

Temple City Unified School District Temple City High School School Accountability Report Card Reported for School Year 2004-2005

Published During 2005-2006

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at

<http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Temple City High	District Name	Temple City Unified
Principal	Ray Plutko	Superintendent	Joan C. Hillard, Ed.D.
Street	9501 Lemon Avenue	Street	9700 Las Tunas Drive
City, State, Zip	Temple City, CA 91780	City, State, Zip	Temple City, CA 91780
Phone Number	626-548-5040	Phone Number	626-548-5000
FAX Number	626-548-5045	FAX Number	626-548-5022
Web Site	www.templecity.k12.ca.us	Web Site	www.templecity.k12.ca.us
E-mail Address	rplutko@tcusd.net	E-mail Address	jhillard@tcusd.net
CDS Code	19-65052-1938679	SARC Contact	Ray Plutko

School Description and Mission Statement

Information about the school, its programs, and its goals.

Temple City High School served 1,956 students in the ninth through twelfth grades during the 2004-2005 school year. It is the vision of the stakeholders of the Temple City High School community to develop responsible global citizens who are lifelong learners, who effectively communicate, and who possess the critical thinking skills and personal qualities that will enable them to meet the challenges of the future.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Ray Plutko, Principal	Contact Person Phone Number	626-548-5040
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Parents and other volunteers are offered a variety of opportunities to become involved at Temple City High School. Volunteer assistance is performed on site or at home. Back-to-School Night, scheduled parent/family conferences with student involvement, orientation programs, and special evening events support the high school program. There is an active Parent Teacher Association assisting the school with fundraising activities, school-to-home communication, and various other programs for parents and students. The School Site Council, consisting of community and staff members, is involved in the planning, development, implementation, evaluation, and modification of the School Improvement Program.

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	513
Grade 10	532
Grade 11	460
Grade 12	451
Ungraded Secondary	0
Total Enrollment	1,956

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	15	0.8	Hispanic or Latino	264	13.5
American Indian or Alaska Native	4	0.2	Pacific Islander	5	0.3
Asian	1,144	58.5	White (Not Hispanic)	492	25.2
Filipino	16	0.8	Multiple or No Response	16	0.8

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Fall 2005	Date Last Discussed with Staff	Fall 2005
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In accordance with SB 187 and EC 35294.6, all schools have adopted a Safe School Action Plan. These plans will remain in effect through the 2005-2006 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 educational environments where students, parents, staff and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religious backgrounds.

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Our students are proud of their reputation for good conduct and classroom rapport. In the event students violate conduct standards, progressive disciplinary measures are taken. Students receive all due process rights under the law.

Advanced Placement (AP) Courses meet the standards set by the College Entrance Examination Board. AP courses offered at Temple City High School:

French Language	Art History	German Language
U. S. History	Spanish Language	Physics
Language and Composition	Chemistry	Literature and Composition
Statistics	Calculus AB	Environmental Science
	Calculus BC	

Students attend school from 8:15 a.m. to 2:55 p.m. Monday, Tuesday, Thursday, Friday, and arrive by 9:10 a.m. on Wednesday because of a Restructured Planning Day for staff and administrators. Many students opt for a daily class beginning at 7:15 a.m. Each class is 55 minutes in length, except Wednesdays, which are 45 minutes. Temple City High School exceeds the State law for the required number of instructional minutes per year for each grade. Students must complete 230 credits to meet graduation requirements, effective with the class of 2002. Credits include:

English—4 years	Mathematics—2 years (1 year must be Algebra 1)
Science—2 years (1 life, 1 physical; 1 must be a lab)	World History/Geography—1 year
Economics—1 semester	U.S. History—1 year
Fine Arts—1 year	Government—1 semester
Elective Credits—80	Physical Education—3 years
	Community Service—100 hours

All activities are open to any student who wishes to participate and who maintains a 2.0 GPA. Seventy percent of our student body participates in clubs, athletics, and performing arts activities. Over 90% of our teachers are involved as coaches, advisors, etc. A majority of our graduates continue to report that they participated in extra-curricular activities and that these activities were worthwhile.

Honors classes are designed for students who have displayed exceptional academic achievement and are capable of working at an accelerated pace. The selection process involves test scores, teacher recommendations, and writing samples (where applicable). Honors Courses offered at Temple City High School:

Algebra 2	English 1	Economics and Government
Geometry	English 2	Biology
Advanced Painting	Orchestra	

Students have access to the Choices Program for career guidance, the Career Fair, a Career Day, a Peer Listening Program, Comprehensive Guidance Program, 10th Grade Counseling, Senior Appointment (College/Career Planning), and AVID. Character education and literacy building activities are integrated into the school-wide curriculum. In this way the program focuses on student success both in high school and post-secondary options in view of creating leaders, proactive citizens, and shapers of the future.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005
Number of Suspensions	88	96	106	237	216	251
Rate of Suspensions	4.8%	5.0%	5.4%	4.2%	3.8%	4.4%
Number of Expulsions	1	3	1	2	6	6
Rate of Expulsions	.05%	.16%	.05%	.04%	.11%	.11%

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Temple City High School is noted for being an extremely attractive school with well-manicured facilities. The protection and welfare of pupils are a major priority. A systematic plan for the protection of students, in case of disaster, has been developed and is ready for implementation if needed. Earthquake, fire, and other emergency drills are held monthly. All drills are evaluated in writing, coupled with ongoing staff training. In addition, each year the District performs safety and hazards audits through an outside organization as part of our property and liability insurance program. These audits help us focus on areas for improvement in safety for both students and staff.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	55	54	57	57	53	63	35	36	40
Mathematics	46	47	47	63	63	65	35	34	33
Science	41	33	44	39	41	49	27	25	27
History-Social Science	46	49	50	47	50	50	23	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	38		63	75	36	*	52
Mathematics	8		59	33	24	*	31
Science	36		55	42	15	*	27
History-Social Science	*		59	*	23	*	39

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	53	61	10	47	13	
Mathematics	50	45	44	46	12	
Science	46	42	25	40	0	
History-Social Science	52	47	27	42	7	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	68	67		63	63	64	43	43	41
Mathematics	78	77		77	76	78	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics	n/a	n/a	n/a	n/a	n/a	n/a	n/a

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics	n/a	n/a	n/a	n/a	n/a	n/a

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

School Year	Reading & Language Arts	Mathematics
2002-2003	62.3%	62.6%
2003-2004	60.0%	64.7%
2003-2004	48.8%	51.4%

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	51.8	58.4	45.0	50.9	57.5	44.4	26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	100	99	Percent Tested	100	99	99
API Base Score	757	784	776	API Growth Score	773	779	802
Growth Target	2	1	1	Actual Growth	16	-5	26
Statewide Rank	9	1	9				
Similar Schools Rank	6	1	4				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	796	832	830	API Growth Score	814	829	850
Growth Target	2	A	A	Actual Growth	18	-3	20
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	674	692	644	API Growth Score	688	653	679
Growth Target	2	1	1	Actual Growth	14	-39	35
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	739	750	737	API Growth Score	741	745	751
Growth Target	2	1	1	Actual Growth	2	-5	14

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	710	739	722	API Growth Score	725	722	760
Growth Target	2	1	1	Actual Growth	15	-17	38

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	No	Yes	Yes
English Learners	No	N/A	N/A	No	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	Yes	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	1,790	1,824	1,928	1,856	1,901	2,015	1,772,417	1,830,903	1,876,927
Number of Dropouts	1	1	3	3	12	15	47,871	58,189	61,253
Dropout Rate (1-year)	0.1	0.1	0.2	0.2	0.6	0.7	2.7	3.2	3.3
Graduation Rate	98.3	99.0	99.1	97.3	97.5	95.9	87.0	86.7	85.1

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003			2004			2005					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.8	26	15	21	27.4	23	14	26	26.8	29	17	22
Mathematics	27.1	24	12	23	28.9	20	5	27	28.1	22	4	29
Science	31.9		16	25	32.7	2	11	29	33.1	2	8	32
Social Science	30.9	1	26	18	31.6	4	16	26	30.8	4	17	25

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tg/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	86.8
All Schools in District	86.0
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	85.6

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	78	86	82
Teachers with Full Credential	68	73	78
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	0	3	3
Pre-Internship	3	2	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	7	8	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	1	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	24.4	17.1
Master's Degree	28.1	22.5
Bachelor's Degree plus 30 or more semester hours	24.4	37.9
Bachelor's Degree	23.2	22.1
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teachers are evaluated on instructional techniques and strategies, adherence to District and school curricular objectives, and the learning environment in relation to student performance. The primary purpose of evaluation is instructional improvement.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Substitute teachers, credentialed by the State of California, assume the teaching responsibility of classes when the teacher is absent from duty. Each substitute is evaluated after each assignment by the classroom teacher, and this is shared with the principal.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	4.0
Library Media Teacher (Librarian)	1.0
Psychologist	1.0
Social Worker	
Nurse	.16
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
4.0	489.0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The Temple City High School staff has created a new theme for Temple City High School: "Reaching All—Mastering Success" or "RAMS" for short! This new instructional umbrella will now include getting REAL (Reading Excellence—Advancing Literacy), combined with the goal of instructional growth and improved student performance in the areas of English, Math, Science, and Social Science. Our year's focus will ensure that student assessment (CAT-6, plus other multiple measures) drives curriculum, as well as addressing the need for collaboration with Oak Avenue Intermediate School to focus on the high school exit exam.

Temple City High School continues to be recognized as a high performing school! Our student body is over 1,900 students, the largest in the history of the school! We have increased the number of classrooms and teachers on campus. Our SAT/AP scores continue to improve as well as the number of students taking these exams. We have added support for our new teachers through the Beginning Teacher Support and Assessment Program. Finally, the number of students participating in extra-curricular activities continues to grow. Temple City High School is a great place to learn!

Professional Development

Information about the program for training the school's teachers and other professional staff.

All teachers are provided the opportunity to attend District in-service programs, regional conferences, and workshops that connect to site and District goals and objectives and that improve student learning. Beginning Teacher Support and Assessment (BTSA) mentors provide support and training to all new teachers.

Availability of Sufficient Textbooks and Instructional Materials

The availability of sufficient State-adopted (Grades K-8) and standards-aligned (Grades K-12) textbooks and other instructional materials for each pupil, including English learners, are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of Reading/Language Arts, Mathematics, Science, History/Social Science, Foreign Language, and Health and science laboratory equipment (Grades 9-12).

Grades 9-12

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	One textbook per student
Mathematics	One textbook per student
Science	One textbook per student or instructional kit
History/Social Science	One textbook per student
Foreign Language	One textbook per student
Health	One textbook per student

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	69,971	64,800
10	69,971	64,800
11	69,971	64,800
12	69,971	64,800

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

November 1, 2004 (Staff Development Day)
 November 3, 2004 (Minimum Day – Parent Conferences)
 November 24, 2005 (Minimum Day – Thanksgiving Day Holiday)
 December 17, 2004 (Minimum Day – Winter Break Holiday)
 February 2, 3, and 4, 2005 (Minimum Days - TCHS Final Exams)
 March 21, 2005 (Staff Development Day)
 June 21, 22 and 23, 2005 (Minimum Days – TCHS Final Exams)

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	1	2	59
Computer Science			
English	2	4	116
Foreign Language	3	3	38
Mathematics	3	5	150
Science	3	8	403
Social Science	1	1	27

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
8240	6850	83.1

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
432	199	46.1

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	406	456	451	437	503	499	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	60.1	64.5	65.2	55.8	58.4	58.9	36.7	35.3	35.9
Average Verbal Score	523	524	527	523	524	527	494	496	499
Average Math Score	587	573	580	587	573	580	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Temple City High School does not provide a SAT or ACT preparation course.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Temple City High School students have the opportunity to participate in the Regional Occupational Program (ROP) which receives Carl D. Perkins funding to support school-to-career programs at the high school.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
Total Course Enrollment	520	220	33.2	40	40	100%

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,917	\$36,407
Mid-Range Teacher Salary	\$62,290	\$58,063
Highest Teacher Salary	\$73,547	\$70,826
Average Principal Salary (Elementary)	\$92,229	\$88,349
Average Principal Salary (Middle)	\$88,853	\$93,865
Average Principal Salary (High)	\$107,148	\$101,660
Superintendent Salary	\$132,876	\$137,619
Percent of Budget for Teacher Salaries	44.9	42.3
Percent of Budget for Administrative Salaries	5.9	5.6

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$34,115,904	\$6,054	\$6,987	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Types of services funded, including categorical and other special programs (e.g., Special Education, counseling, instructional resource centers, psychology, child welfare and attendance, and LEP services, GATE, and before-and-after-school intervention programs for Mathematics, Language Arts, and English Language Learners).