Local Control and Accountability Plan

Temple City Unified

July 1, 2014 - June 30, 2017

06/30/2014

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Temple City Unified   Contact (Name, Title, Email, Phone Number): Kathryn E. Perini, Acting Superintendent, kperini@tcusd.net, (626) 548-5002   LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Temple City Unified School District held 24 input meetings with a variety of stakeholders, including bargaining units, teachers, classified staff, Leadership (includes principals, Directors, Cabinet, curriculum coordinators), School Site Council Committees, PTA/PTSA, secondary students, The Parent Advisory Committee (PAC) included representation from our District Advisory Committee (DAC) and District English Learner Committee (DELAC). This committee represented special education, at-risk, foster, and English Learner students and met monthly from January-May 2014 to provide input and edits to each draft of the plan. The DELAC members also met separately to provide additional input on May 15, 2014. Further, the Temple City Schools Foundation, comprised of teachers, administrators, parent/community representatives, and one Board of Education member provided input on March 6, 2014. Input meetings began in January 2014 and continued through May 15, 2014. Stakeholders were introduced to the eight State priorities and Local Control Funding Formula. Input was disaggregated by category (A. Conditions of Learning; B. Pupil Outputs; C. Engagement), posted on the District website, and translated into	A public hearing was held on June 11, 2014, in which community members and the Board of Education provided input into the goals and action steps. The Local Control Accountability Plan (LCAP) was approved by the Board of Education at a public meeting on June 25, 2014. Input meetings with teachers, staff, parents and community members resulted in a "parent engagement goal" on training/workshop opportunities in English and primary language (parent academies). As a long-term goal, the Parent Advisory Committee (District Advisory Committee/) and the District English Learner Advisory Committee suggested the District create opportunities to improve communication of District-wide activities, event outreach, parent involvement opportunities, including redesigning site and District websites by exploring a variety of resources.

Mandarin and Spanish. On two separate Leadership meetings (January 14, 2014; April 2, 2014) and two separate PAC meetings (February 13, 2014 and March 13, 2014), stakeholders were asked to identify which ideas were the most critical to increasing student achievement and to place a "Y" for "YES" by that idea. This helped to streamline priorities and look at frequency of priorities being tagged as more critical than another. The Leadership team further refined stakeholder input by re-sorting priorities into broad-based themes or categories that emerged from these data.

Online District survey data consisting of five open-ended questions aligned to the State's eight priorities contributed to additional input. A Teleparent, in English, Mandarin and Spanish, went out to staff, teachers, students, and parents inviting them to add their ideas online through an anonymous survey created in goggle docs and posted on the District website. The survey was opened from February 3, 2014, through March 21, 2014. Ninety-four respondents participated in the survey. All ideas from the survey and the input meetings were color-coded and re-sorted into nine themes. These nine themes were compared to the Single Plan for Student Achievement and to the District's Strategic Plan's Goals and Action Steps.

The nine themes were:
- technology
- parent engagement
- facilities
- personnel
- materials and supplies
- partnerships
- core and co-curricular offerings
- school organizational structure/schedules
- professional development

Further, additional data were reviewed throughout the year and included California State Testing results disaggregated by school and student subgroup, Title I Program Improvement data and the Academic Program Survey (APS), Title II Credential Monitoring, and Title III Annual Measurable Achievement Objectives (AMAOs), English Learner Subgroup Self Assessment (ELSSA), including graduation rate, drop-out rate, and attendance rate. Suspension and expulsion data were reviewed as well. The Single Plan for Student Achievement (SPSA) captured student achievement data as depicted on the California Standards Test (CSTs) and California English Language Development Test (CELDT) by significant sub groups and by grade level.This document was reviewed by each site's School Site Council and contributed to corollary action steps aligned in the Local Control Accountability Plan (LCAP). Since the District was designated as Program Improvement Year 1, data collected and analyzed by the District Site Leadership Team (DSLT) also informed input meetings and the writing of this plan. Likewise, since the District is in Title III, Year 2, data collected for the Title III plan also informed input meetings and contributed to the writing of this plan. District data indicate nine foster youth and 11 homeless students attending Temple City Unified District schools and a 16.9% drop-out rate for English Learners.

The Parent Advisory Committee (District Advisory Committee/) and the District English Learner Advisory Committee suggested additional materials and supplies be purchased to support all student programs and academic learning.

Input meetings with teachers, staff, Parent Advisory Committee (District Advisory Committee), District English Learner Advisory Committee, and community members suggested extended opportunities for learning for all students including, summer school, Science, Technology, Engineering, Mathematics/Science Technology, Engineering, Art, Mathematics (STEM/STEAM), Gifted and Talented Education (GATE) program, and new classes be developed.

Based on input meeting suggestions, from a variety of stakeholders (parents, staff, teachers), the district added a goal that focuses on student to staff ratios.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement"(e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on idenfitied metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Basic Services: 1) The data from the School Accountability Report Cards (SARC) and Title II Credential Monitoring indicate that 99% of TCUSD teachers are highly qualified and appropriately placed under NCLB requirements. Only one Temple City Unified School District teacher holds an intern credential while all other teachers have a CLAD or a similar English Learner (EL) authorization. 2) The SARCs and Bond Architect Renderings indicate that each school site has needs for repair and/or modernization. Clean schools have a direct influence on school climate and eliminate academic distracters. 3) The Academic Program Survey (APS) and Williams Certification report indicate that all	Basic Services: TCUSD will provide the appropriate conditions for learning by 1) placing fully credentialed teachers into the subject areas for which they are teaching and assist teachers to meet NCLB credentialing requirements as needed, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to the most current state adopted instructional materials. Implementation of State Standards: TCUSD will provide the appropriate conditions for learning, including the technology infrastructure and tools necessary to support 21st	All; Ethnic Group: Asian; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities	All		Basic Services: 1) By July 1, 2015, all TCUSD teachers will be highly qualified and appropriately placed under NCLB requirements as measured by annual CalPADS reporting. 2) By July 1, 2015, school repairs, modernization, and construction benchmarks will have been met as monitored through on-going reporting by the bond project director and/or Director of Maintenance at Board of Education meetings. 3) By August, 2015, Common Core state aligned mathematics materials will be phased into the core curriculum as measured by classroom observation. Implementation of State Standards: By July 1, 2015, instructional staff who teach English/Language Arts, Mathematics, and English Learners will be involved in professional development focused on Common Core and EL instructional strategies to effectively meet the needs of all learners as measured by training feedback forms, classroom observations, SBAC results/CAASPP assessments, and district benchmark assessments. By July 1, 2015, baseline data will be established for SBAC testing/CAASPP assessments in which the District will set improvement goals for the following years.	Basic Services: 1) By July 1, 2016, all TCUSD teachers will continue to be highly qualified and appropriately placed under NCLB requirements as measured by annual CalPADS reporting. 2) By July 1, 2016, school repairs, modernization, and construction benchmarks will have been met as monitored through on-going reporting by the bond project director and/or Director of Maintenance at Board of Education meetings. 3) By August, 2016, Common Core state aligned mathematics materials will continue to be utilized in the core curriculum as measured by classroom observations. Implementation of State Standards: By July 1, 2016, all instructional staff who teach Mathematics will be involved in professional development focused on effective utilization of Common Core aligned mathematics materials and corresponding instructional strategies using those materials to effectively meet the needs of all learners as measured by training feedback forms, classroom observations, SBAC results, and district benchmark assessments. By July 1, 2015, based on baseline data established for SBAC testing/CAASPP assessments the District will set an improvement goal for this year. • CELDT AMAO 1 and 2 results will be	Basic Services: 1) By July 1, 2017, all TCUSD teachers will be highly qualified and appropriately placed under NCLB requirements as measured by annual CalPADS reporting. 2) By July 1, 2017, school repairs, modernization, and construction benchmarks will have been met as monitored through on-going reporting by the bond project director and/or Director of Maintenance at Board of Education meetings. 3) By August 2017, Common Core state aligned English Language Arts materials will be implemented into the core curriculum as measured by classroom observations. Implementation of State Standards: By August 2017, all instructional staff who teach English/Language Arts will be involved in professional development focused on effective utilization of Common Core aligned ELA materials and corresponding instructional strategies using those materials to effectively meet the needs of all learners as measured by training feedback forms, classroom observations, SBAC results, and district benchmark assessments. By July 1, 2015, based on prior year data for SBAC testing/CAASPP assessments the District will set an improvement goal for this year. • CELDT AMAO 1 and 2 results will be maintained as students are above the	Basic; Implementation of State Standards; Course access Implementation of State Standards, Course Access,Safe and Clean Learning Environments

students have access to the most current state core adopted instructional materials. There is a need to provide the funding to purchase Common State Standards aligned materials as they become available in the core subject areas. Implementation of State Standards: The APS, District Assistance Survey (DAS), English Learners Subgroup Self-Assessment (ELSSA), Inventory of Support and Services (ISSA), the District/School Leadership Team (DSLT) and stakeholder input meetings all indicate that there is a need to provide continued on-going and systematic professional development in the areas of implementing the Common Core State Standards, the Next Generation Science Standards, and the new EL standards. Course Access: Data from Master Schedules at all sites indicate that all students have access to and are enrolled in state and locally required	Century teaching and learning, by ensuring that state adopted academic and performance standards are taught to all TCUSD students and differentiated to make mastery of the standards accessible to all students and subgroups (EL, Students with Disabilities, Economically Disadvantaged, Foster, GATE, and Ethnic). Course Access: TCUSD will provide the appropriate conditions for learning, including both face-to-face and digital learning environments, by ensuring that all students have access to and are enrolled in all state and locally required areas of study and that every student will graduate from TCUSD prepared for college, career, and life.			

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• CELDT AMAO 1 and 2 results will be maintained as students are above the State average.

• English Leaner reclassification rates will be maintained until new criteria are established.

Course Access:

By July 1, 2015, data from Master Schedules at all sites will indicate that all students have access to and are enrolled in state and locally required areas of study.

By June 30, 2015, Aeries queries of class enrollments will show an increase of 3% more ELs enrolled in advanced core courses at the intermediate and high school levels.

By September 30, 2015:
• EL disaggregated graduation data will show an increase from 81.6% to 84.6%.
• EL dropout rate will show a decrease from 15.3% to 12.3%.
• The graduation rate for all students will increase from 94.6% to 95%.
• The drop out rate for all students will decrease from 4.1% to 3.1 %.
• Graduates Meeting/Not Meeting UC/CSU Requirements will show a 9.3% to 12.3% increase in the number of EL students meeting UC/CSU requirements and an increase from 63.5% to 64.5% for all students.
• Intermediate school drop out rate for all students is zero and this level will be maintained.
• Advanced Placement rate of scoring a 3 or higher will be increased by from 79% to 80%.

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maintained as students are above the State average.
• English Leaner reclassification rates will be maintained until new criteria are established.

Course Access:

By July 1, 2016, data from Master Schedules at all sites will indicate that all students have access to and are enrolled in state and locally required areas of study.

By June 30, 2016, Aeries queries of class enrollments will show an increase from 9.5% to 12.5% more ELs enrolled in advanced core courses at the intermediate and high school level.

By September 30, 2016,
• EL disaggregated graduation data will show an increase from 84.6% to 85.6%.
• EL dropout rate will show a decrease from 12.3% to 11.3%.
• The graduation rate for all students will increase from 95% to 96%.
• The drop out rate for all students will decrease from 3.1% to 2.1 %.
• Graduates Meeting/Not Meeting UC/CSU Requirements will show an increase from 12.3% to 13.3% increase in the number of EL students meeting UC/CSU requirements and an increase from 64.5% to 65.5% for all students.
• Intermediate school drop out rate for all students is zero and this level will be maintained.
• Advanced Placement rate of scoring a 3 or higher will be increased by from 80% to 81%.

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State average.
• English Leaner reclassification rates will be maintained until new criteria are established.

Course Access:

By July 1, 2017, data from Master Schedules at all sites will indicate that all students have access to and are enrolled in state and locally required areas of study.

By June 30, 2017, Aeries queries of class enrollments will show an increase of 12.5% to 13.5% more ELs enrolled in advanced core classrooms at the intermediate and high school levels.

By September 30, 2017:
• EL disaggregated graduation data will show an increase from 85.6% to 86.6%.
• EL dropout rate will show a decrease from 11.3% to 10.3%.
• The graduation rate for all students will increase from 96% to 97%.
• The drop out rate for all students will decrease from 2.1% to 1.1 %.
• Graduates Meeting/Not Meeting UC/CSU Requirements will show an increase from 13.3% to 14.3% increase in the number of EL students meeting UC/CSU requirements and an increase from 65.5% to 66.5% for all students.
• Intermediate school drop out rate for all students is zero and this level will be maintained.
• Advanced Placement rate of scoring a 3 or higher will be increased by from 81% to 82%.

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areas of study. However, ELSSA, disaggregated graduation and dropout reports, and Graduates Meeting/Not Meeting UC/CSU Requirements, indicate a need to examine EL course enrollments more closely at all grade levels. Basic Services: • CalPADS reporting. • Modernization updates • Williams Certification reporting Implementation of State Standards: • feedback forms • classroom observations • SBAC results/CAASP assessments • district created benchmark assessments. • CELDT results, including progress toward proficiency and EL reclassification rate Course Access: • Site Master Schedules • class enrollments • graduation and dropout reports,							

and Graduates Meeting/Not Meeting UC/CSU Requirements • Advanced Placement (AP) passage rates • Percentage of students who participate in and demonstrate college preparedness as assessed in Early Assessment Program								
<u>Pupil Achievement and Other Pupil Outcomes</u> While TCUSD pupil achievement rates for all students and significant subgroups are consistently above state and county averages, data indicate that there is an on-going achievement gap between significant subgroups in meeting State targets. These data are particularly evident for the Hispanic, English Learners, Economically Disadvantaged, and Students with Disabilities subgroups. Data indicate the need to expand STEM/STEAM educational opportunities for	<u>Pupil Achievement</u>: TCUSD will increase pupil achievement levels for each significant subgroup (Asian, Hispanic, White, EL, Students with Disabilities, Socio-Economic Disadvantaged) and decrease the achievement gaps in meeting State targets. TCUSD will decrease the number of students for each significant subgroup in RtI programs at each site and increase pupil achievement for each significant subgroup on district Common Core benchmark	All; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	All		ELA/CAHSEE: Increase pupil passage and proficient rates for significant subgroups will increase as follows: Asian 88% to 89%; Hispanic 84% to 86%: White 94% to 95%; EL43% to 46%; Students with Disabilities 53% to 56%; Socio-Economic Disadvantaged 80% to 82%. District Benchmark Assessments: Baseline data will be established for each significant subgroup on district Common Core benchmark assessments in ELA and Math. SBAC/CAASPP assessment baseline data will be identified in 2015. Students will experience higher levels of connectivity and engagement as measured through survey data. The percentage of students who participate in and demonstrate college preparedness as assessed in Early Assessment Program or future college indicator will be maintained.	ELA/CAHSEE: Increase pupil passage and proficient rates for significant subgroup will increase as follows: Asian 89% to 90%; Hispanic 86% to 88%; White will maintain at 95% EL46% to 49%; Students with Disabilities56% to 59%; Socio-Economic Disadvantaged 82% to 84%. District Benchmark Assessments: Increase overall pupil achievement at the proficient or higher levels by 3% for each significant subgroup on district Common Core benchmark assessments in ELA and Math from previous year's baseline data. Based on prior year, SBAC/CAASPP assessment data, goals will be identified for 2015-2016 school year. Students will experience higher levels of connectivity and engagement as measured by survey data. The percentage of students who participate in and demonstrate college preparedness as assessed in Early Assessment Program or future college indicator will be maintained.	ELA/CAHSEE: Increase pupil passage and proficient rates for each significant subgroup as follows: Asian 90% to 91%; Hispanic 88% to 89%; White will maintain at 95%; EL 49% to 52%; Students with Disabilities 59% to 62%; Socio-Economic Disadvantaged 84% to 86%. District Benchmark Assessments: Increase overall pupil achievement at the proficient or higher levels by 3% for each significant subgroup on district Common Core benchmark assessments in ELA and Math from previous year's data. Based on prior year, SBAC/CAASPP assessment data, goals will be identified for 2016-2017 school year. Students will experience higher levels of connectivity and engagement as measured by survey data. The percentage of students who participate in and demonstrate college preparedness as assessed in Early Assessment Program or future college indicator will be maintained.	Pupil achievement; Other pupil outcomes Pupil achievement, Course Access, Implementation of State Standards,Student Connectedness

high-achieving and students in the middle to bolster connectivity and engagement to school.

The following measurements will be used to determine progress toward achieving the goal:

State and local benchmark data.

Number of participants in STEM/STEAM educational opportunities.

Survey data.

SBAC/CAASPP assessments.

Percentage of students participating in and demonstrating college preparedness as assessed in Early Assessment Program or future college indicator. | assessments in ELA and Math.

<u>Other Pupil Outcomes</u>:

All students will have the opportunity to develop a sense of connectedness to school through meaningful and authentic engagement with the curriculum and co-curricular experiences and activities. | | | | | | | |
| LCAP survey and input data indicate the need for improved communication with parents and parent trainings/workshops, especially for those whose primary language is other than English. There is a need to broaden parent involvement and help all parents feel connected to the | <u>Parent Involvement</u>:

Temple City USD will engage and empower <u>all</u> parents/guardians to be active participants in every aspect of their child's school experience and will provide the programs and supports needed for active participation of all | All; Ethnic Group: Asian; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth | All | | By June 30, 2015, will be a baseline data year in collecting parent engagement and participation for parent opportunities for involvement in site and District groups and organizations and trainings/workshops. By promoting parent involvement in educational endeavors, student achievement will increase.
By June 30, 2015, baseline data will be collected by students regarding student engagement and school climate, as well as data will be collected on the number of students involved in extra-curricular activities, | By June 30, 2016, greater access to parent opportunities for involvement as measured by a 3% increase in parent participation in meaningful site and District groups and organizations and trainings/workshops. By promoting parent involvement in educational endeavors, student achievement will increase.
By June 30, 2016, data regarding student engagement and school climate, including the number of students involved in extra-curricular activities, clubs, campus organizations will be maintained. | By June 30, 2017, greater access to parent opportunities for involvement as measured by a 3% increase in parent participation in meaningful site and District groups and organizations and trainings/workshops. By promoting parent involvement in educational endeavors, student achievement will increase.
By June 30, 2017, data regarding student engagement and school climate, including the number of students involved in extra-curricular activities, clubs, campus organizations will be maintained. | Parent involvement; Pupil engagement; School climate
Pupil and Parent Engagement, Pupil Achievement |

school community. Parent and student surveys measuring student, parent engagement and school climate, number of clubs, sports and school organizations. Increased parent membership in DAC/DELAC, English Language Advisory Councils, School Site Council, PTSA, and parent trainings/workshops. Chronic absenteeism rates Pupil suspension rates Pupil expulsion rates Other local measures of pupils, parents, and teachers on the sense of safety and school connectedness.	parents/guardians including underrepresented youth including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, and Foster Youth. <u>Student Engagement</u>: Temple City USD will provide positive attendance and dropout prevention programs and student support systems to assist every student in meeting graduation requirements from TCUSD and be prepared for college, career, and life. <u>School Climate</u>: Temple City USD will provide all students with positive behavior and intervention support programs and systems to assist every student in graduating from TCUSD with the intra and interpersonal tools and skills necessary to prepare them for college, career, and life.				clubs, campus organizations.		

<u>Section 3: Actions, Services, and Expenditures</u>

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Basic Services: TCUSD will provide the appropriate conditions for learning by 1) placing fully credentialed teachers into the subject areas for which they are teaching and assist teachers to meet NCLB credentialing requirements as needed, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to the most current state adopted instructional materials.

Implementation of State Standards: TCUSD will provide the appropriate | Basic; Implementation of State Standards; Course access Implementation of State Standards, Course Access,Safe and Clean Learning Environments | District will recruit and retain highly qualified teachers and staff members. | LEA-Wide | | Teacher salary & benefits: $1,700,000 Funding Source: LCFF Note: All teacher salaries

NCLB compliance: $5,000 Funding Source: LCFF Note: For any teacher who needs proper authorization under NCLB | Teacher salary & benefits: $1,700,000 Funding Source: LCFF Note: All teacher salaries

NCLB compliance: $5,000 Funding Source: LCFF Note: For any teacher who needs proper authorization under NCLB | Teacher salary & benefits: $1,700,000 Funding Source: LCFF Note: All teacher salaries

NCLB compliance: $5,000 Funding Source: LCFF Note: For any teacher who needs proper authorization under NCLB |

conditions for learning, including the technology infrastructure and tools necessary to support 21st Century teaching and learning, by ensuring that state adopted academic and performance standards are taught to all TCUSD students and differentiated to make mastery of the standards accessible to all students and subgroups (EL, Students with Disabilities, Economically Disadvantaged, Foster, GATE, and Ethnic).							
Course Access: TCUSD will provide the appropriate conditions for learning, including both face-to-face and digital learning environments, by ensuring that all students have access to and are enrolled in all state and locally required areas of study and that every student will graduate from TCUSD prepared for college, career, and life.							
Basic Services: TCUSD will provide the	Basic; Implementation of State Standards;	Establish stronger maintenance support structures	LEA-Wide		Upgrade school facilities, materials, personnel costs: $200,000	Upgrade school facilities, materials, personnel costs: $200,000	Upgrade school facilities, materials, personnel costs: $200,000

appropriate conditions for learning by 1) placing fully credentialed teachers into the subject areas for which they are teaching and assist teachers to meet NCLB credentialing requirements as needed, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to the most current state adopted instructional materials. Implementation of State Standards: TCUSD will provide the appropriate conditions for learning, including the technology infrastructure and tools necessary to support 21st Century teaching and learning, by ensuring that state adopted academic and performance standards are taught to all TCUSD students and differentiated to make mastery of the standards accessible to all students and subgroups (EL, Students with	Course access Implementation of State Standards, Course Access, Safe and Clean Learning Environments	to upgrade school facilities beyond bond construction.			Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF

					Year 1	Year 2	Year 3
Disabilities, Economically Disadvantaged, Foster, GATE, and Ethnic). Course Access: TCUSD will provide the appropriate conditions for learning, including both face-to-face and digital learning environments, by ensuring that all students have access to and are enrolled in all state and locally required areas of study and that every student will graduate from TCUSD prepared for college, career, and life.							
Basic Services: TCUSD will provide the appropriate conditions for learning by 1) placing fully credentialed teachers into the subject areas for which they are teaching and assist teachers to meet NCLB credentialing requirements as needed, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to the most current state	Basic; Implementation of State Standards; Course access Implementation of State Standards, Course Access,Safe and Clean Learning Environments	Purchase grade-level and research-based instructional materials, computers, and technology tools to support State timeline adoptions for Common Core and to assist students in meeting academic standards.	LEA-Wide		Instructional materialscomputers and technology tools: $600,000 Funding Source: LCFF Note: Common Core math-2014-2015 Common Core English-2015-2016 Consumables beyond what Lottery funds	Instructional materialscomputers and technology tools: $600,000 Funding Source: LCFF Note: Common Core math-2014-2015 Common Core English-2015-2016 Consumables beyond what Lottery funds	Instructional materialscomputers and technology tools: $400,000 Funding Source: LCFF Note: Common Core math-2014-2015 Common Core English-2015-2016 Consumables beyond what Lottery funds

adopted instructional materials. Implementation of State Standards: TCUSD will provide the appropriate conditions for learning, including the technology infrastructure and tools necessary to support 21st Century teaching and learning, by ensuring that state adopted academic and performance standards are taught to all TCUSD students and differentiated to make mastery of the standards accessible to all students and subgroups (EL, Students with Disabilities, Economically Disadvantaged, Foster, GATE, and Ethnic). Course Access: TCUSD will provide the appropriate conditions for learning, including both face-to-face and digital learning environments, by ensuring that all students have access to and are enrolled in all state and locally required areas of								

study and that every student will graduate from TCUSD prepared for college, career, and life.							
Basic Services: TCUSD will provide the appropriate conditions for learning by 1) placing fully credentialed teachers into the subject areas for which they are teaching and assist teachers to meet NCLB credentialing requirements as needed, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to the most current state adopted instructional materials. Implementation of State Standards: TCUSD will provide the appropriate conditions for learning, including the technology infrastructure and tools necessary to support 21st Century teaching and learning, by ensuring that state adopted academic and performance standards are	Basic; Implementation of State Standards; Course access Implementation of State Standards, Course Access,Safe and Clean Learning Environments	Schools will add new classes to the master schedule and/or after school extension activities, as appropriate, to meet the needs of students as well as to provide alternative pathways to course access in meeting graduation requirements.	School-Wide		new classes: $88,000 Funding Source: LCFF Note: New classes as needed; K-8 Extension activities	new classes: $58,000 Funding Source: LCFF Note: New classes as needed; K-8 Extension activities	new classes: $58,000 Funding Source: LCFF Note: New classes as needed; K-8 Extension activities

taught to all TCUSD students and differentiated to make mastery of the standards accessible to all students and subgroups (EL, Students with Disabilities, Economically Disadvantaged, Foster, GATE, and Ethnic).

Course Access: TCUSD will provide the appropriate conditions for learning, including both face-to-face and digital learning environments, by ensuring that all students have access to and are enrolled in all state and locally required areas of study and that every student will graduate from TCUSD prepared for college, career, and life.

Basic Services: TCUSD will provide the appropriate conditions for learning by 1) placing fully credentialed teachers into the subject areas for which they are teaching and assist teachers to meet NCLB credentialing requirements as	Basic; Implementation of State Standards; Course access Implementation of State Standards, Course Access,Safe and Clean Learning Environments	Teachers and staff will participate in summer institute, trainings,workshops in developing common core lessons, pacing guides,using technology as an instructional tool, and differentiated instruction.	LEA-Wide		Teacher hourly: $32,976 Funding Source: LCFF Note: Instructional Technology/Literacy 16 hours x 20 Teachers x $34.35=$10,992 Instructional Technology/Global 16 hours x 20 Teachers x $34.35= $10,992 Common Core Report Cards- 16 hours x 20 teachers x $34.35=$10,992	Teacher hourly: $10,992 Funding Source: LCFF Note: Instructional Technology/Literacy 16 hours x 20 Teachers x $34.35=$10,992 Instructional Technology/Global 16 hours x 20 Teachers x $34.35= $10,992 Common Core Report Cards- 16 hours x 20 teachers x $34.35=$10,992	Teacher hourly: $10,992 Funding Source: LCFF Note: Instructional Technology/Literacy 16 hours x 20 Teachers x $34.35=$10,992 Instructional Technology/Global 16 hours x 20 Teachers x $34.35= $10,992 Common Core Report Cards- 16 hours x 20 teachers x $34.35=$10,992

needed, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to the most current state adopted instructional materials.

Implementation of State Standards: TCUSD will provide the appropriate conditions for learning, including the technology infrastructure and tools necessary to support 21st Century teaching and learning, by ensuring that state adopted academic and performance standards are taught to all TCUSD students and differentiated to make mastery of the standards accessible to all students and subgroups (EL, Students with Disabilities, Economically Disadvantaged, Foster, GATE, and Ethnic).

Course Access: TCUSD will provide the appropriate conditions for learning, including both face-to-face

and digital learning environments, by ensuring that all students have access to and are enrolled in all state and locally required areas of study and that every student will graduate from TCUSD prepared for college, career, and life.							
Pupil Achievement: TCUSD will increase pupil achievement levels for each significant subgroup (Asian, Hispanic, White, EL, Students with Disabilities, Socio-Economic Disadvantaged) and decrease the achievement gaps in meeting State targets. TCUSD will decrease the number of students for each significant subgroup in RtI programs at each site and increase pupil achievement for each significant subgroup on district Common Core benchmark assessments in ELA and Math. Other Pupil Outcomes:	Pupil achievement; Other pupil outcomes Pupil achievement, Course Access, Implementation of State Standards,Student Connectedness	Opportunities will be provided for professional development that supports 21st Century Learners and Common Core State Standards.	LEA-Wide		Professional Development (21st Cent Learners, Common Core) registration costs, sub costs: $25,000 Funding Source: LCFF Note: Year 1-$500 x 25 administrators=$25,000 Year 2-$200 x 50 staff =$10,000-registration, + $6,000 sub costs=$16,000 + $25,000 for administration Year 3-same as year 2	Professional Development (21st Cent Learners, Common Core) registration costs, sub costs: $41,000 Funding Source: LCFF Note: Year 1-$500 x 25 administrators=$25,000 Year 2-$200 x 50 staff =$10,000-registration, + $6,000 sub costs=$16,000 + $25,000 for administration Year 3-same as year 2	Professional Development (21st Cent Learners, Common Core) registration costs, sub costs: $41,000 Funding Source: LCFF Note: Year 1-$500 x 25 administrators=$25,000 Year 2-$200 x 50 staff =$10,000-registration, + $6,000 sub costs=$16,000 + $25,000 for administration Year 3-same as year 2

All students will have the opportunity to develop a sense of connectedness to school through meaningful and authentic engagement with the curriculum and co-curricular experiences and activities.							
Pupil Achievement: TCUSD will increase pupil achievement levels for each significant subgroup (Asian, Hispanic, White, EL, Students with Disabilities, Socio-Economic Disadvantaged) and decrease the achievement gaps in meeting State targets. TCUSD will decrease the number of students for each significant subgroup in RtI programs at each site and increase pupil achievement for each significant subgroup on district Common Core benchmark assessments in ELA and Math. Other Pupil Outcomes: All students will	Pupil achievement; Other pupil outcomes Pupil achievement, Course Access, Implementation of State Standards,Student Connectedness	District will fund the Student Information System and a data management system for tracking student achievement, progress and for monitoring the learning environment.	LEA-Wide		Aeries & EADMS annual contracts: $39,000 Funding Source: LCFF Note: Aeries- $14,000 EADMS- $25,000	Aeries & EADMS annual contracts: $39,000 Funding Source: LCFF Note: Aeries- $14,000 EADMS- $25,000	Aeries & EADMS annual contracts: $39,000 Funding Source: LCFF Note: Aeries- $14,000 EADMS- $25,000

have the opportunity to develop a sense of connectedness to school through meaningful and authentic engagement with the curriculum and co-curricular experiences and activities.							
Parent Involvement: Temple City USD will engage and empower all parents/guardians to be active participants in every aspect of their child's school experience and will provide the programs and supports needed for active participation of all parents/guardians including underrepresented youth including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, and Foster Youth. Student Engagement: Temple City USD will provide positive attendance and dropout prevention programs and student support systems to assist	Parent involvement; Pupil engagement; School climate Pupil and Parent Engagement, Pupil Achievement	District and site websites, online grading, and parent portal will be examined to maximize school-to-home connections.	LEA-Wide		Contracts Website & VGA: $100,000 Funding Source: LCFF Note: New website-$10,000 VMG-$90,000	Contracts Website & VGA: $100,000 Funding Source: LCFF Note: New website-$10,000 VMG-$90,000	Contracts Website & VGA: $100,000 Funding Source: LCFF Note: New website-$10,000 VMG-$90,000

every student in meeting graduation requirements from TCUSD and be prepared for college, career, and life. School Climate: Temple City USD will provide all students with positive behavior and intervention support programs and systems to assist every student in graduating from TCUSD with the intra and interpersonal tools and skills necessary to prepare them for college, career, and life.							
Parent Involvement: Temple City USD will engage and empower all parents/guardians to be active participants in every aspect of their child's school experience and will provide the programs and supports needed for active participation of all parents/guardians including underrepresented youth including English Learners, Socioeconomically Disadvantaged,	Parent involvement; Pupil engagement; School climate Pupil and Parent Engagement, Pupil Achievement	District representatives will meet with local organizations to discuss additional ways the school district can partner with outside agencies. Internally, school personnel will dialogue with staff on school organizational structures and schedules.	LEA-Wide		Partnerships/Outreach: $ 0 Funding Source: LCFF Note: no cost in Year 1 to dialogue on options	Partnerships/Outreach: $ 0 Funding Source: LCFF Note: no cost in Year 1 to dialogue on options	Partnerships/Outreach: $ 0 Funding Source: LCFF Note: no cost in Year 1 to dialogue on options

Students with Disabilities, Hispanic, Homeless, and Foster Youth. Student Engagement: Temple City USD will provide positive attendance and dropout prevention programs and student support systems to assist every student in meeting graduation requirements from TCUSD and be prepared for college, career, and life. School Climate: Temple City USD will provide all students with positive behavior and intervention support programs and systems to assist every student in graduating from TCUSD with the intra and interpersonal tools and skills necessary to prepare them for college, career, and life.							

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and idenfity all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Basic Services: TCUSD will provide the appropriate conditions for learning by 1) placing fully credentialed teachers into the subject areas for which they are teaching and assist teachers to meet NCLB credentialing requirements as needed, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to the most current state adopted instructional materials.

Implementation of State Standards: TCUSD will provide the appropriate conditions for learning, including the technology infrastructure and | Basic; Implementation of State Standards; Course access Implementation of State Standards, Course Access, Safe and Clean Learning Environments | Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: In an effort to support small group instruction and to ensure adequate staffing ratios, new teachers will be hired for 2014-2015 school year. | LEA-Wide | | New Hires: $548,023 Funding Source: LCFF Supplemental Note: Salary/Benefits | New Hires: $548,023 Funding Source: LCFF Supplemental Note: Salary/Benefits | New Hires: $548,023 Funding Source: LCFF Supplemental Note: Salary/Benefits |

tools necessary to support 21st Century teaching and learning, by ensuring that state adopted academic and performance standards are taught to all TCUSD students and differentiated to make mastery of the standards accessible to all students and subgroups (EL, Students with Disabilities, Economically Disadvantaged, Foster, GATE, and Ethnic). Course Access: TCUSD will provide the appropriate conditions for learning, including both face-to-face and digital learning environments, by ensuring that all students have access to and are enrolled in all state and locally required areas of study and that every student will graduate from TCUSD prepared for college, career, and life.							
Basic Services: TCUSD will provide the appropriate conditions for learning by 1) placing fully	Basic; Implementation of State Standards; Course access Implementation of State Standards, Course	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils:	LEA-Wide		BTSA Program expenses- salary/benefits support providers, director, materials and supplies, state meetings,	BTSA Program expenses- salary/benefits support providers, director, materials and supplies, state meetings,	BTSA Program expenses- salary/benefits support providers, director, materials and supplies, state meetings,

					professional development: $100,000	professional development: $100,000	professional development: $100,000
credentialed teachers into the subject areas for which they are teaching and assist teachers to meet NCLB credentialing requirements as needed, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to the most current state adopted instructional materials. Implementation of State Standards: TCUSD will provide the appropriate conditions for learning, including the technology infrastructure and tools necessary to support 21st Century teaching and learning, by ensuring that state adopted academic and performance standards are taught to all TCUSD students and differentiated to make mastery of the standards accessible to all students and subgroups (EL, Students with Disabilities, Economically Disadvantaged, Foster, GATE, and	Access,Safe and Clean Learning Environments	BTSA has components for mastering the art of teaching for at-risk and ELD students. Teachers must demonstrate competencies for differentiating instruction.			Funding Source: LCFF Supplemental Note: Duarte-TCUSD Consortium	Funding Source: LCFF Supplemental Note: Duarte-TCUSD Consortium	Funding Source: LCFF Supplemental Note: Duarte-TCUSD Consortium

Ethnic). Course Access: TCUSD will provide the appropriate conditions for learning, including both face-to-face and digital learning environments, by ensuring that all students have access to and are enrolled in all state and locally required areas of study and that every student will graduate from TCUSD prepared for college, career, and life.							
Basic Services: TCUSD will provide the appropriate conditions for learning by 1) placing fully credentialed teachers into the subject areas for which they are teaching and assist teachers to meet NCLB credentialing requirements as needed, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to the most current state adopted instructional materials.	Basic; Implementation of State Standards; Course access Implementation of State Standards, Course Access,Safe and Clean Learning Environments	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: To assist students in meeting the technology demands for Common Core Standards and Smarter Balanced Assessments, an increase in technology support is needed at the school sites.	LEA-Wide		Technology Support: $195,707 Funding Source: LCFF Supplemental Note: Tech Lites, media center clerks, additional hours, strike team, new position per School Services suggestion	Technology Support: $195,707 Funding Source: LCFF Supplemental Note: Tech Lites, media center clerks, additional hours, strike team, new position per School Services suggestion	Technology Support: $195,707 Funding Source: LCFF Supplemental Note: Tech Lites, media center clerks, additional hours, strike team, new position per School Services suggestion

Implementation of State Standards: TCUSD will provide the appropriate conditions for learning, including the technology infrastructure and tools necessary to support 21st Century teaching and learning, by ensuring that state adopted academic and performance standards are taught to all TCUSD students and differentiated to make mastery of the standards accessible to all students and subgroups (EL, Students with Disabilities, Economically Disadvantaged, Foster, GATE, and Ethnic). Course Access: TCUSD will provide the appropriate conditions for learning, including both face-to-face and digital learning environments, by ensuring that all students have access to and are enrolled in all state and locally required areas of study and that every student will graduate from							

TCUSD prepared for college, career, and life.								
Pupil Achievement: TCUSD will increase pupil achievement levels for each significant subgroup (Asian, Hispanic, White, EL, Students with Disabilities, Socio-Economic Disadvantaged) and decrease the achievement gaps in meeting State targets. TCUSD will decrease the number of students for each significant subgroup in RtI programs at each site and increase pupil achievement for each significant subgroup on district Common Core benchmark assessments in ELA and Math. Other Pupil Outcomes: All students will have the opportunity to develop a sense of connectedness to school through meaningful and authentic engagement with the curriculum and co-curricular experiences and	Pupil achievement; Other pupil outcomes Pupil achievement, Course Access, Implementation of State Standards,Student Connectedness	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Summer school offerings over the next three years, will be expanded.	Targeted		Summer School additional personnel salary/benefits; support materials: $115,102 Funding Source: LCFF Supplemental Note: Summer school -2014 $115,102 with 2 additional Oak remediation classes & 1 additional ELD at elementary. Summer school-2015 Elementary expanded to 5 days & 4 additional academic skills support classes in English and math $3,845 x 4 classes=$15,380, plus material($5,518)	Summer School additional personnel salary/benefits; support materials: $136,000 Funding Source: LCFF Supplemental Note: Summer school -2014 $115,102 with 2 additional Oak remediation classes & 1 additional ELD at elementary. Summer school-2015 Elementary expanded to 5 days & 4 additional academic skills support classes in English and math $3,845 x 4 classes=$15,380, plus material($5,518)	Summer School additional personnel salary/benefits; support materials: $136,000 Funding Source: LCFF Supplemental Note: Summer school -2014 $115,102 with 2 additional Oak remediation classes & 1 additional ELD at elementary. Summer school-2015 Elementary expanded to 5 days & 4 additional academic skills support classes in English and math $3,845 x 4 classes=$15,380, plus material($5,518)

activities.							
Pupil Achievement: TCUSD will increase pupil achievement levels for each significant subgroup (Asian, Hispanic, White, EL, Students with Disabilities, Socio-Economic Disadvantaged) and decrease the achievement gaps in meeting State targets. TCUSD will decrease the number of students for each significant subgroup in RtI programs at each site and increase pupil achievement for each significant subgroup on district Common Core benchmark assessments in ELA and Math. Other Pupil Outcomes: All students will have the opportunity to develop a sense of connectedness to school through meaningful and authentic engagement with the curriculum and co-curricular experiences and activities.	Pupil achievement; Other pupil outcomes Pupil achievement, Course Access, Implementation of State Standards,Student Connectedness	English learners; Redesignated fluent English proficient pupils: The district will provide professional development in English Learner/Specially Designed Academic Instruction in English (EL/SDAIE)to 30 teachers each year. Additional coaching will include support for appropriate instructional strategies to be implemented in the classroom to assist with language acquisition and content mastery.	Targeted		LACOE training sub costs: $10,800 Funding Source: LCFF Supplemental Note: 3 days of subs x 30 Teachers at $120 per day=$10,800 Note: Title I and Title III will pay $10,500 contract per year	LACOE training sub costs: $10,800 Funding Source: LCFF Supplemental Note: 3 days of subs x 30 Teachers at $120 per day=$10,800 Note: Title I and Title III will pay $10,500 contract per year	LACOE training sub costs: $10,800 Funding Source: LCFF Supplemental Note: 3 days of subs x 30 Teachers at $120 per day=$10,800 Note: Title I and Title III will pay $10,500 contract per year

Pupil Achievement: TCUSD will increase pupil achievement levels for each significant subgroup (Asian, Hispanic, White, EL, Students with Disabilities, Socio-Economic Disadvantaged) and decrease the achievement gaps in meeting State targets.
 	
TCUSD will decrease the number of students for each significant subgroup in RtI programs at each site and increase pupil achievement for each significant subgroup on district Common Core benchmark assessments in ELA and Math.
 	
Other Pupil Outcomes: All students will have the opportunity to develop a sense of connectedness to school through meaningful and authentic engagement with the curriculum and co-curricular experiences and activities.
	Pupil achievement; Other pupil outcomes Pupil achievement, Course Access, Implementation of State Standards, Student Connectedness	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Purchase of instructional supplies, manipulatives, technology to support at-risk, low-income students & foster youth, language learners, and resdesignated fluent English proficient pupils.	Targeted		Instructional Materials and Supplies: $30,000
					  Funding Source:
					  LCFF Supplemental
					  Note:
					  For targeted students-
						Instructional Materials and Supplies: $30,000
						  Funding Source:
						  LCFF Supplemental
						  Note:
						  For targeted students-
							Instructional Materials and Supplies: $30,000
							  Funding Source:
							  LCFF Supplemental
							  Note:
							  For targeted students-

			Targeted		Paraprofessional Support-Salary & Benefits; Materials: $500,000	Paraprofessional Support-Salary & Benefits; Materials: $500,000	Paraprofessional Support-Salary & Benefits; Materials: $500,000
Pupil Achievement: TCUSD will increase pupil achievement levels for each significant subgroup (Asian, Hispanic, White, EL, Students with Disabilities, Socio-Economic Disadvantaged) and decrease the achievement gaps in meeting State targets. TCUSD will decrease the number of students for each significant subgroup in RtI programs at each site and increase pupil achievement for each significant subgroup on district Common Core benchmark assessments in ELA and Math. **Other Pupil Outcomes**: All students will have the opportunity to develop a sense of connectedness to school through meaningful and authentic engagement with the curriculum and co-curricular experiences and activities.	Pupil achievement; Other pupil outcomes Pupil achievement, Course Access, Implementation of State Standards,Student Connectedness	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Classified paraprofessional support students in EL program, Literacy Development, Response to Intervention through instruction, materials, supplies.			Funding Source: LCFF Supplemental Note: CELDT summer testing $29,000, classified support for literacy, RtI & ELD- $406,258; Materials $5,000	Funding Source: LCFF Supplemental Note: CELDT summer testing $29,000, classified support for literacy, RtI & ELD- $406,258; Materials $5,000	Funding Source: LCFF Supplemental Note: CELDT summer testing $29,000, classified support for literacy, RtI & ELD- $406,258; Materials $5,000

Pupil Achievement:	Pupil achievement; Other pupil outcomes Pupil achievement, Course Access, Implementation of State Standards,Student Connectedness	Low income pupils; Foster youth; English learners: ELD elective classes to support language acquisition will be added to master schedule as needed.	Targeted		ELD elective classes-salary & benefits: $39,458 Funding Source: LCFF Supplemental Note: ELD 1 and ELD 2 elective classes	ELD elective classes-salary & benefits: $39,458 Funding Source: LCFF Supplemental Note: ELD 1 and ELD 2 elective classes	ELD elective classes-salary & benefits: $39,458 Funding Source: LCFF Supplemental Note: ELD 1 and ELD 2 elective classes
TCUSD will increase pupil achievement levels for each significant subgroup (Asian, Hispanic, White, EL, Students with Disabilities, Socio-Economic Disadvantaged) and decrease the achievement gaps in meeting State targets.							
TCUSD will decrease the number of students for each significant subgroup in RtI programs at each site and increase pupil achievement for each significant subgroup on district Common Core benchmark assessments in ELA and Math.							
Other Pupil Outcomes:							
All students will have the opportunity to develop a sense of connectedness to school through meaningful and authentic engagement with the curriculum and co-curricular experiences and activities.							

Parent Involvement:

Temple City USD will engage and empower all parents/guardians to be active participants in every aspect of their child's school experience and will provide the programs and supports needed for active participation of all parents/guardians including underrepresented youth including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, and Foster Youth.

Student Engagement:

Temple City USD will provide positive attendance and dropout prevention programs and student support systems to assist every student in meeting graduation requirements from TCUSD and be prepared for college, career, and life.

School Climate:

Temple City USD will provide all | Parent involvement; Pupil engagement; School climate Pupil and Parent Engagement, Pupil Achievement | English learners; Redesignated fluent English proficient pupils: District will support translation of written, web, and oral communication, meetings, and presentations to engage and empower parents/guardians. | Targeted | | Translation Services, personnel costs: $25,000
 Funding Source:
 LCFF | Translation Services, personnel costs: $25,000
 Funding Source:
 LCFF | Translation Services, personnel costs: $25,000
 Funding Source:
 LCFF | |

students with positive behavior and intervention support programs and systems to assist every student in graduating from TCUSD with the intra and interpersonal tools and skills necessary to prepare them for college, career, and life.							
Parent Involvement: Temple City USD will engage and empower all parents/guardians to be active participants in every aspect of their child's school experience and will provide the programs and supports needed for active participation of all parents/guardians including underrepresented youth including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, and Foster Youth. Student Engagement: Temple City USD will provide positive attendance and	Parent involvement; Pupil engagement; School climate Pupil and Parent Engagement, Pupil Achievement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Students will experience differentiated and meaningful experiences and activities through STEM/STEAM classes and other classes or programs which support engagement and connectedness.	LEA-Wide		STEM/STEAM, Program costs-personnel, materials, competitions: $50,000 Funding Source: LCFF Supplemental	STEM/STEAM, Program costs-personnel, materials, competitions: $50,000 Funding Source: LCFF Supplemental	STEM/STEAM, Program costs-personnel, materials, competitions: $50,000 Funding Source: LCFF Supplemental

dropout prevention programs and student support systems to assist every student in meeting graduation requirements from TCUSD and be prepared for college, career, and life. School Climate: Temple City USD will provide all students with positive behavior and intervention support programs and systems to assist every student in graduating from TCUSD with the intra and interpersonal tools and skills necessary to prepare them for college, career, and life.								
Parent Involvement: Temple City USD will engage and empower all parents/guardians to be active participants in every aspect of their child's school experience and will provide the programs and supports needed for active participation of all parents/guardians including underrepresented	Parent involvement; Pupil engagement; School climate Pupil and Parent Engagement, Pupil Achievement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: A variety of Parent Education classes (Parent Academies) and school-related activities will be offered and will include topics such as but not limited to, academic and behavioral supports,	Targeted		Parent Academies: $26,000 Funding Source: LCFF Supplemental Note: Each site offers 2 parent academies for 6 weeks, including childcare for 2 hours per night.	Parent Academies: $26,000 Funding Source: LCFF Supplemental Note: Each site offers 2 parent academies for 6 weeks, including childcare for 2 hours per night.	Parent Academies: $26,000 Funding Source: LCFF Supplemental Note: Each site offers 2 parent academies for 6 weeks, including childcare for 2 hours per night.	

youth including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, and Foster Youth. Student Engagement: Temple City USD will provide positive attendance and dropout prevention programs and student support systems to assist every student in meeting graduation requirements from TCUSD and be prepared for college, career, and life. School Climate: Temple City USD will provide all students with positive behavior and intervention support programs and systems to assist every student in graduating from TCUSD with the intra and interpersonal tools and skills necessary to prepare them for college, career, and life.		technology, and developmental assets necessary for success in school and in life.					
Parent Involvement: Temple City USD	Parent involvement; Pupil engagement; School climate	Low income pupils; Foster youth; English learners;	LEA-Wide		Positive Behavior Intervention and Supports training & Character	Positive Behavior Intervention and Supports training & Character	Positive Behavior Intervention and Supports training & Character

					Education: $25,000 Funding Source: LCFF Supplemental Note: PBIS Training $3,000 (LACOE contract) Character Education programs-$22,000	Education: $25,000 Funding Source: LCFF Supplemental Note: PBIS Training $3,000 (LACOE contract) Character Education programs-$22,000	Education: $25,000 Funding Source: LCFF Supplemental Note: PBIS Training $3,000 (LACOE contract) Character Education programs-$22,000
will engage and empower all parents/guardians to be active participants in every aspect of their child's school experience and will provide the programs and supports needed for active participation of all parents/guardians including underrepresented youth including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, and Foster Youth.	Pupil and Parent Engagement, Pupil Achievement	Redesignated fluent English proficient pupils: District staff will participate in training for positive behavior intervention and supports including character education and restorative justice.					

Student Engagement:

Temple City USD will provide positive attendance and dropout prevention programs and student support systems to assist every student in meeting graduation requirements from TCUSD and be prepared for college, career, and life.

School Climate:

Temple City USD will provide all students with positive behavior and intervention support programs

and systems to assist every student in graduating from TCUSD with the intra and interpersonal tools and skills necessary to prepare them for college, career, and life.							
Parent Involvement: Temple City USD will engage and empower all parents/guardians to be active participants in every aspect of their child's school experience and will provide the programs and supports needed for active participation of all parents/guardians including underrepresented youth including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, and Foster Youth. Student Engagement: Temple City USD will provide positive attendance and dropout prevention programs and student support systems to assist	Parent involvement; Pupil engagement; School climate Pupil and Parent Engagement, Pupil Achievement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Additional Social, Emotional, Academic Maintain and expand support personnel including additional hours to provide resources for all students in meeting graduation requirements and promoting positive support systems.	LEA-Wide		Additional Social, Emotional, Academic Support-Salary & Benefits: $120,000 Funding Source: LCFF Supplemental Note: 50% school psychologist increased counseling for targeted students library opened longer to assist targeted students with place to study & support of a caring adult	Additional Social, Emotional, Academic Support-Salary & Benefits: $120,000 Funding Source: LCFF Supplemental Note: 50% school psychologist increased counseling for targeted students library opened longer to assist targeted students with place to study & support of a caring adult	Additional Social, Emotional, Academic Support-Salary & Benefits: $120,000 Funding Source: LCFF Supplemental Note: 50% school psychologist increased counseling for targeted students library opened longer to assist targeted students with place to study & support of a caring adult

every student in meeting graduation requirements from TCUSD and be prepared for college, career, and life. School Climate: Temple City USD will provide all students with positive behavior and intervention support programs and systems to assist every student in graduating from TCUSD with the intra and interpersonal tools and skills necessary to prepare them for college, career, and life.							

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Temple City Unified is projected to receive $1,784,961 through supplemental funds as based on the number of unduplicated pupil counts. Temple City Unified does not qualify for the concentration grant because the unduplicated count is less than 55%.

Qualitative measures to provide the best "first" instruction for all students, including for low income pupils, foster youth, and English learners, and Redesignated English Learners in every TK-12 grade classroom is underscored by the District's Signature Practices (Schmoker). These practices include: Depth and Complexity, Thinking Maps, the 4 C's, and the Accelerated Reader Star Enterprise program for K-8. The District is also working to develop Common Core District benchmarks in math and English Language Arts.

ELD and academic support summer school classes will be expanded to serve more EL students in a smaller, structured environment beginning this summer, 2014, at the elementary level. Academic classes will be added and extended during summer school over the next three years with an emphasis on pre-achieving students. ($115,102 LCFF Supplemental)

Para-professional Learning Supports for California English Learner Development Test (CELDT) administration and placement of students and interventions, such as Response to Intervention (RtI) support at-risk students in meeting District academic standards. ($500,000 LCFF Supplemental)

ELD elective classes at the high school level for English Learner Development classes will support language acquisition and close the language gap for our students in an effort to meet graduation requirements. ($39,458 LCFF Supplemental)

Parent Education Academies/Coordinator to provide parents with strategies and techniques to extend learning concepts for their student, especially for parents of EL and at-risk youth. This is the best use of supplemental funds because our unduplicated amount is less than 55 percent and all our targeted parent subgroups will be the focal point, even though other parents may attend. ($56,000 LCFF Supplemental)

Additional Social, Emotional, Academic Support, increase in 50% school psychologist, counselor hours extended, and extended library hours will support the needs of at-risk students, English learners, and Students with Disabilities require additional focused support. Even though this is an LEA-wide action, research suggests that additional support for these targeted groups assist with success in school and in life. ($120,000)

Increased translation services directly support the Asian and Spanish families at meetings, interactions, mailers, and through website correspondence. ($25,000 LCFF Supplemental)

Reduced student to staff ratios at the K-3 level. This is the best use of an LEA-wide service in support of our unduplicated student count because lower class size will support English language acquisition and pre-achieving students in developing academic mastery of the content/skills required to be successful in school and as an active community member. Teachers will support students through small group instructional practices and Tier I interventions. ($498,632 LCFF Supplemental)

And continue with the BTSA program to support learning of all students. BTSA has components for mastering the art of teaching for at-risk and ELD students. Teachers must demonstrate competencies for differentiating instruction and this is the best use of an LEA-wide program because our students are not segregated into classrooms with labels. Our students come to us with varying needs and BTSA training is the best professional development for teachers and their support providers.. ($100,000 LCFF Supplemental)

Positive Behavior Intervention and Supports (PBIS) including character education and restorative justice. This is the best use of an LEA-wide service in support of our unduplicated student count because it will help students adjust to the public school expectations, norms, and social mores of acceptable behavior and learning expectations. At-risk students struggle more with learning which results in behavioral manifestations. PBIS will help ensure these groups of students succeed in school.(25,000 LCFF Supplemental)

STEM/STEAM program. This is the best use of an LEA-wide service in support of our unduplicated student count because students will participate in rigorous activity, problem solving, and critical thinking while interacting with English only peers as well as teaching acceptance for all types of learners and their strengths. This will provide for equal access to learning and opportunities for underserved students.

($50,000 LCFF Supplemental)

ELD/SDAIE training- teachers will learn and apply ELD/Strategies in their classrooms to promote language acquisition and content mastery. ($10,800 LCFF Supplemental)

Targeted Instructional Materials and supplies- ELs, at-risk, low-income, foster youth. ($30,000 LCFF Supplemental)

Increased Technology Support is needed at the school sites to assist students in meeting the technology demands for Common Core and Smarter Balanced Assessments. This support, while an LEA Wide service, is the best use of supplemental funds because the targeted students will benefits from having working technology in their classrooms and in their media centers so that they can use digital tools effectively, collaborate with peers, engage in use of e-books and be exposed to a variety of technology devices to support their learning as well as language programs such as Rosetta Stone. ($214,969 LCFF Supplemental)

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Prior year funds spent on unduplicated pupils-$646,560

Funded portion of increase in Supplemental Grant-$1,138,401

Total Funding for unduplicated Pupils- $1,784,961
Based upon the proportionality calculation for Temple City Unified, we will spend 4.36% more in 2014-15 than in 2013-14. Throughout the three-year term of this plan, there will be increases in both performance and quality of services for unduplicated pupils.

Study after study continues to find that school-wide initiatives that aggressively build consistent practices amongst teachers are the best way to improve learning outcomes for students (Hattie, 2012; Odden 2011; Schmoker, 2011). At both the district and site levels, we will be allocating significant funds for professional development, coaching, collaboration, instructional networking and training in the Common Core to improve the instructional expertise of every teacher. These efforts demonstrate an increase in both spending and quality of service for these students. And while it could be argued that all students proportionally benefit from expert teachers, we know, unequivocally, that EL, LI, FY and non-proficient or underperforming students benefit more from expert instruction from a HQT.

For EL and RFEP students there will be increased monitoring, intervention and home to school communication. The district only has nine Foster Youth students.

When the "best" first instruction and classroom teacher interventions do not allow a student to attain the expected learning outcomes, the district, and each school site, is committed to provide a targeted intervention in ELA and math at the elementary level and all core subjects at the secondary levels, including passage on the California High School Exit Exam
(CAHSEE). At the elementary level, there is an increased focus on literacy and reading intervention is a priority. Literacy at an early age is the key to almost all future success indicators.

Table A. Proportionality of Services

Required Proportionality Formula for Services for unduplicated Services 4.36%	Activity Services	2014-2015
	ELD elective classes	39,458
	Paraprofessional Learning supports --Response to Intervention, (RtI) Literacy & ELD sal/benefits, materials, supplies	500,000
	Summer school expanded for targeted population	115,102
	Parent Academies	56,000
	Social, Emotional, Academic Support (including) 50% school psychologist position	120,000
	Reduced student to staff ratio	498,632
	Beginning Teacher Support (BTSA) Program	100,000
	Increased translation services	25,000

	Positive Behavior Intervention Supports including character education and restorative justice.	25,000
	ELD/SDAIE Training for 30 teachers-subs	10,800
	21st Century Learning-STEM/STEAM program costs	50,000
	Targeted Instructional materials & supplies	30,000
	Increased technology support (Tech lites, media center clerks, additional hours, strike team, new position)	214,969

Total

1,784,961

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.