of common standards-based scope and sequence documents based on Common Core State Standards; the use of a professionally acceptable assessment process to collect, disaggregate and analyze student performance data to inform instruction; a systematic support system (pyramid of supports) both academic and nonacademic to support underachieving students and developing schedules/strategies to support structured teacher collaboration (professional learning communities). In addition to two full professional development days, Temple City High School also has a late start every Wednesday in order to provide additional time for staff, faculty, department or content area meetings. TCHS Staff development has been working in conjunction with Solution Tree who is helping our staff strengthen our Professional Learning Communities.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2