

# Local Control and Accountability Plan

Temple City Unified School District



July 1, 2015 - June 30, 2018

**LEA Contact**

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**Section 1: Stakeholder Engagement**

**INVOLVEMENT PROCESS:**

Temple City Unified School District held numerous input meetings with a variety of stakeholders during the 2014-2015 school year, including bargaining units, Leadership (principals, Directors, Cabinet, curriculum coordinators), and high school (ASB) Leadership class, as well as with the Parent Advisory Committee (PAC) which included representation from our District Advisory Committee (DAC) and separate meetings with our District English Learner Committee (DELAC). The DAC/DELAC represented special education, at-risk, foster, and English Learner students and met routinely from November-March 2015 to provide input and edits to each draft of the plan.

The DELAC members also met separately to provide additional input on January 15, 2015, and on March 12, 2015.

Input from stakeholders informed the writing of the annual update for school year 2015-2016 and for the following two school years, 2016-2017 and 2017-2018, thus equating to a robust three-year Plan..

The process was part of a single process and details of specifics are listed in the next three sections.

**IMPACT ON LCAP:**

A public hearing was held on May 27, 2015, in which community members and the Board of Education provided input into the goals and action steps. Changes to the plan included increased allocations and/or a new action step to:

1. Expand and increase allocation to Deferred maintenance/Facilities (All Students-Base Grant).
2. Input meetings with teachers, staff, parents and community members resulted in extending the "parent engagement goal" by adding a second community liaison who speaks Spanish to work assist with parent academies. This will draw in more parents, especially met the needs of our 21 percent Hispanic/Latino families. (Targeted Students-Supplemental).

3. Input meetings with teachers, staff, Parent Advisory Committee (District Advisory Committee), District English Learner Advisory Committee, Board of Education, and community members suggested an allocation of \$100,000 to Science, Technology, Engineering, Mathematics/Science Technology, Engineering, Art, Mathematics (STEM/STEAM) program (Targeted Students-Supplemental)

The Local Control Accountability Plan (LCAP) is anticipated to be approved by the Board of Education at a public meeting on June 17, 2015.

**Annual Update: Involvement Process – New for 2015**

1. Temple City Unified School District held numerous input meetings during the 2014-2015 school year, with a variety of stakeholders, including bargaining units, Leadership (site administrators, Directors, Cabinet, curriculum coordinators), and high school Associated Student Body (ASB) Leadership class, as well as with the Parent Advisory Committee (PAC) which included representation from our District Advisory Committee (DAC) and District English Learner Committee (DELAC). The DAC/DELAC represented special education, at-risk, foster, and English Learner students and met routinely from November-March 2015 to provide input and revisions to the three-year plan.
2. The DELAC members also met separately to provide additional input on January 15, 2015, and on March 12, 2015.
3. Input meetings began in November 2014 and continued through April 2015. Stakeholders were re-introduced to the eight State priorities, Local Control Funding Formula, and the action steps and goals that were identified in the prior year's plan. Discussions were underscored by ranking the importance of action steps as well as dreaming big: What innovative ideas does the larger educational community want to see in our schools and classrooms? The PAC, Leadership Team, and ASB students at Temple City High School beta tested the Parent Community LCAP survey. Based on input, additional questions were added regarding parent involvement and potential language class options at all levels, including elementary, intermediate and high school.
4. Additional input was gathered from an online District survey consisting of Likert Scale, check-off lists, open-ended questions, and aligned to the State's eight priorities. An automated notification in multiple languages went out to staff, teachers, students, and parents inviting them to add their ideas through an online anonymous survey created in Google Docs and posted on the District website. The survey was opened from February 9, 2015, through March 27, 2015.
5. Survey data was shared in Cabinet Meetings, Leadership meetings and with the Board of Education on April 23, 2015. A summary of survey data was posted on the District website in

English, Mandarin, and Spanish. There were 337 respondents who completed the survey; not all respondents provided demographic data.

6. Metrics data, as outlined in the plan, were reviewed and discussed at a Leadership meeting in April and presented to the Board of Education in May. Discussion about the types of data being collected and its impact on the State priorities fueled revisions for the 2015-2016 Plan. Discussions also included areas of need in reference to the District's currently identified 16 foster students and 22 homeless students and were grounded in the following goal areas:

### **Goal 1: Conditions of Learning**

- California Longitudinal Pupil Achievement Data System (CALPADS) data on highly qualified teachers
- Facilitates updates, including repairs, modernization, construction benchmarks
- Common Core State Standards alignment for mathematical materials (Cognitively Guided Instruction and STAR math)
- Professional Development Opportunities (Math, English Learners, **Walk-throughs**, conferences, coaching days)
- Testing baseline data (CELDT), Reclassification rates, California High School Exit Exam (CAHSEE) passage rates, STAR 360 [local benchmark data in reading and math] and California Assessment and Accountability System California Assessment of Student Proficiency and Progress (CAASPP) once it is released
- Number of students enrolled in advanced courses (7-12 grade)
- Graduation and drop-out rates
- Graduates meeting UC and/or CSU Entrance Requirements
- Advanced Placement Scores of 3 or Higher

### **Goal 2: Pupil Outcomes**

- CAASPP results to be reviewed, once released in summer of 2015, (anticipated target is 1% improvement from baseline year for 2014-2015). However, in lieu of Standardized test results being available in 2014-2015 school year, local district benchmarks data assisted in measuring student achievement.
- Survey data (WASC) for higher levels of student and parent connectivity
- Early Assessment Program (EAP)-grade 11 indicating college readiness in math and English language arts

### **Goal 3: Engagement**

- Parent involvement data at site and district level including attendance at Parent Forums (135 participants) and parent membership in District Advisory Committee/District English Learner Advisory Committee (DAC/DELAC),

- site English Learner Advisory Committee (ELAC), Parent Teacher/Student Association (PTSA), and parent workshops
  - Chronic absences, truancies, and suspensions/expulsions
  - School climate and extra-curricular student participation in athletics, clubs, and school organizations
7. Draft LCAP was shared with Cabinet on April 27, 2015; phone calls were made to parents of foster youth to seek additional input.
  8. DAC and DELAC received LCAP draft and provided input. Final draft forwarded to site administration to share with their respective School Site Councils.
  9. Public Hearing and First Reading of LCAP, May 27, 2015.
  10. LCAP presented to the Board on June 17, 2015 for final approval.

**Annual Update: Impact on LCAP – New for 2015**

The following represents input from multiple data sources that had a direct impact on priority areas and action items identified in the plan:

- Targeted Students: expand STEM/STEAM opportunities; therefore, a \$100,000 was allocated to the program.
- All Students: continue to add classes to support student needs; therefore, two sections of Computer Science and two sections of Advanced Placement Computer Science were added to 2015-2016 master schedule at Temple City High School, yet the position is being filled at 100% FTE which will absorb a 20% overload assignment filled by previous math teacher.
- All Students: teacher retention in which District will recruit and retain highly qualified teachers and staff members, and ensure adequate staffing ratios for class-size reduction as evidenced by survey data as being "important" and from bargaining unit members' feedback.
- Targeted Students: TK through 3rd-grade small group instruction, targeting pre-achieving students, will be maintained for the 2015-2016 school year as indicated by survey data of 91.9% and local bargaining unit input.
- Targeted Students: the action step termed "ELD classes" as outlined in 2014-2015 plan has been expanded to "English Learners, foster youth, and at-risk students support through course offerings to meet their academic needs, language production, and graduation requirements." This recommendation was supported by survey data of 87.2 percent as "important", Parent Advisory Committee (PAC), student recommendations, and metric data regarding English Learner graduation rates and CELDT results/Annual Measurable Achievement Objectives. This action step will

now include certificated salary/benefits expenditures for the secondary English Learner Development program, grades 7-12, Response to Intervention, and the District ELD Coordinator position. It will also include salary & benefits for the Doctor Doug Sears Learning Center (DDSLC) teachers for 2015-2016 school year.

- Targeted Students: continue supporting translation services. Therefore, \$30,000 will be allocated for 2015-2016 school year and sustained the following two years for site use. This represents a \$5,000 increase from 2014-2015 school plan. Translation services is supported by survey data as being "important" as well as by site administration as a need identified in their Single Plans for Student Achievement and the Parent Advisory Group (PAC) which saw a greater need in translation services for Parent Conferences, school meetings, and outreach to the second-language learner families.
- Targeted Students: increase funds to support Parent Academies and the addition of a 12-hour per week Spanish District Community Liaison to support the District's Spanish population (21%). Therefore, an increase from \$56,000 to \$65,000 is reflected in the 2015-2016 LCAP Plan, and will be sustained over the three years of this plan. Administrator recommendations and approximately 85.6% of survey data noted parent participation at school and District events as being important.

## **Section 2: Goals and Progress Indicators**

### **Goal 1: Conditions of Learning**

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 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.

### **Original Identified Need for 2014-2015**

#### **Basic Services:**

- 1) The data from the School Accountability Report Cards (SARC) and Title II Credential Monitoring indicate that 99.6 % of TCUSD teachers are highly qualified and appropriately placed under NCLB requirements. Only one Temple City Unified School District teacher holds an intern CLAD credential while all other teachers have CLAD or a similar English Learner (EL) authorization.
- 2) The School Accountability Report Cards (SARCs) and Bond architectural renderings regarding the Bond indicate that each school site needs repairs and/or modernization. Clean schools have a direct influence on school climate and eliminate academic distractions.
- 3) Williams Certification report indicates that 100 % of students have access to the most current State core adopted instructional materials. There is a need to provide the funding to purchase California Standards aligned materials as they become available in the core subject areas.

#### **Implementation of State Standards:**

Stakeholder input and District Leadership Team indicate that there is a need to provide continued on-going and systematic professional development in the areas of implementing the California Standards, the Next Generation Science Standards, and the new EL standards.

Data is collected on English Learner reclassification rates at the end of each year and progress toward proficiency as measured by Annual Measurable Achievement Objectives (AMAO) 1 and 2. District data indicate that AMAO 1 and 2 exceeds NCLB targets as evidenced over the past three years. Likewise, while our District has met the NCLB targets for reclassification of English Learners, we find it important to track and monitor our Long Term ELs who have received five years or more of EL instruction and have not been reclassified, even though we are above the target of 49%. Respectively, in 2013-2014, the District reclassified 163 ELs out of 240 who were identified as Long Term ELs. The NCLB target was 49% and we exceeded that percentile in reclassification of Long Term ELs at 67.9 percent.

#### **Course Access:**

Data from master schedules at all sites indicate that all students have access to and are enrolled in state and locally required areas of study. However, disaggregate graduation and dropout reports, and Graduates Meeting UC/CSU Requirements, indicate a need to examine EL course enrollments more closely at all grade levels, even though there was a three percent increase in EL student enrollment in advanced core classes.

Identified Metric:

Basic Services:

- CALPADS reporting
- Modernization updates
- Williams Certification reporting

Implementation of State Standards:

- Feedback forms
- Classroom observations
- SBAC results/CAASPP assessments
- District created benchmark assessments (STAR 360) will be used to measure student achievement in tandem with State testing results once provided through SBAC.
- CELDT results, including progress toward English proficiency and EL reclassification rate

Course Access:

- Site master schedules
- Class enrollments
- Graduation and dropout reports & Graduates 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 (EAP)

<b>Related State &amp; Local Priorities:</b>	<b>Applicable Student Subgroup(s):</b>	<b>Schools Affected:</b>
State: Implementation of State standards; course access, pupil achievement; pupil engagement	All; ethnic group: Hispanic/Latino; white; socioeconomically disadvantaged; English Learners, foster, pupils with disadvantages	All

**What will be different or improved for students?**

**Year 1: 2015-2016**

Basic Services:

- 1) By July 1, 2016, all TCUSD teachers will be highly qualified and appropriately placed under NCLB requirements as measured by annual CALPADS reporting.



- 2) By July 1, 2016, the **bond construction** management company and/or Director of Maintenance and Operations will report on school repairs, modernization, and construction benchmarks at Board of Education meetings.
- 3) By August, 2016, California Standards 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 California Standards 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. STAR 360 is our internal District benchmark for all students in English and math.

By August 1, 2016, student proficiency as measured by SBAC testing in both English and math will increase by 1% from the 2015 results.

- CELDT AMAO 1 and 2 results will be maintained as students are above the State average.
- English Learner 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 3% to 4% more English Learners enrolled in advanced core courses at the intermediate and high school level.

By September 30, 2016:

- High school English Learner graduation data will show an increase from 77.5% to 78.5%.
- High school English Learner drop-out rate will show a decrease from 18.6% to 17.6%.
- High school graduation rate for all students will increase from 94.9% to 95.5%.
- High school drop-out rate for all students will maintain at 4.0%.
- English Learner graduates Meeting UC/CSU Requirements will show an increase from 3.57% to 4.57%.
- Graduates meeting UC/CSU Requirements for all students will show an increase from 63.10% to 64.10%.

- 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 77% to 78%.

## **Year 2: 2016-2017**

### 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, the **bond construction** management company and/or Director of Maintenance and Operations will report on school repairs, modernization, and construction benchmarks at Board of Education meetings.
- 3) By August, 2017, California Standards aligned mathematics materials will continue to be utilized in 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 California Standards 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 August 2017, student proficiency, as measured by SBAC testing in both English and math, will increase by 1% from the 2016 results.

- CELDT AMAO 1 and 2 results will be maintained as students are above the State average.
- English Learner 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 4% to 5% more English Learners enrolled in advanced core classrooms at the intermediate and high school levels.

By September 30, 2017:

- High school English Learner graduation data will show an increase from 78.5% to 79%.
- High school English Learner drop-out rate will show a decrease from 17.6% to 17%.
- High school graduation rate for all students will increase from 95.5% to 96%.
- High school drop-out rate for all students will stay below the minimum of 4.0%.
- High school English Learner graduates meeting UC/CSU requirements will show an increase from 4.57% to 5.57%.
- Graduates meeting UC/CSU Requirements for all students will show an increase from 64.10% to 65.10%.
- Intermediate school drop-out rate for all students will be maintained at zero.
- Advanced Placement rate of scoring a 3 or higher will be increased by from 78% to 79%.

### **Year 3: 2017-2018**

#### Basic Services:

- 1) By July 1, 2018, all TCUSD teachers will be highly qualified and appropriately placed under NCLB requirements as measured by annual CALPADS reporting.
- 2) By July 1, 2018, the **bond construction** management company and/or Director of Maintenance and Operations will report on school repairs, modernization, and construction benchmarks at Board of Education meetings.
- 3) By August, 2018, California Standards aligned mathematics materials will continue to be utilized in the core curriculum as measured by classroom observations.

#### Implementation of State Standards:

By August 2018, all instructional staff who teach English/Language Arts will be involved in professional development focused on effective utilization of California Standards. Professional development will be aligned to 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 August 2018, based on prior year data for SBAC testing/CAASPP assessments, students results will improve by 1% from the previous year in both math and English Language Arts.

- CELDT AMAO 1 and 2 results will be maintained as students are above the State average.
- English Learner reclassification rates will be maintained until new criteria are established.

Course Access:

By July 1, 2018, 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, 2018, Aeries queries of class enrollments will increase from 5% to 5.5% for English Learner enrollment in advanced core classrooms at the intermediate and high school levels.

By September 30, 2018:

- High school English Learner graduation data will show an increase from 79% to 80%.
- High school English Learner drop-out rate will show a decrease from 17% to 16%.
- High school graduation rate for all students will increase from 96% to 96.5%.
- High school drop-out rate for all students will stay below the minimum of 4.0%.
- High school English Learner graduates meeting UC/CSU requirements will show an increase from 5.57% to 6.57%.
- Graduates meeting UC/CSU Requirements for all students will show an increase from 65% to 66%
- Intermediate school drop-out rate for all students will be maintained at zero.
- Advanced Placement rate of scoring a 3 or higher will be increased by from 79% to 80%.

**Goal 1: Conditions of Learning**

A. Actions/Services

1. Teacher Retention - LEA-wide

District will recruit and retain highly qualified teachers and ensure adequate staffing ratios for class size reduction.

Expenditures	Current Year 2014-2015	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Funding Source
Teacher salary & benefits	\$23,450,995	\$24,121,430	\$24,607,405	\$25,103,171	LCFF Base Grant
NCLB compliance	\$5,000	\$5,000	\$5,000	\$5,000	LCFF Base Grant

2. Deferred Maintenance/Facilities - LEA-wide (Expanded)

Establish stronger maintenance support structures to upgrade school facilities beyond bond construction.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2015-2016	2016-2017	2017-2018	
Deferred Maintenance/ upgrade school facilities, materials, personnel costs (Expanded)	250,000	\$1,520,464	\$1,552,326	\$1,599,949	LCFF Base Grant

3. Instructional Materials- LEA-wide

Purchase grade-level and research-based instructional materials, computers, and technology tools to support State timeline adoptions for California Standards and to assist students in meeting academic standards.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2015-2016	2016-2017	2017-2018	
Instructional Materials, computers, and managing tools	\$124,616	\$200,000	\$200,000	\$200,000	LCFF Base Grant

4. Core Courses and Extension Activities- School-wide

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.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2015-2016	2016-2017	2017-2018	
New Classes	\$68,888	\$83,000	\$84,672	\$99,600	LCFF Base Grant

5. Summer Institutes-LEA-wide

Teachers and staff will participate in summer institute and trainings/workshops in throughout the year on a variety of topics.

Expenditures	Current Year 2014-2015	Year 1 2015-2015	Year 2 2015-2016	Year 3 2016-2017	Funding Source
Teacher Hourly	\$42,865	\$15,000	\$15,000	\$15,000	LCFF Base Grant

B. Actions and Services for Unduplicated Targeted Students:

1. Reduced student to staff ratio -LEA Wide

In an effort to support small group instruction and to ensure adequate staffing ratios, current staff will be maintained and new teachers hired as needed (K-3).

Expenditures	Current Year 2014-2015	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Funding Source
Reduced student-to-staff ratio	\$577,635	\$589,273	601,142	613,253	LCFF Supplemental

2. Beginning Teacher Support and Assessment (BTSA) Program-LEA Wide

Beginning Teacher Support and Assessment (BTSA) requires demonstration of mastering the art of teaching at-risk, special populations, low-income, foster youth, English Learner students and differentiation of instruction in support of student needs.

Expenditures	Current Year 2014-2015	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Funding Source
BTSA Program	\$126,416	\$100,000	\$100,000	\$100,000	LCFF Supplemental

3. Technology Support-LEA-Wide

To assist students in meeting the technology demands for California Standards and Smarter Balanced Assessments, technology support at the school sites will continue.

Expenditures	Current Year 2014-2015	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Funding Source
Technology Support- (Tech lites, media center clerks, additional hours, strike team, new position)	\$193,881	\$191,756	\$194,913	\$194,913	LCFF Supplemental

4. English Learner, Foster Students, and At-Risk Course Support (Expanded)

English Learners, foster students, and at-risk students are supported through course offerings to meet their academic needs, language production needs, and graduation requirements.

Expenditures	Current Year 2014-2015	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Funding Source
Targeted Courses  DDSLC & Secondary English Learner (7-12), District coordinator, RtI, RAMS, (salary/benefits)  (Expanded)	\$28,762  (2 periods-EL @ TCHS)	886,432	886,432	886,432	LCFF Supplemental

**Goal 2: Pupil Outcomes:**

Pupil Achievement:

TCUSD will increase pupil achievement levels for each significant subgroup (Asian, Hispanic, White, EL, Students with Disabilities, Foster, 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 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.

Identified Need

Pupil Achievement and Other Pupil Outcomes

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

Identified Metric

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.
- Chronic absenteeism

<b>Related State &amp; Local Priorities:</b>	<b>Applicable Student Subgroup(s):</b>	<b>Schools Affected:</b>
State: Pupil Achievement, Course access, Implementation of state standards; Pupil Achievement; Connectedness	All; Ethnic Group: Hispanic/Latino; white; Socioeconomically disadvantaged; English Learners, Foster, Pupils with Disadvantages	All



## **What will be different or improved for students?**

### **Year 1: 2015-2016**

ELA/CAHSEE: Pupil passage rates for significant subgroups will increase as follows:

Asian 88% to 89%; Hispanic 90% to 91%; White will maintain at 95%; English Learner 47% to 48%; Students with Disabilities 63% to 64%; Socio-Economic Disadvantaged 82% to 83%.

Reading District Benchmark Assessments (STAR 360): Increase overall TK-8 pupil achievement at the proficient or higher levels in Reading from 56.3% to 57.3% for all students, and for English Learners an increase from 35.1% to 36.1% in Reading.

Math District Benchmark Assessments (STAR 360): Increase overall TK-8 pupil achievement at the proficient or higher levels in Math from 76.2% to 77% for all students, and for English Learners an increase from 72.7% to 73% in Math.

Based on prior year, SBAC/CAASPP assessment data, a 1% increase is expected in math and English language arts for 2015-2016 school year.

Students will experience higher levels of connectivity and engagement as measured by number of participants in athletics, clubs, and organizations.

The percentage of students who participate in and demonstrate college preparedness as assessed in Early Assessment Program (EAP) or future college indicator will be maintained as compared to 2013 EAP results.

### **Year 2: 2016-2017**

ELA/CAHSEE: Maintain or increase pupil passage rates for each significant subgroup as follows:

Asian 89% to 90%; Hispanic 91% to 92%; White maintain at 95%; EL 48% to 49%; Students with Disabilities 64% to 65%; Socio-Economic Disadvantaged 83% to 84%.

District Benchmark Assessments: Increase overall pupil achievement at the proficient or higher levels by 1% 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, a 1% increase is expected in math and English language arts for 2016-2017 school year.

Students will experience higher levels of connectivity and engagement as measured by number of participants in athletics, clubs and site organizations.

The percentage of students who participate in and demonstrate college preparedness as assessed in Early Assessment Program or future college indicator will be maintained.

**Year 3: 2017-2018**

ELA/CAHSEE: Maintain or increase pupil passage rates for each significant subgroup as follows:

Asian 90% to 91%; Hispanic 92% to 93%; White maintained at 95%; EL 49% to 50%; Students with Disabilities 65% to 66%; Socio-Economic Disadvantaged 84% to 85%.

District Benchmark Assessments: Increase overall pupil achievement at the proficient or higher levels by 1% 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, a 1% increase is expected in math and English language arts for 2017-2018 school year.

Students will experience higher levels of connectivity and engagement as measured by number of participants in athletics, clubs and site organizations.

The percentage of students who participate in and demonstrate college preparedness as assessed in Early Assessment Program or future college indicator will be maintained.

**Goal 2: Pupil Outcomes**

**A. Action /Services**

1. Professional Development- LEA-wide

Opportunities will be provided for professional development that supports 21st Century Learners and Common Core State Standards.

Expenditures	Current Year 2014-2015	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Funding Source
Professional Development (21st Century Learners, Common Core) registration costs, sub costs	\$25,000	\$25,000	\$25,000	\$25,000	LCFF Base Grant

2. Data Management System- LEA-wide

District will fund the Student Information System and a data management system for tracking student achievement, progress and for monitoring the learning environment.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2015-2016	2016-2017	2017-2018	
Aeries & EADMS annual contracts	\$36,361	\$41,000	\$43,000	\$45,000	LCFF Base Grant

**B. Action/Services for Unduplicated Targeted Students**

1. Summer School-Targeted

Summer school offerings will continue over the next three years and be expanded based on student needs.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2015-2016	2016-2017	2017-2018	
Summer School additional personnel salary/benefits; support materials	\$115,102	\$66,880	\$70,000	\$70,000	LCFF Supplemental

2. English Learner Professional Development-Targeted

The district will provide professional development in English Learner/Specially Designed Academic Instruction in English (EL/SDAIE). Additional coaching will include support for appropriate instructional strategies to be implemented in the classroom to assist with language acquisition and content mastery.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2015-2016	2016-2017	2017-2018	
ELD training substitute costs	\$6,120	\$10,800	\$10,800	\$10,800	LCFF Supplemental

3. Targeted Instructional Materials and Supplies

Purchase of instructional supplies, manipulatives, and technology to support at-risk, low-income students, English language learners and redesignated fluent English proficient pupils.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2015-2016	2016-2017	2017-2018	
Targeted Instructional Materials and Supplies	\$12,000	\$15,000	\$15,000	\$15,000	LCFF Supplemental

4. Paraprofessionals Learning Supports-Targeted

Classified paraprofessionals support students in EL program, Literacy Development, Response to Intervention, and CELDT through additional instruction supports.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2015-2016	2016-2017	2017-2018	
Paraprofessional Support-Salary & Benefits	\$378,110	\$444,280	\$444,280	\$444,280	LCFF Supplemental

**Goal 3: Engagement**

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 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.

Identified Need:

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 to help all parents become connected to the school community.

Identified Metric:

- Parent and student surveys measuring student, parent engagement and school climate.
- Increased parent membership in DAC/DELAC, English Language Advisory Councils, School Site Council, PTSA, and parent trainings/workshops
- Attendance, chronic absenteeism rates
- Pupil suspension rates and expulsion rates
- Other local measures of pupils, parents, and teachers on the sense of safety and school connectedness.

<b>Related State &amp; Local Priorities:</b>	<b>Applicable Student Subgroup(s):</b>	<b>Schools Affected:</b>
State: Pupil Achievement, Course Access, Implementation of State Standards; Pupil Achievement; Connectedness	All; Ethnic Group: Hispanic/Latino; white; Socioeconomically disadvantaged; English Learners, Foster, Pupils with Disadvantages	All

**What will be different or improved for students?**

**Year 1: 2015-2016**

By June 30, 2016, parent involvement will increase in site and District events, organizations and trainings/workshops.

By June 30, 2016, data regarding student engagement and school climate, including the number of students involved in extra-curricular activities, clubs, and campus organizations will be maintained.

By June 30, 2016, data regarding student engagement and school climate, which includes attendance, chronic absenteeism, suspension and expulsion will improve from previous year.

**Year 2: 2016-2017**

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, and campus organizations will be maintained.

By June 30, 2017, data regarding student engagement and school climate, which includes attendance, chronic absenteeism, suspension and expulsion will improve from previous year.

**Year 3: 2017-2018**

By June 30, 2018, 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, 2018, data regarding student engagement and school climate, including the number of students involved in extra-curricular activities, clubs, and campus organizations will be maintained.

By June 30, 2018, data regarding student engagement and school climate, which includes attendance, chronic absenteeism, suspension and expulsion will improve from previous year.

**Goal 3: Engagement**

**A. Actions/Services**

1. Improve Marketing and Communications LEA-wide

District and site websites, online grading, and parent portal will be examined to maximize school-to-home connections.

Expenditures	Current Year 2014-2015	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Funding Source
Contracts, Website	0	\$100,000	\$100,000	\$100,000	LCFF Base Grant

2. Partnerships/Outreach-LEA-wide

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.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2015-2016	2016-2017	2017-2018	
Committee Dialogue	No cost	No cost	No cost	No cost	

**B. Action/Services for Unduplicated Targeted Students**

1. Translation Services - Targeted

District will support translation of written, web, and oral communication, meetings, and presentations to engage and empower parents/guardians.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2015-2016	2016-2017	2017-2018	
Translation Services	25,840	\$30,000	\$30,000	\$30,000	LCFF Supplemental

2. 21<sup>st</sup> Century Teaching and Learning- Targeted

Students will experience differentiated and meaningful experiences and activities through STEM/STEAM classes and other classes or programs which support engagement and connectedness.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2015-2016	2016-2017	2017-2018	
STEM/STEAM, Program costs-personnel, materials, competitions	\$65,000	\$100,000	\$100,000	\$100,000	LCFF Supplemental

3. Parent Academies-Professional Development – Targeted (Expanded)

A variety of Parent Education classes (Parent Academies) and school-related activities will be offered. Topics may include but will not be limited to academic and behavioral supports, technology, and developmental assets necessary for success in school and in life. While all parents are invited to attend, second language learners will be supported by District Outreach Liaisons for Mandarin and Spanish speakers.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2015-2016	2016-2017	2017-2018	
Parent Academies/ Coordinator, personnel costs, materials & supplies (Expanded)	\$11,387	\$65,000	\$65,000	\$65,000	LCFF Supplemental

4. Positive Behavior Intervention/Character Education -Targeted

District staff will participate in training for positive behavior intervention and supports including character education and restorative justice.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2014-2015	2015-2016	2016-2017	
Positive Behavior Intervention and Supports training-contract with LACOE	\$19,645	\$25,000	\$25,000	\$25,000	LCFF Supplemental



5. Social, Emotional, Academic Support LEA-wide (Expanded)

Maintain and expand support personnel including additional hours to provide resources for all students in meeting graduation requirements and promoting positive support systems.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2014-2015	2015-2016	2016-2017	
Support staff personnel costs for salary & benefits (Expanded)	\$122,020	\$204,163	\$204,163	\$204,163	LCFF Supplemental

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**Section C: Concentration and Supplemental Funds**

Temple City Unified is projected to receive \$2,728,584 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 developed benchmarks in math and will focus on English Language Arts during 2015-2016 school year.

Targeted: English Learner, foster, at-risk and English Learner students are supported through course support to meet their academic needs, language production needs, and graduation requirements. (\$886,432 LCFF Supplemental)

Targeted: Summer School-English Language Development classes and academic support (proficiency) summer school classes are reviewed annually with additional courses added to the master schedule in an effort to serve more English Learner students in a smaller, structured environment. (\$66,880 LCFF Supplemental)

Targeted: Para-Professional Learning Supports for California English Learner Development Test (CELDT) administration and placement of students in such programs as Response to Intervention (RtI). This is designed to support at-risk students in meeting District academic standards. (\$444,280 LCFF Supplemental)

District-wide: 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. We determined that because our unduplicated count is less than 55 percent, this will maximize our funding to support all our targeted parent subgroups, as well as other interested parents. This service is the most effective use of these funds to meet District goals for unduplicated pupils because research and focus group conversations indicate that immigrant families feel disconnected from American schools. According to the Michigan Department of Education, “The earlier in a child’s educational process parent involvement begins, the more powerful the effects. The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home.” Research by Johns Hopkins University also supports the claim that forming parent partnership early on helps youngsters succeed in school and in later life. Facilitators of the group will be bilingual in Mandarin and Spanish. New immigrant parent meetings will be held to explain the differences in the American school system and that of their homeland in an effort to increase parent engagement. (\$65,000 LCFF Supplemental)

District-wide: Additional social, emotional, academic support, increased and extended library hours will support the needs of at-risk, low-income students, English learners, and students with disabilities who require additional focused support. Research suggests that additional support mechanisms in these areas benefits all students with the highest benefits seen in targeted subgroups groups to assist with success in school and in life, as supported by the International Institute for Restorative Practices. (\$204,163 LCFF Supplemental)

Targeted: Translation services directly support the Asian and Spanish families at meetings, interactions, mailers, and through website correspondence. (\$30,000 LCFF Supplemental)

District-wide: 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. Northwestern University researcher, Diane Whitmore Schanzenbach, stated in *Does Class Size Matter?*, “The payoff from class-size reduction is greater for low-income and minority children, while any increases in class size will likely be most harmful to these populations.” (\$589,273 LCFF Supplemental)

District-wide: Beginning Teacher Support and Assessment (BTSA) requires demonstration of mastering the art of teaching at-risk, special populations, low-income, foster youth, English Learner, and differentiation of instruction in support of student needs. 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. The research of Linda-Darling Hammond strongly supports the value of teacher training programs such as BTSA in equipping new teachers in meeting the needs of all students, especially underserved and at-risk students. (\$100,000 LCFF Supplemental)

District-wide: 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, low-income students struggle more with learning which results in behavioral manifestations. PBIS will help ensure these groups of students succeed in school. Research suggests that additional support mechanisms in these areas benefit all students with the highest benefits seen in targeted subgroups to assist with success in school and in life, a fact supported by the International Institute for Restorative Practices. (\$25,000 LCFF Supplemental)

District-wide: 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. Equal access will be provided for learning and other opportunities for underserved students. Emerging research by Robert Siegler from Carnegie Mellon University and Douglas Clements from University of Denver strongly suggests that there is a need to provide STEM/STEAM education to students to advance the problem solving and mathematical skills required for success in the 21<sup>st</sup> century. Therefore, English Learners, foster youth, and at-risk students need to be included in such initiatives. (\$100,000 LCFF Supplemental)

Targeted: 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: Targeted Instructional Materials and Supplies-ELs, at-risk, low-income, foster youth. (\$15,000 LCFF Supplemental)

District-wide: Technology support is needed at the school sites to assist students in meeting the technology demands for California Standards and Smarter Balanced Assessments. This support, while an LEA wide service, is the best use of supplemental funds because the targeted students will benefit from having working technology in classrooms and media centers in order to use digital tools effectively, collaborate with peers, engage in use of e-books and be exposed to a variety of technology devices to support learning. Additionally, language programs such as Rosetta Stone will be provided. Major studies by Chueng and Slavin find that, “Blending technology with face-to-face teacher time generally produces better outcomes than face-to-face or online learning alone for all students.” This is found to be true and provides equity access for underserved populations. (\$191,756 LCFF Supplemental)

#### **D. Proportionality of Service**

This section captures how the services provided in the LCAP are increased or improved for low income pupils, foster youth, English Learners in proportion to the increase in funding provided to such pupils in that year as calculated by 6.69%. (See Table A for Proportionality of Services)

Prior year funds spent on unduplicated pupils - \$1,809,390

Funded portion of increase in Supplemental Grant - \$945,813

Total Funding for unduplicated Pupils - \$2,728,584

Based upon the proportionality calculation for Temple City Unified, we will spend 6.69% more in 2015-16 than in 2014-15. 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 students. And while it could be argued that all students proportionally benefit from expert teachers, we know, unequivocally, that English Learners, foster youth, and non-proficient or underperforming students benefit more from instruction delivered by a highly qualified teacher.

For English Learners and Redesignated Fluent English Proficient students, there will be increased monitoring, intervention and home-to-school communication. The District records show 16 foster youth students and 1,301 English Learners.

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**

<b>Required Proportionality Formula for Services for unduplicated Services 6.69%</b>	<b>Activity Services</b>	<b>2015-2016</b>
	English Learner, Foster Students, and At-Risk students are supported through course support to meet their academic needs, language production needs, and graduation requirements.	886,432
	Summer school for targeted populations	66,880
	Paraprofessional Learning supports --Response to Intervention, (RtI) Literacy & ELD salary/benefits, materials, supplies	444,280
	Parent Academies/Coordinator(s)	65,000
	Social, Emotional, Academic Support	204,163
	Increased translation services	30,000

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	Reduced student-to-staff ratio	589,273
	BTSA Program	100,000
	Positive Behavior Intervention Supports including character education and restorative justice.	25,000
	21st Century Learning-STEM/STEAM program costs	100,000
	ELD/SDAIE Training for teachers-sub	10,800
	Targeted Instructional materials & supplies	15,000
	Technology support (Tech lites, media center clerks, additional hours, strike team, new position)	\$191,756

**Total**                    **\$2,728,584**