

Local Control and Accountability Plan

Temple City Unified



July 1, 2016 - June 30, 2019

LEA Contact

<p>LEA: Temple City Unified School District</p>	<p>Contact: Kathryn E. Perini Superintendent kperini@tcusd.net 626.548.5111</p>	<p>LCAP Years: July 1,2016-June 30,2019</p>
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Section 1: Stakeholder Engagement

INVOLVEMENT PROCESS:

1. 5. 6. Temple City Unified School District held numerous input meetings during the 2015-2016 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 classes at Temple City High School, Oak Avenue Intermediate, and the Dr. Doug Sears Leaning Center (DDSLC) High School. Meetings were also held 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 2016 to provide input and revisions to the three-year plan.

Parent Advisory Committee (PAC) meetings/ consultation were held on:

November 19, 2015

January 21, 2016

March 17, 2016

May 19, 2016

To ensure equity and ideas from our English Learner parents who served on the District English Language Advisory Committee (DELAC), separate meetings from the PAC were held on the same dates, but at different times. English Learner parents shared insight on ways in which they prefer communication, assisted in crafting questions for our annual Parent/Community survey, and asked for more information on the parent workshops offered by the District.

The Superintendent and Assistant Superintendent of Educational Services attended the PAC and DELAC meetings. The draft LCAP was presented at the May 19 meeting in which the goals, action items and metrics were reviewed.

The Superintendent received no comments from either the PAC or DELAC groups that required written communication prior to submitting the LCAP to the Board of Education.

Bargaining Unit Input consultation occurred on:

Classified Unit #105- February 23, 2016

Classified Unit #823-March 2, 2016

Certificated Temple City Education Association (TCEA)- March 16 and March 22, 2016

Leadership consultation:

January 19, 2016

February 9, 2016

April 12, 2016

Leadership reviewed a matrix aligning their Single Plans for Student Achievement to the goals and actions of the LCAP. Leadership included goals and actions in the revision of their site plans to that of the LCAP for current year, including Local Control Funding Formula (LCFF).

ASB Student Input:

Temple City High School-January 25, 2016

Oak Avenue Intermediate- January 13, 2016

Dr. Doug Sears Learning Center- February 8, 2016

The Parent/Community Annual Survey was launched in February 2016 and remained open through the end of April 2016. Parents, community members, students, teachers, staff, administrators, and Board members were encouraged to log in and share ideas and comments. The survey and analysis were conducted by Hanover Research, an outside agency, in which questions were beta tested in-house and available in three languages: English, Spanish, and Mandarin. Blackboard Connect messages and flyers were distributed to parents and families regarding the survey as well as face-to-face communication at principal-community meetings. The survey was posted on the District website and addressed at Board of Education meetings informing the public of its availability. To date 766 responses were received which is triple the amount from last year's survey. Survey data was shared in Cabinet meetings, Leadership Meetings and with the Board of Education in April and May 2016.

2. Stakeholders participated in various discussions and made recommendations that informed the process of updating the annual Local Control and Accountability Plan (LCAP). The Superintendent participated in the PAC meetings and other community events engaging with stakeholders on the district LCAP. All input was posted on the District website for public viewing and for transparency. Parent Forums were held in Fall and Spring highlighting the impact of curriculum/LCAP dollars at work with an emphasis on classroom and site impact.

3. Data

Metrics data, as outlined in the plan, were reviewed and discussed at a Leadership meeting 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 2016-2017 plan. Discussions also included areas of need in reference to the District's identified 9 Foster students and 21 Homeless students and were grounded in the following goal areas:

Goal 1: Conditions of Learning

- CALPADS data on highly qualified teachers
- Facility updates, including repairs, modernization, construction benchmarks
- Common Core State Standards alignment for mathematical materials (Cognitive Guided Instruction and STAR math)
- Professional Development Opportunities (Math, English Learners, Walk-throughs, conferences, coaching days)
- Testing baseline data (CELDT, Reclassification rates, STAR 360 [local benchmark data in reading and math] and CAASPP data)
- 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
- 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 and parent membership in District Advisory Committee/District English Learner

Advisory Committee (DAC/DELAC), site English Learner Advisory Committee (ELAC), Parent Teacher/Student Association (PTA/PTSA), and parent workshops

- Chronic absences, truancies, and suspensions/expulsions
- School climate and extra-curricular student participation in athletics, clubs, and school organizations

4. Feedback from stakeholders included additional classes for summer school, so "Jump into Kindergarten" was added to District offerings as was additional support classes for elementary math and English. In addition more STEAM dollars to support learning of coding and robotics during the school day in addition to after-school activities. A STEM Lab elective class will be added to Oak Avenue's master schedule for 2016-2017 school year, and more technical support in way of a webmaster/Public Information Officer position will be filled.

5. and 6. answered above

7. Stakeholder involvement has been a focal point all year in which the District Outreach Liaison has assisted in connecting with our English Learner and Immigrant parents, low-income parents, new parents and existing parents to the district through social media and by holding numerous parent workshops throughout the year. At meetings, stakeholders were reminded about the partnership of school-to-home and that we value their input. Over the course of this year, we held approximately 21 parent workshops and connected with over 1,000 parents and families regarding District initiatives.

Public Hearing and First Reading of LCAP- May 25, 2016

Final Board approval of LCAP- June 15, 2016

IMPACT ON LCAP

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, an additional \$100,000 was allocated to the program.
- (All Students) Continue to add classes to support student needs; therefore, two sections of STEM Lab (Paxton Patterson) were added to 2016-2017 master schedule at Oak Avenue Intermediate School as supported by student and parent feedback.
- (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) K-3 Grade Span Adjustment- TK through 3rd-grade small group instruction, targeting pre-achieving students, will be maintained for the 2016-2017 school year as indicated by feedback.
- (All Students) Middlebury online language classes were added at the elementary level in an effort to prepare students for the global market and 21st Century skills as a result of survey data.
- (Targeted Students) Continue supporting translation services. Therefore, \$50,000 will be allocated for 2016-2017 school year for site use as supported by survey data indicating that 16% of respondents said that English-language barrier prevented some parents from attending school or District functions. Site administration corroborated the need by identifying “translation services” as an action step in their Single Plans for Student Achievement. Parent Advisory Group (PAC) expressed 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 technology/Public Information Officer/webmaster, a new position, as an identified need from parent groups and Bargaining Unit 823. The action item “Improve Communications” will support a better website that is user-friendly and can be maintained and updated regularly with District and school information critically to our parent partners.
- (Targeted Students) Increase funds to support Parent Academies by \$100,000 as indicated from parents and survey data.
- (Targeted Students) Increase funding for Social, Emotional, Academic Support for school year 2016-2017 to create a seamless approach to meeting the needs of high need-students as indicated by parents and staff.
- (Targeted Students) Increase Positive Behavior Intervention/Safety and create a seamless program from elementary through high school as evidenced by Leadership Team, parents, and staff.
- (Targeted Students) Increase instructional materials by to assist with expanding academic equity for foster, English Learners, and low-income students in support of digital curriculum.
- Increase Paraprofessional Learning Supports to assist with expanding academic equity to foster, English Learners, and low-income students.
- (Targeted Students) Increase summer school offerings to assist with expanding academic equity to foster, English Learners, and low-income students.

ANNUAL UPDATE INVOLVEMENT PROCESS

The Annual Update process was continual throughout the year and began with reporting Advanced Placement scores and CAASPP results for prior school year, 2014-2015, with stakeholders: various parent meetings, Board of Education meetings, and Leadership meetings. The shared data led to discussions focused on the impact of action steps outlined in the current plan regarding intended audience and the targeted students. Separate parent meetings with the

Parent Advisory Committee (PAC) and the English Learner Advisory Committee yielded a need for more STEAM initiatives and more ELD and technology support built into the school day.

Student input corroborated the need for STEAM classes, ELD and technology (more devices). The Parent/Community survey indicated that 92% of respondents would like the District to provide more Science, Technology, Engineering, Arts, and Mathematics (STEAM) learning opportunities.

ANNUAL UPDATE: IMPACT ON LCAP:

Educational Services reviewed the eight State priorities, input from stakeholders, survey data, and District priorities and goals which resulted in additions to the Local Control and Accountability Plan (LCAP) for 2016-2017 school year. The impact: expanded opportunities during the school day for STEAM, coding, language enrichment, increased technology support and the filling of a webmaster/Public Information Officer to serve the District community with timely communication.

Section 2: Goals and Progress Indicators

Goal 1: Conditions of Learning

Basic Services: Temple City Unified School District 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 State 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: Temple City Unified School District (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: Temple City Unified School District (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.

Identified Need

Basic Services:

- 1) The data from the School Accountability Report Cards (SARC) and Title II Credential Monitoring indicate that 100% of Temple City Unified School District teachers are appropriately assigned and fully credentialed.
- 2) The School Accountability Report Cards (SARCs) and Bond architectural renderings indicate that each school site has needs for repair and/or modernization. In addition, clean and orderly schools have a direct influence on school climate and eliminate academic distractions.
- 3) The Williams Certification report indicates that 100 percent of students have access to the most current State core adopted instructional materials. There is a need to provide the funding to purchase California State 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 are 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 AMAO 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 50.9%. Respectively, in 2014-2015, the District reclassified 149 Long Term ELs out of 225 who met the proficiency level and exited Long Term status. The NCLB target was 50.9% and we exceeded that percentile in meeting the target of Long Term ELs at 66.2%.

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
- District created benchmark assessments

Course Access:

- site master schedules
- class enrollments
- graduation and dropout reports & graduates meeting UC/CSU Requirements

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

What will be different or improved for students?

2016-2017

Basic Services:

- 1) By July 1, 2017, Temple City Unified will continue to have 100% of its teachers appropriately assigned and fully credentialed 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’s Senior Project Manager of Construction Management and/or Director of Facility Services and Maintenance at Board of Education meetings.
- 3) By August 2017, California Standards 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 California Standards ELA materials, supplemental materials, and corresponding instructional strategies using those materials to effectively meet the needs of all learners as measured by training feedback forms, classroom observations, Summative Assessments results, and district benchmark assessments.

By August 1, 2017, student proficiency, as measured by Summative Assessments testing in both ELA/Literacy and Math, will increase by 1% from the 2016 results.

- CELDT AMAO 1 (74%) and 2 (66.2%) results will be maintained as students are above the State average.
- English Learner reclassification rates will be maintained at 17.9%.

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 (Student Information System) queries of class enrollments will show an increase of 6% to 7% more English Learners enrolled in advanced core offerings at the intermediate and high school levels.

By September 30, 2017:

- High school English Learner graduation data will be maintained or increased from 93.1%
- High school English Learner drop-out rate will show a decrease from 4.6% to 3.6%.
- High school graduation rate for all students will be maintained or increased 97.8%.
- High school drop-out rate for all students will decrease or maintain at 1.5%.
- English Learner graduates meeting UC/CSU Requirements will show an increase from 0% to 5%.
- Graduates meeting UC/CSU Requirements for all students will show an increase from 61.4% to 62.4%.
- 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 84.6% to 85%.

2017-2018

Basic Services:

- 1) By July 1, 2018, Temple City Unified School will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by annual CALPADS reporting.
- 2) By July 1, 2018, school repairs, modernization, and construction benchmarks will have been met as monitored through on-going reporting by the bond's Senior Project Manager of Construction Management and/or Director of Facility Services and Maintenance at Board of Education meetings.
- 3) By August 2018, California Standards aligned English Language Arts materials will be implemented into 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 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 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 ELA/Literacy.

- CELDT AMAO 1 (74%) and 2 (66.2%) results will be maintained as students are above the State average.
- English Learner reclassification rates will be maintained at 17.9%

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 7% to 7.5% 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 be maintained or increase at 93.1%.
- High school English Learner drop-out rate will show a decrease from 3.6% to 3.0%.
- High school graduation rate for all students will be maintained or increased at 97.8%.

- High school drop-out rate for all students will decrease or maintain at 1.5%.
- English Learner graduates Meeting UC/CSU Requirements will show an increase from 5% to 6%.
- Graduates meeting UC/CSU Requirements for all students will show an increase from 61.4% to 62.4%.
- 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 85% to 85.5%.

2018-2019

Basic Services:

1) By July 1, 2019, Temple City Unified School will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by annual CALPADS reporting.

2) By July 1, 2019, school repairs, modernization, and construction benchmarks will have been met as monitored through on-going reporting by the bond's Senior Project Manager of Construction Management and/or Director of Facility Services and Maintenance at Board of Education meetings.

3) By August 2019, California Standards aligned English Language Arts materials will be fully implemented into the core curriculum as measured by classroom observations.

Implementation of State Standards:

By August 2019, 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 2019, based on prior year data for SBAC testing/CAASPP assessments, students results will improve by 1% from the previous year in both math and ELA/Literacy.

- CELDT AMAO 1 (74%) and 2 (66.2%) results will be maintained as students are above the State average.
- English Learner reclassification rates will be maintained at 17.9%

Course Access:

By July 1, 2019, 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, 2019, Aeries (Student Information System) queries of class enrollments will increase from 7.5% to 8% for English Learner enrollment in advanced core offerings at the intermediate and high school levels.

By September 30, 2019:

- High school English Learner graduation data will increase or maintain 93.1%
- High school English Learner drop-out rate will show a decrease from 3.0% to 2.5%.
- High school graduation rate for all students will increase or maintain at 97.8%
- High school drop-out rate for all students can decrease or maintain at 1.5%.
- English Learner graduates meeting UC/CSU Requirements will show an increase from 6% to 7%.
- Graduates meeting UC/CSU Requirements for all students will show an increase from 62.4% to 63.4%.
- 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 85.5% to 86%.

Goal 1: Conditions of Learning

A. Action/Services

1. Teacher Retention- LEA-wide

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

Certification Compliance: District will support teachers and administration in meeting State credentialing requirements.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2015-2016	2016-2017	2017-2018	2018-2019	
Teacher salary & benefits	\$26,455,472	\$27,499,688	\$28,624,460	\$29,840,335	LCFF-Base
Certification Compliance	\$3,500	\$5,000	\$5,000	\$5,000	LCFF-Base

2. Deferred Maintenance/Facility - LEA-wide

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

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2015-2016	2016-2017	2017-2018	2018-2019	
Deferred Maintenance/Facilities	\$1,351,773	\$1,012,563	\$1,351,773	\$1,351,773	LCFF-Base

3. Instructional Materials- LEA-wide

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

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2015-2016	2016-2017	2017-2018	2018-2019	
Instructional Materials, computers, managing tools	\$221,490	\$236,775	\$237,035	\$237,035	LCFF-Base

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
	2015-2016	2016-2017	2017-2018	2018-2019	
New Classes	\$69,011	\$139,840	\$144,065	\$148,473	LCFF Base Grant

5. Summer Institutes-LEA-wide

Teachers and staff will participate in summer institutes, personalized trainings and/or workshops in developing knowledge base of common core, engagement strategies, instructional technology, and innovation.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2015-2016	2016-2017	2017-2018	2018-2019	
Teacher Hourly		\$15,000	\$15,000	\$15,000	LCFF-Base

B. Actions and Services for Unduplicated Targeted Students

1. K-3 Grade Span Adjustment -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 (TK-3).

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2015-2016	2016-2017	2017-2018	2018-2019	
TK-3 Teacher-to-Student ratio	\$1,268,153	\$1,076,580	\$1,122,690	\$1,172,659	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	Year 1	Year 2	Year 3	Funding Source
	2015-2016	2016-2017	2017-2018	2018-2019	
BTSA Program	\$196,417	\$138,361	\$133,743	\$139,590	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 2015-2016	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Funding Source
Technology Support- (Tech lites, media center clerks, additional hours, strike team, new position)	\$258,800	\$282,281	\$270,926	\$279,078	LCFF Supplemental

4. English Learner, Foster, At-Risk Course Support- School-wide

English Learners, foster students, and at-risk students are supported through course offerings (extra blocks of time built into the master schedule) to meet their academic needs, language production needs, and graduation requirements.

Expenditures	Current Year 2015-2016	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Funding Source
Targeted Courses	\$350,416	\$405,045	\$420,213	\$436,528	LCFF-Supplemental

Goal 2: Pupil Outcomes:

Pupil Achievement:

Temple City Unified School District 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.

Temple City Unified School District will decrease the number of students for each significant subgroup in Response to Intervention (RtI) programs at each site and increase pupil achievement for each significant subgroup on district Common Core benchmark assessments in English Language Arts (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 Temple City Unified School District 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.

Identified Metric

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

- CAASPP assessments/CST science
- API or other measure (STAR 360 in Math and English/Literacy)
- College & Career ready (a-g requirements, CTE /pathways)
- CELDT
- EL reclassification rates
- AP Passage rates
- EAP (gr. 11 SBAC)
- State and local benchmark data.
- Survey data.

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

What will be different or improved for students?

2016-2017

District Benchmark Assessments (iReady in Math and ELA/Literacy): 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. A new district benchmark tool (iReady) will be utilized in 2016-2017 and a 1% increase is expected after baseline data is collected.

Based on prior year, SBAC/CAASPP assessment data, a 1% increase is expected in Math from 64% to 65% and ELA/Literacy from 66% to 67% 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 with 42% ready and 31% conditionally ready for college and careers in English; and 32% ready and 33% conditionally ready for college and careers in Math.

2017-2018

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.

A new district benchmark tool (iReady) will be utilized in 2016-2017 and a 1% increase is expected after baseline data is collected.

Based on prior year, SBAC/CAASPP assessment data, a 1% increase is expected in Math from 65% to 66% and ELA/Literacy from 67% to 68% 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 at 43% ready and 32% conditionally ready in English and 33% ready and 34% conditionally ready in math.

2018-2019

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, there was a 1% increase is expected in Math from 66% to 67% and ELA/Literacy from 68% to 69%.

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 at 43% ready and 33% conditionally ready in English and 34% ready and 35% conditionally ready in math.

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	Year 1	Year 2	Year 3	Funding Source
	2015-2016	2016-2017	2017-2018	2018-2019	
Professional Development (21st Cent Learners, Common Core) registration costs, sub costs	\$25,000	\$25,000	\$25,000	\$25,000	LCFF-Base

2. Data Management System- LEA-wide

District will fund the Student Information System and school-to-home communication system for tracking student achievement, progress and for monitoring the teaching and learning environment.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2014-2015	2016-2017	2017-2018	2018-2019	
Aeries & Blackboard Connect, EADMS annual contracts	\$151,390	\$151,390	\$151,390	\$151,390	LCFF-Base

B. Action/Services for Unduplicated Targeted Students

1. Summer School-Targeted

Summer school offerings will continue over the next three years.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2015-2016	2016-2017	2017-2018	2018-2019	
Summer School additional personnel salary/benefits; support materials	\$88,025	\$133,689	\$127,041	\$130,524	LCFF-Supplemental

2. English Learner & R-FEP Professional Development-Targeted

The district will provide professional development and coaching to teachers for English Learner and newly designated (R-FEP) English Learners which will include support for appropriate instructional strategies to be implemented in the classroom to assist with language acquisition, content mastery, and academic language development.

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2015-2016	2016-2017	2017-2018	2018-2019	
EL training/ substitute costs	\$9,251	\$21,421	\$11,616	\$11,834	LCFF-Supplemental

3. Instructional Materials and Supplies-Targeted

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

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2015-2016	2016-2017	2017-2018	2018-2019	
Instructional materials and supplies	\$222,768	\$525,000	\$115,000	\$117,000	LCFF-Supplemental

4. Paraprofessionals Learning Supports-Targeted

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

Expenditures	Current Year	Year 1	Year 2	Year 3	Funding Source
	2015-2016	2016-2017	2017-2018	2018-2019	
Paraprofessional Support-Salary & Benefits; Materials	\$507,270	\$544,280	\$556,354	\$556,354	LCFF-Supplemental

Goal 3: Engagement

Parent Involvement:

Temple City Unified School District (TCUSD) 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 Unified School District (TCUSD) 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 Unified School District (TCUSD) 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. As far as the best means of communicating with stakeholders, respondents most prefer to learn about District developments by receiving email messages (72%) or visiting school websites (45%).

There is a need to broaden involvement and help all parents feel connected to the school community.

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:

- Attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- High school graduation
- Suspension rates
- Expulsion rates
- Other local measures (surveys, safety & school connectedness)

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

What will be different or improved for students?

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, 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.

- attendance will improve from 97.45% to 97.5%
- chronic absenteeism will decrease from 9 students were absent more than 10% of the school year (18 days) to 8 students.
- Suspension will decrease from 63 to 50 students
- Expulsions will maintain at 0 students or be less than 2 students annually.

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, 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.

- attendance will improve from 97.5% to 97.6%
- chronic absenteeism will decrease from 8 students were absent more than 10% of the school year (18 days) to 7 students.
- Suspensions will decrease from 50 to 45 students
- Expulsions will maintain at 0 students or be less than 2 students annually.

2018-2019

By June 30, 2019, 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 should increase.

By June 30, 2019, 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, 2019, data regarding student engagement and school climate, which includes attendance, chronic absenteeism, suspension and expulsion will improve from previous year.

- attendance will improve from 97.6% to 97.7%
- chronic absenteeism will decrease from 7 students were absent more than 10% of the school year (18 days) to 6 students.
- Suspension will decrease from 45 to 40 students
- Expulsions will maintain at 0 students or be less than 2 students annually.

Goal 3: Engagement

A. Actions/Services

2. Improve Communications and Outreach

District and site websites, online grading, and parent portal will be examined to maximize school-to-home connections via District webmaster and Public Information Officer.

Expenditures	Current Year 2015-2016	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Funding Source
Communications Community involvement & relationships	0	\$72,762	\$74,945	\$77,193	LCFF-Base

3. Partnerships/Outreach

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 2015-2016	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Funding Source
Partnerships/ Community Involvement & Relationships	No cost	No cost	No cost	No cost	

B. Action/Services for Unduplicated Targeted Students

1. Translation Services

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

Expenditures	Current Year 2015-2016	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Funding Source
Translation Services	\$30,000	\$45,000	\$30,000	\$30,000	LCFF-Targeted

2. 21st Century Teaching and Learning (Science, Technology, Engineering, Art and Mathematics-STEAM)

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

Expenditures	Current Year 2015-2016	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Funding Source
STEAM Program	\$57,989	\$213,160	\$204,594	\$206,089	LCFF-Targeted

3. Parent Academies-Professional Development LEA-wide

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, 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 or translators for Mandarin and Spanish.

Expenditures	Current Year 2015-2016	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Funding Source
Parent Academies, personnel costs, materials & supplies	\$54,020	\$165,000	\$165,000	\$165,000	LCFF-Targeted

4. Positive Behavior Intervention LEA-wide

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

Expenditures	Current Year 2015-2016	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Funding Source
Positive Behavior Intervention and Supports training-contract with LACOE	\$35,428	\$67,473	\$50,000	\$50,000	LCFF-Targeted

5. Additional Social, Emotional, Academic Support LEA-wide

Maintain and expand "support" personnel to provide emotional, social, and academic support to students in meeting graduation requirements and promoting positive character education systems.

Expenditures	Current Year 2015-2016	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Funding Source
Support staff personnel costs for salary & benefits	\$192,520	\$340,391	\$350,829	\$361,728	LCFF-Targeted

Section C: Concentration and Supplemental Funds

Temple City Unified is projected to receive \$3,921,681 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 we are working to implement the District’s Signature Practices (Schmoker) in every classroom TK -12. 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 moving toward iReady for intervention and District benchmarks in math and Reading/English Language Arts.

1. (District-wide) K-3 Grade Span Adjustment at the TK-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.” (\$1,076,580 LCFF Supplemental)
2. (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 students 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. (\$138,361 LCFF Supplemental)
3. (District-wide) Increased 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 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. 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 especially true for and provides equity access for our underserved populations. (\$282,281 LCFF Supplemental)
4. (Targeted) English Learner, Foster Students, and At-Risk- English Learners, foster students, and at-risk students are supported through course support to meet their academic needs, language production needs, and graduation requirements. Unduplicated students will be principally served at alternative settings and participate online learning and small group instruction to assist with credit recovery and meet graduation requirements. (\$405,045 LCFF Supplemental)

5. (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 student needs in a smaller, structured environment. Academic classes will be added over the next three years with an emphasis on pre-achieving students. (\$133,689 LCFF Supplemental)
6. (Targeted) English Learner and RFEP Professional Development- teachers will learn and apply strategies in their classrooms to promote language acquisition and content mastery and academic vocabulary. (\$21,421 LCFF Supplemental)
7. (Targeted) Targeted Instructional Materials and supplies- ELs, at-risk, low-income, foster youth. Materials may support all students in the class, but the primary recipient is our unduplicated students. Research suggests that ELs need strong English Only role models to accelerate their language acquisition to English; therefore, working collaboratively, creatively, problem-solving and communicating with peers while using instructional materials will foster peer-to-peer interaction in a 21st century learning environment. (\$525,000 LCFF Supplemental)
8. (Targeted) 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. (\$544,280 LCFF Supplemental)
9. (Targeted) Translation services directly to support the Asian and Spanish families at meetings, interactions, mailers, and through website correspondence. (\$45,000 LCFF Supplemental)
10. (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. This will provide for equal access to learning and 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 foster problem solving and mathematical skills needed for success in 21st century; therefore English Learners, Foster Youth, and at-risk students need to be included in such initiatives. (\$213,160 LCFF Supplemental)

11. (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. 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. This service is the most effective use of these funds to meet district goals for unduplicated pupils because research shows and focus group conversations show that immigrant families feel disconnected from American schools. “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,” according to Michigan Department of Education. Research by John 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 are bilingual in Mandarin and Spanish and hold new immigrant meetings to explain the differences in American School system to that of their homeland in an effort to increase parent engagement. (\$165,000 LCFF Supplemental)

12. (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 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 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.(\$67,473 LCFF Supplemental)

13. (District-wide) Additional Social, Emotional, Academic Support, increase 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. (\$304,391 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 all students. **See Table A (page 30) for how funds are principally directed toward the students who generated the funds regarding Proportionality of Services:**

Total Funding for unduplicated pupils- \$3,921,681

Study after study continues to find that school-wide initiatives that aggressively build consistent practices among teachers are the best way to improve learning outcomes for challenged or underserved students (Hattie, 2012; Odden 2011; Schmoker, 2011). The California Content Standards (CCS), based on earlier iterations of the Common Core State Standards (CCSS), were conceived and designed to provide equitable opportunities for all students, K-12, so that they are prepared for pathways for college and career (Kirst, 2013; Porter et al., 2011; National Governors Association Center for Best Practices & Council of Chief School Officers, 2010a; NGA & CCSSO, 2010b). The Common Core State Standards are a departure from previous standards and learning criteria. The focus is on deeper learning structures that demand rigor and complexity of thought (Marzano, 2012). At both the district and site levels, we will allocate significant funds for professional development, coaching, collaboration, instructional networking and training in the California Standards to improve the instructional expertise of every teacher. These efforts demonstrate an increase in both spending and quality of service for our unduplicated students. And while it could be argued that all students proportionally benefit from expert teachers, we know, unequivocally, that English Learners (EL) and Foster Youth, and non-proficient or underperforming students benefit more from expert instruction from a highly skilled teacher, and through small group instruction and/or alternative settings. Therefore, our unduplicated students will be principally served and benefit from high quality instruction that meets their needs, assists with credit recovery, and differentiated instruction targeted to their needs, skill sets in remediation of learning gaps. (Action steps 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13).

For English Learners (EL) and Redesignated Fluent English Proficient (RFEP) students, there will be increased monitoring, intervention and home-to-school communication. (Action steps 2, 4, 5, 6, 7, 8, 9, 10, 11, 13).

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. 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. (Action steps 1, 2, 3, 4, 5, 6, 7, 8, 9, 13).

Based upon the proportionality calculation for Temple City Unified, we will spend 18.293% more in 2016-17 than in 2015-16. Throughout the three-year term of this plan, there will be increases in both performance and quality of services for unduplicated pupils because a concentrated effort on academic and emotional/social support, as described in the section above, indicates how the actions and services are principally directed for each of the following action steps as outlined in the table below:

Table A. Proportionality of Services

Required Proportionality Formula for Services for unduplicated Services 18.293%	Activity Services	2016-2017
1.	K-3 Grade Span Adjustment	1,076,580
2.	Beginning Teacher Support (BTSA) Program	138,361
3.	Increased technology support (Tech lites, media center clerks, additional hours, strike team, new position)	282,281
4.	English Learner, Foster Students, and At-Risk- English Learners, foster students, and at-risk students are supported through course offerings to meet their academic needs, language production needs, and graduation requirements.	405,045
5.	Summer school expanded for targeted population	133,689
6	English Learner and RFEP PD Training for teachers-sub	21,421
7.	Targeted Instructional materials & supplies	525,000
8.	Para-professional Learning supports --Response to Intervention, (RtI) Literacy & ELD sal/benefits, materials, supplies	544,280
9.	Increased translation services	45,000
10.	21st Century Learning-STEAM program costs	213,160
11.	Parent Academies/Coordinator(s)	165,000
12.	Positive Behavior Intervention Supports including character education and restorative justice.	67,473
13.	Social, Emotional, Academic Support	304,391

Total \$3,921,681