Local Control Accountability Plan and Annual Update

2017-18

2017-18 LCAP

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Temple City Unified

Contact Name and Title	Melissa Kistler Assistant Superintendent, Educational Services	Email and Phone	mkistler@tcusd.net (626) 548-5023

2017-20 Plan Summary

Temple City Unified School District (TCUSD) has proudly supported students in this community since 1954. We work collaboratively to empower students to meet their educational goals. We are a forward thinking organization working to create citizens for tomorrow -TODAY. In order to achieve this lofty vision for our students, we provide a rigorous comprehensive education in nurturing school-based environments while embracing diversity in our community and our students.

Temple City Unified School District has 5,869 students in transitional kindergarten to twelfth grade (CBEDS, 2016). There are four elementary schools, one middle school, and a comprehensive high school. We also have one alternative high school and an adult education center. Our student population is diverse. Unduplicated students represent 39% of our student population. English Language Learners are 22% of our population. Other student groups are American Indian/Alaskan Native students (.15%), Asian students (66.71%), Black/African American students (.54%), Hawaiian/Pacific Islander (.12%), Hispanic students (20.84%), White students (8.53%), and Two or More Races (3.09%). We respect our student differences and foster cross-cultural understanding because we are preparing them for real world opportunities that will require communication and collaboration with others in meaningful ways. TCUSD chooses to structure learning for viable futures for all students.

LCAP HIGHLIGHTS
Identify and briefly summarize the key features of this year's LCAP.

TCUSD has worked to put programs in place to support the vision identified above. As we move forward with this plan, the main areas of focus, as identified through analysis of our state and local data with input from staff, students, and community stakeholders, are as follows:

- **Leading the way with STEAM opportunities -** TCUSD will engage in high quality instruction that includes science, technology, engineering, arts, and math programming that lead students to viable college and career opportunities.
- **Engaging Parents -** TCUSD will provide opportunities for parents to engage in student learning and school life because early and on-going family engagement is known to increase student achievement and success.
- **Supporting students emotionally and academically as they navigate the TK-12 grade spans -** TCUSD will make every effort to ensure that students feel safe and nurtured in all learning environments.
- **Strategically aligning resources to successfully meet these outcomes -** TCUSD will align resources, both fiscal and human, to provide equitable services in programs for all students.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Review of Performance and Greatest Progress

Recently, the state made major changes to data reporting to include more measures of success and to show progress over time. This new system called the California School Dashboard (Dashboard) is a visual color-coded chart to show levels of success. It also provides numerical data based on each state indicator of success. The order of the color-codes for performance levels is as follows: blue (highest), green, yellow, orange, and red (lowest). Overall student performance on state indicators shows that the District performed in the high (green) range with the Graduation Rate indicator in the highest (blue) range.

English Language Learners graduation rates increased. Dashboard data shows an increase from 82.2% (a three-year average) to 93.6%. Course offerings increased with a focus on STEAM in grades TK-12, and Career Technical Education (CTE) pathways to prepare students according to the District's vision. The District offers more technology infused learning. With the completion of infrastructure, added courses, teacher training, and purchases of blended learning systems, students now have more access to learning beyond the traditional four-wall concept of the classroom.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

As stated in the Greatest Progress section, Temple City Unified students continue to perform well on all indicators. The District, like any other dynamic organization, celebrates the achievement of our students and looks for ways to continue our upward trajectory. To that end, it is important to not only review overall performance indicators but also to delve deeply and look at indicators for all student subgroups as well as local data to develop the plan and subsequent actions and services. Dashboard data tells us that suspensions for African American Students (30 students) grew significantly and mathematics for students of Two or More Races (87 students), although high, declined from the previous year. These areas represent the greatest need identified through the data.

Within the last few years, the state has prioritized Positive Behavior Support (PBS) for students. The research tells us that when students are engaged, and provided a positive structure in school, they are able to flourish and grow emotionally and academically. Our data showed a slight increase in suspensions. TCUSD has systems in place to support students and looks to reduce the levels of suspensions and expulsion by providing school-wide character programs that are developmentally appropriate for the various grade levels. We also employ counselors and psychologists at all grade levels to support the overall goals of the school and work with students who may need additional support. We collaborate with community agencies to bring mental health programs to students in need. It is these efforts along with staff awareness for cultural sensitivity that has helped and will continue to help us work on suspensions as identified in the data.

Mathematics has been a priority in the district recently. We have worked to provide real-life applications of math through STEAM and through professional development around best teaching practices in math. Many teachers have been trained in Cognitively Guided Instruction (CGI) through UCLA. Students and teachers have access to computer adaptive technology that supports students working below, at, or above grade level. These supports are individualized and teachers can utilize the information in various way to enrich student learning experiences. The District will implement an new K-5 math adoption that heavily considered differentiated instruction to meet all learner's needs. Teachers received initial training and will continue to have focused training to support their instruction so that they can deliver meaningful instruction with fidelity to the new program. Secondary schools have reviewed course descriptions and alignment with the rigor now required under current state standards. Middle school and high school math departments are collaborating to create smooth transitions and supports for students as they enter ninth grade.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

A Performance Gap exists if indicators are orange or red or if any student group falls below two performance bands. The section above reviewed in detail the two student groups that were in the orange section based on Dashboard data. The descriptions above described steps that the district has and will take to move these student groups forward. Although the overall graduation rate data was blue indicating the highest performance band, our Students With Disabilities were in the yellow band - two away from blue. Based on the definition, a gap exists for this student group. Dashboard data based on the 2014-15 student cohort shows a graduation rate fro this student group at 89.5%. That was a .2% increase over the previous year's data. A goal to increase rates by .5% will move this group into the next performance band. Close work with high school counseling department and Special Education to monitor student progress and provide timely support can make the difference in terms of indicator progress.

INCREASED OR IMPROVED SERVICES
If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Based on prior work and data from stakeholder groups, the district will continue provide STEAM programming and parent outreach and support. We believe the way to reach our diverse learners including specific student groups is to provide them with opportunities that will develop their capacity to choose the best college and/or career path in a future with an unpredictable landscape. We believe that computational and basic fluency is important but we need to provide them with the educational tools that will support twenty-first century skills. It is essential that our students have these tools and that we help their parents understand the importance of these tools and how they may differ from past educational practices.

Our past efforts to this end in the era of LCAP included increasing parent involvement opportunities for all families. Support could be found through efforts to increase parent representation through PAC and DAC/DELAC membership and parent forums at the district level. Under the new plan we want to continue the positive trends in parent involvement while infusing their knowledge of new learning systems through the Parent Academies. The District wants to maintain the significant progress made with parent outreach and student achievement. The additional elements are aimed towards making direct connections between Goals 2 and 3. That means that we endeavor to connect parent engagement with student achievement through outreach and support. Parent Forums centered on parenting, technology, and behavioral support will continue. We will also add specific forums about current teaching practices and programs such as individualized computer adaptive learning and new mathematical practices that revolve around conceptual learning and problem solving along with computational fluency. The district has increased outreach and communication through the updated website and social media channels. We will continue to refine these practices so that parents can easily access information about schools and events related to schools.

The district will also continue to support and expand STEM/STEAM opportunities for students. K-12 students will continue to receive instruction aligned with twenty-first century learning opportunities such as coding, robotics, and technology that can be applied to various academic content areas and other contexts that support student problem-solving, collaboration, critical thinking, and resiliency. To this end, programs instituted under former LCAP plans will continue. These include middle school STEAM labs, and extra-curricular opportunities for all students who are interested in these programs. Additionally, more programs will be added to the school day to support STEAM for all student groups with an for supporting unduplicated students. Programs such as Code to the Future will be in all schools for 4th through 6th grade students and in our only K-3 primary school. We also intend to continue to link STEAM to CTE pathways for high school students through specific courses in order for students to understand and take ownership of their learning through programs such as Get Focused - Stay Focused.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$57,325,740
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$34,579,173

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund budget expenditures not included in the LCAP

Certificated Salaries 6,898,541.00

Classified Salaries 5,208,194.00

Employee Benefits 4,213,055.00

Books and Supplies 1,240,225.00

Services/Other Oper. 5,581,155.00

Indirect Cost/Other 213,716.00

Capital Outlay 7,300.00

$49,947,445

Total Projected LCFF Revenues for LCAP Year

Annual Update   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	<u>Basic Services</u>: 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. <u>Implementation of State Standards</u>: 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). <u>Course Access</u>: 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.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☑ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL <u>Implementation of State Standards, Course Access, Safe and Clean Learning Environments</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED | **ACTUAL**

EXPECTED	ACTUAL
<u>Basic Services:</u> 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 Senior Project Manager of Construction Management and/or	<u>Current Basic Services</u> 1. A review of Basic Services shows that Temple Unified met the goals as written. All teachers were working within their assigned content area based on CALPADS and School Accountability Report Card (SARC) data. Currently thirteen teachers participate in the teacher Induction program to clear their credentials. 2. Major construction will be completed in the spring of 2017.

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 Leaner 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 at 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 at 97.8%.
- High school drop-out rate for all students will decrease or maintain

Progress on all projects is provided at board meetings by the Senior Project Manager of Construction Management and/or Assistant Superintendent and CFO of Business Services. Also Quarterly Williams Compliance updates are provided to the school board. These updates refer to materials and facilities. The updates are certified by the Superintendent of Schools and submitted to proper authorities. All schools were in compliance with facility and material requirements in 2017.

3. California Standards aligned English Language Arts materials were not purchased or implemented during this cycle.

Current Implementation of Standards

A review of curriculum needs indicated a demand for teacher materials and training in mathematics. The district provided K-5 math training in the fall of 2016. The board adopted a K-5 state approved program in January of 2017. Teachers were trained in the spring and summer of 2017. Secondary schools rewrote curriculum to adjust and extend offerings to students in math and related content areas such as science. As a result of the defined need in math, teachers were not trained on the use of the ELA standards by August of 2017.

The California Assessment of Student Performance and Progress (CAASPP) began in 2015. That was a baseline year. In 2016 district scores for CAASPP indicated that 65% of our students were proficient in math and 70% were proficient in ELA. Data from the 2017 state tests for math and ELA are not available at the time of analysis. However, data reports and expected trends from district benchmark assessments indicate that students will meet the expectations of a 1% increase in Math and ELA scores by August 1, 2017.

The California English Language Development Test (CELDT) was administered annually to English Language Learners as a statewide indicator of growth for this student group. Two Annual Measurable Achievement Objectives (AMAOs) were of particular interest: AMAO 1 - an indicator of annual progress in English and AMAO 2 - Attaining English Proficiency based on the CELDT. The minimum growth for AMAO 1 was 59% and AMAO 2 was 22.8%. The District's goal was to maintain 74% and 66.2% respectively for the goals. This year the state restructured the data and its reporting as seen on the California Dashboard (CDE, 2017). Based on the new calculations, English Language Learners in Temple City showed growth from 76.7% to 80.8%. The calculations are

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%.

based on the most current year's data as compared to a three year average of prior years. Additionally the test will no longer be the CELDT it will be the English Language Proficiency Assessments for California (ELPAC) and this test has some different requirements.

Current Course Access:

All students have access to and are enrolled in State and locally required areas of study based on master schedule data at all sites.

The next series of indicators were to be evaluated based on 2017 data that will not be available by the time this document is approved. However, the most current data will be reported below with the data source.

- Aeries queries show no percentage changes for English Learners enrolled in advanced core offerings at the intermediate and high school levels.
- 93.6% of our English Learners graduated from high school based on the California Dashboard (CDE, 2017). That is a significant increase from the prior status of 82.2% based.
- High school English Learner drop-outs decreased. Current CALPADs data indicates that six students dropped out in 2015-16. Three students dropped out in 2016-17.
- 98.3% of our high school students graduated in 2016 based on the California Dashboard (CDE, 2017). This is an increase from the prior status of 96.1% graduation rates.
- High school drop-out rates for all students was 1% (CALPADs 2016).
- No English Language Learner students met the UC/CSU requirements in 2015-16. One English Language Learner met the requirements in 2016-17 according to CALPADs.
- 62.35% of graduates met UC/CSU Requirements in 2016-17 based on CALPADs.
- Oak had zero drop outs.
- Advanced Placement scores (3 or higher) were 83.39% in 2015-16. Currently comparable pass rates are 80.62%. Although levels dropped it is worth noting that in 2015, 512 students took AP tests. In 2016, the number rose to 1,223 students taking the tests.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	District will recruit and retain highly qualified teachers and ensure adequate staffing ratios for class size reduction.	Temple City attracts quality candidates and selects highly qualified teachers to compliment those already holding teaching positions in the district. Thirteen teachers are involved in teacher induction to complete work that leads to a clear credential from the State of California. The district has maintained CSR ratios.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teacher salary - 1000-1999 Certificated Salaries - LCFF Base: $21,784,337 Teacher benefits - 3000-3999 Employee Benefits - LCFF Base: $5,715,351	Teacher Salary - 1000-1999 Certificated Salaries - LCFF Base: $11,949,175 Teacher Benefits - 3000-3999 Employee Benefits - LCFF Base: $3,111,189

	PLANNED	ACTUAL
Actions/Services	Deferred Maintenance/Establish stronger maintenance support structures to upgrade school facilities beyond Bond construction.	TCUSD has placed a strong emphasis on maintaining the integrity of all of the districts structures and assets. The appearance of our schools and facilities is a point of pride. The Maintenance and Facilities Departments put systems in place that promote continuous updates and maintenance to all facilities. Any needs or concerns are addressed quickly and efficiently through the newly implemented systems. The estimated from last year placed an emphasis on bond allocations instead of the maintenance. The actuals were the amounts needed for staffing and maintenance and these will be captured in the plan moving forward.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Facility upgrades - 4000-4999 Books and Supplies - LCFF Base: $141,500 Facility upgrades - 5000-5999 Services and Other Operating Expenses - LCFF Base: $563,628 Facility upgrades - 6000-6999 Capital Outlay - LCFF	Facility Upgrades - 4000-4999 Books and Supplies - LCFF Base: $332,885 Facility upgrades - 5000-5999 Services and Other Operating Expenses - LCFF Base: $1,136,709 Facility upgrades - 6000-6999 Capital Outlay - LCFF

	Base: $307,435	Base: $0 Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: $2,422,388 Classified Benefits - 3000-3999 Employee Benefits - LCFF Base: $908,214

Actions/Services

PLANNED

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

ACTUAL

The district continues to purchase research-based instructional materials to support content adoptions for academic state standards and to assist students in meeting those standards. New adoptions include K-5 math materials from a state approved publishers.

Expenditures

BUDGETED

Instructional Materials - 4000-4999 Books and Supplies - LCFF Base: $236,775

ESTIMATED ACTUAL

Instructional Materials - 4000-4999 Books and Supplies - LCFF Base: $415,146

Actions/Services

PLANNED

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.

ACTUAL

Temple City High School added Algebra 1 sections to the master schedule to accommodate students schedules and Algebra intervention sections for students who may need additional support for success. The district now has multiple measures in place to check student progress and indicators of success prior to summative assessments like the SBAC. These multiple sources of data are also used to place students into courses that reflect their needs and provides opportunities for earlier intervention if needed.

The high school has been active in creating college and career pathways. This year a freshman seminar called "Get Focused - Stay Focused" allowed students to develop mindsets for college and career. This seminar format will continue each year until a student graduates. Students will have 16 hours to review and develop career ideas, mindset, and grit in preparation for what comes beyond the TK-12 academic continuum. CTE course pathways have been developed for Woodworking, Engineering and

Architecture, Fashion and Interior Design, Design, Visual, and Media Arts, and Patient Care. The district will continue its collaboration with the local city college for pathway opportunities and dual enrollment for college credit.

In addition to the articulation with the local city college on one end of the education continuum, Temple City USD has been mindful of providing opportunities in K-8 in preparation for more modern approaches to curriculum that lead to college and career readiness for student exposure K-12. The middle school added a section of Paxton and Patterson for exploration of STEAM activities developed to support inquiry, problem-solving and job interest. This program will continue at its current pace. In alignment with the high school, the middle school will adjust its course offering for accelerated Math 8, and the potential for more Algebra I and Geometry classes based on triangulated data. Two elementary schools have adjusted schedules to add coding and robotics to the school day. This is in line with the vision of providing opportunities for students that will lead them to future success academically and professionally based on job and global data. Two more elementary schools will add the program in 2017-2018.

In order to achieve this level of opportunity for students, salaries for new courses and activities exceeded the expected levels from the last plan. Moving forward the plan should capture these new additions accurately.

Expenditures

BUDGETED

Teacher salaries for new courses/activities - 1000-1999
Certificated Salaries - LCFF Base: $111,612
Teacher benefits for new courses/activities - 3000-3999
Employee Benefits - LCFF Base: $28,228

ESTIMATED ACTUAL

Teacher salaries for new courses/activities - 1000-1999
Certificated Salaries - LCFF Base: $482,925
Teacher benefits for new courses/activities - 3000-3999
Employee Benefits - LCFF Base: $132,675

Actions/Services

PLANNED

ACTUAL

Teachers and staff will participate in summer institutes, trainings,workshops in developing common core lessons, pacing guides,using technology as an instructional tool, and differentiated instruction.

All staff had opportunities to participate in summer professional development in support of common core lessons, instructional use of technology, and differentiated instructional practices. In the summer of 2016, the district provided 24 opportunities to staff and teachers. Additionally, teachers could attend other trainings that supported their development in areas that align to the work that they do with students. A survey was provided to determine levels of satisfaction among other indicators. Eighty percent of responding participants found the training very helpful towards performing their jobs.

Expenditures

BUDGETED

PD contracts and conferences - 5000-5999 Services and Other Operating Expenses - LCFF Base: $15,000

ESTIMATED ACTUAL

PD contracts and conferences - 5000-5999 Services and Other Operating Expenses - LCFF Base: $190,701

Actions/Services

PLANNED

K-3 Grade Span Adjustment: In an effort to support small group instruction and to ensure adequate staffing ratios, new teachers will be hired as needed.

ACTUAL

TK-3 classrooms across the districts are staffed at a maximum ratio of 24:1 to provide smaller engaging learning environments for primary student instruction.

Expenditures

BUDGETED

Teacher salaries, primary grades - 1000-1999 Certificated Salaries - LCFF S & C: $832,020
Teacher benefits, primary grades - 3000-3999 Employee Benefits - LCFF S & C: $244,560

ESTIMATED ACTUAL

Teacher salaries, primary grades - 1000-1999 Certificated Salaries - LCFF Base: $4,931,069
Teacher benefits, primary grades - 3000-3999 Employee Benefits - LCFF S & C: $1,304,416

Actions/Services

PLANNED

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

ACTUAL

BTSA has been renamed and is called New Teacher Induction. Temple City has thirteen participating teachers who are enrolled to complete state credential requirements. Each teacher is also teaching in courses that are in line with their current credential and with the courses needed for students to matriculate through all grade levels.

Expenditures	**BUDGETED** Teacher salaries - 1000-1999 Certificated Salaries - LCFF S & C: $99,673 Teacher benefits - 3000-3999 Employee Benefits - LCFF S & C: $29,788 Materials - 4000-4999 Books and Supplies - LCFF S & C: $5,000 Conferences and travel - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,900	**ESTIMATED ACTUAL** Teacher salaries - 1000-1999 Certificated Salaries - LCFF S & C: $76,611 Teacher benefits - 3000-3999 Employee Benefits - LCFF S & C: $16,337 Materials - 4000-4999 Books and Supplies - LCFF S & C: $5,000 Conference and Travel - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,900
Actions/Services	**PLANNED** To assist students in meeting the technology demands for California Standards and Smarter Balanced Assessments, technology support at the school sites will continue.	**ACTUAL** Each site has at least one Instructional Resource Aide to help support staff and students with library and curriculum needs. Additionally, schools also have media clerks to support the influx of new technologies.
Expenditures	**BUDGETED** Classified salaries - 2000-2999 Classified Salaries - LCFF S & C: $198,686 Classified benefits - 3000-3999 Employee Benefits - LCFF S & C: $64,458 Services and Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $19,137	**ESTIMATED ACTUAL** Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $720,632 Classified Benefits - 3000-3999 Employee Benefits - LCFF S & C: $243,282 Services and Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $0
Actions/Services	**PLANNED** 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.	**ACTUAL** English Learners, foster students, and at-risk students continue to be 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	**BUDGETED** Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $334,861 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $70,184	**ESTIMATED ACTUAL** Certificated Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $1,446,019 Certificated Benefits - 3000-3999 Employee Benefits - LCFF S & C: $400,874

	PLANNED	ACTUAL
Actions/Services	Credential Compliance: Assist teachers and administration with meeting credentialing requirements.	All teachers are working within assignments aligned to their credentials. Thirteen teachers are in the New Teacher Induction Program to clear preliminary credentials provided to those new to the field. New administrators are also required to complete induction programs. Currently there are five administrators being supported in induction programs.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Other Services - 5000-5999 Services and Other Operating Expenses - LCFF Base: $5,000	Other Services - 5000-5999 Services and Other Operating Expenses - LCFF Base: $10,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the district has met the actions and services under Goal 1 based on the data available. The main exception is for ELA training. Math adoptions were not completed in the year prior to this plan. This caused a change in the timeline for ELA materials and training. This action step will be continued.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The plan has allowed us the opportunity to focus on supporting instruction through implementing the standards and providing courses that open opportunities in college and/or career. Our English Language Learner students continue to make progress in completing "a-g" course work that meet our state's university requirements. Students are staying in school and more students are taking Advanced Placement Courses. The actions and services are rendering positive results overall. We will continue to pursue opportunities that help all students graduate and meet college and career requirements. This includes students who have been identified as traditionally at-risk.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	All actions agreed upon and approved in the 2016 plan were carried out as anticipated. Funding for teachers was lumped under action 1. However, the district mindfully reviewed actual expenditures and appropriated salary in other areas, as you will see, such as CSR, course additions, and support for EL and at-risk students. In action 2, the amount of the funds for facilities salaries and benefits expended in the year were not reflected in the 16-17 plan but show in the estimated actuals. Last year bond funds were included as part of the estimated and are not reflected in the LCAP. More materials to support the transition to state standards delivery were needed under action 3 than were estimated due to updating curriculum particularly in the elementary grades. Courses were added to the master schedule under action 4 which meant an increase of teaching opportunities and salaries attributed to those expanded services. The district supported training to update skills and best practices for our

students. In order to train staff, PD was provided for the majority of staff in the district under action 5 and funding was adjusted based on the large rates of participation. The district reviewed and costed the K-3 teachers across all elementary sites to adequately reflect the expenses for class size reduction as identified in action 6. The same steps were taken to align actual costs of staff for libraries and media centers that support technology across all sites as part of action 8. For action 9, the district allocated a portion of salaries that impact the academic support of these students. Finally, the district paid for the induction of several new administrators in terms of credential compliance. The district took actions to align and refine expenditures to actions and goals as reflected in this current plan. This same focus will occur moving forward.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As stated earlier, ELA materials and training were identified in the goal but were delayed based on the timing and implementation of math programs and course re-alignment. The ELA goal will be continued in future iterations of the LCAP.

Also, now that the state has developed new criteria for ELD in terms of tests and outcomes, the plan will be adjusted to include the new updated criteria.

| **Goal 2** | 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 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. |
|---|---|

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☑ 8

COE ☐ 9 ☐ 10

LOCAL Pupil achievement, Course Access, Implementation of State Standards,Student Connectedness

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
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 | The district launched the use of iReady as a progress monitoring and benchmarking tool for ELA and Math in 2016-17. A review of midyear data shows that all grade levels were outperforming peers based on national comparisons in the two subject areas. Last year the district utilized a different program for ELA and math benchmark data. The programs are different and cannot be compared. Wherefore the data from this school year will serve as baseline line data for next year.

Baseline information from the first iReady benchmark was collected in the fall of 2016 for math and ELA. A second benchmark was given midyear. The performance indicators are disaggregated by grade levels. Each grade level showed increases beyond 1% in both content areas. The smallest increase noted was Reading in 8th grade and that was a 3% increase over baseline.

Based on 2014-15 CAASPP data, a 1% increase is expected in Math and ELA/Literacy. Math was 64% and ELA was 66%. Math showed a 1% increase and ELA showed a 3% increase in 2016. |

15

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.

The high school reported 63 clubs for students in 2015-16. This year the number increased to 87 clubs. Four hundred students at the middle school participated in clubs and forty-two are directly involved with STEAM programs. All elementary schools in the district have STEAM activities beyond the school day for students.

The Early Assessment Program (EAP) data is collected from student SBAC/CAASSP information. According to the CAASPP hotline, student EAP data correlates to Grade 11 CAASPP achievement data. Students that exceed the standard are ready for English and/or Math. Students meeting the standard are conditionally ready. Students receiving scores that indicate that the standards are nearly met or standards not met do not demonstrate readiness for college level work. The results from the 2016 data, which is the most current data, provide the following information:

Students Ready   English 43%   Math 38%

Students Conditionally Ready   English 32%   Math 26%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

	PLANNED	ACTUAL
Actions/Services	Opportunities will be provided for professional development that supports 21st Century Learners and Common Core State Standards.	Eleven out of twenty-four summer offerings were centered around STEAM and/or instructional technology. Each of the trainings specifically linked to standards in Math, ELA, or NGSS. Teachers continued to have training opportunities in those areas during the school year that reflected typical pull out training models and "alongside coaching" in live classrooms.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Leadership Members PD - 5000-5999 Services and Other Operating Expenses - LCFF Base: $25,000	Leadership Members PD - 5000-5999 Services and Other Operating Expenses - LCFF Base: $0

	PLANNED	ACTUAL
Actions/Services	District will fund the Student Information System and school-to-home communication system for tracking student achievement, progress and for monitoring the learning environment.	Blackboard Connect and School Wires were launched this academic year to monitor and support communication and collaboration between schools and parents so that student progress and achievement are available and transparent. Aeries continues to be the main Student Information System while EADMS had limited use this year.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Aeries, Blackboard Connect, EADMS - 5000-5999 Services and Other Operating Expenses - LCFF Base: $151,390	Aeries, Blackboard Connect, EADMS - 5000-5999 Services and Other Operating Expenses - LCFF Base: $107,818

	PLANNED	ACTUAL
Actions/Services	Summer school offerings will continue over next three years.	Summer school was offered to TK-12 students in need of ELA, ELD, and Math support.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $86,096	Certificated Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $80,000

classified salaries - 2000-2999 Classified Salaries - LCFF S & C: $18,952
Benefits - 3000-3999 Employee Benefits - LCFF S & C: $18,641
Materials and Supplies - 4000-4999 Books and Supplies - LCFF S & C: $10,000

: $0
Certificated Benefits - 3000-3999 Employee Benefits - LCFF S & C: $13,232
Materials and Supplies - 4000-4999 Books and Supplies - LCFF S & C: $2,505

Actions/Services

PLANNED

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.

ACTUAL

The district has supported professional development around appropriate instructional strategies. Summer training including Thinking Maps that focused on conceptual understanding around any content so that students could develop understandings even while developing skill and mastery around the English language. Elementary teachers (TK-6) had training in Cognitively Guided Instruction (CGI) for math. CGI training focused on math talks to bolster the use of cognitive understanding along with language strategies that encourage appropriate mathematical conversations and academic language modeled by teachers and peers in collaborative settings.

Expenditures

BUDGETED

Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $9,800
Benefits - 3000-3999 Employee Benefits - LCFF S & C: $1,621
Services and Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000

ESTIMATED ACTUAL

Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $67,956
Benefits - 3000-3999 Employee Benefits - LCFF S & C: $15,825
Services and Operating Expenses (PD) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $92,324

Actions/Services

PLANNED

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

ACTUAL

The purchase and use of iReady for K-12 students provides technology-based instruction and/or assessment that is visual, adapted to student's individual levels, and uses manipulatives, and other engaging strategies in an interactive online environment. The purchase of the K-5 math adoption also has an online component to meet the needs of the students. Additionally, elementary math

		classrooms were provided math materials that align with California State Standards. The use of these manipulative and other realia found in these kits concretize abstract ideas that support learning for our students identified as at-risk, foster youth, English language learners, and recently reclassified ELD students who are now fluent English proficient pupils.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Materials & Supplies - 4000-4999 Books and Supplies - LCFF S & C: $525,000	Materials and Supplies - 4000-4999 Books and Supplies - LCFF S & C: $119,433 iReady - 4000-4999 Books and Supplies - LCFF S & C: $97,216

	PLANNED	ACTUAL
Actions/Services	Classified paraprofessional support students in EL program, Literacy Development, Response to Intervention, and CELDT through additional instructional supports.	The district continued paraprofessional support for ELD, RtI, Literacy Development, and CELDT/LPAC.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $322,257 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $96,716 Materials & supplies - 4000-4999 Books and Supplies - LCFF S & C: $125,307	Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $155,280 Benefit - 3000-3999 Employee Benefits - LCFF S & C: $39,241 4000-4999 Books and Supplies - LCFF S & C: $0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions and services for pupil outcomes identified in 2016, were met. Staff received professional development as part of an on-going plan to support teachers and hence students in new technology, materials, or strategies. Technology infrastructure was updated along with a roll out of a new user friendly web presence. Student Information Systems and the new web site were utilized to give parents and staff information regarding student progress. Programs were identified and put into place, including training, that can help identify and support the needs of some of our most at-risk students and monitor

all student groups so that we can continue to achieve growth.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The systems put in place to support student achievement such as professional development, materials, and technology are working in accord to give the district indicators that can be acted upon in a timely manner so that students can achieve proficient and beyond levels as identified through state and local indicators.The new technology provides schools and the district with fluent and current data about student performance in math and ELA so that we can monitor growth over time and be systematic in support of students gaining standards mastery. The next step to increase effectiveness is to train staff. English Language Learner support in the form of staff training needs to be differentiated and specific to ELD strategies that are research-based to increase student success.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The intent of the actions under Goal 2 as approved were maintained. Instructional technology was mentioned in the plan and expenditures ware aligned accordingly. After development of programs, materials and supplies required for the success of the programs, it was determined that the initial budget was not sufficient to cover expenses.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No material changes were made to this goal.

| **Goal 3** | Parent Involvement:

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

<u>Student Engagement</u>:

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.

<u>School Climate</u>:

Temple City Unified School District 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. |

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL <u>Pupil and Parent Engagement, Pupil Achievement</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
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. | Data based on sign-in sheets for events planned for parents the growth was beyond the 3% targeted. The actual growth rate was 23% based on attendance records. Programs were promoted on the updated district website and social media presence. The district uses Facebook, Twitter, NextDoor, and WeChat. Additionally we collaborate with the city to use WeBo. Last year 118 parents used WeChat. This year that usage grew to 482.

Data from Aeries.net shows the following attendance rates for 2015-16 were 97.08% and 97.42% in 2016-17. Absences from Aeries reports were reported at 2.92% in 2015-16 and 2.58% in 2016-17. Chronic absences from SARB in 2015-16 were at 3.4%. In 2016-17 that went down to 2.9%. Suspensions were reported at 63 in the last LCAP with a projected decrease to 50 students annually. The data in CALPADS indicates that |

- 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 or be less than 2 students annually.

the 15-16 school year had 61 suspensions. Data reported for 16-17 in CALPADS (spring 2017 uncertified) showed 64 suspensions. The data shown from last year is not reflected in any data sources that are found from the past. One student was expelled in 2015-16. One student was expelled in 2016-17.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	**PLANNED** Improve Communications: District and site websites, online grading, and parent portal will be examined to maximize school-to-home connections.	**ACTUAL** A new district website was launched in early 2017. The district also hired a Public Information Officer/Webmaster for media support and TCUSD brand identification. The Webmaster also provides social media and website usage data collection in an effort to support better communication between the district and stakeholders. Teachers received training regarding online grading and parent portals through Blackboard or Aeries for further school-to-home connections.
Expenditures	**BUDGETED** Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: $52,400 Benefits - 3000-3999 Employee Benefits - LCFF Base: $20,362	**ESTIMATED ACTUAL** Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: $51,418 Classified Benefits - 3000-3999 Employee Benefits - LCFF Base: $20,184
Actions/Services	**PLANNED** 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.	**ACTUAL** District representatives continue to meet and work with the local city college to develop collaboration for ongoing dual enrolled courses, and college/career pathways. Community members participated in the districts first ever STEAM Night Expo. A collaborative group of district staff and community participants began the development of a district-wide Arts Plan. In addition we have and continue to maintain relationships with community service groups including the Temple City Schools Foundation.
Expenditures	**BUDGETED** : $0	**ESTIMATED ACTUAL** : $0
Actions/Services	**PLANNED** District will support translation of written, web, and oral	**ACTUAL** The District provides oral and written translations. Two

	communication, meetings, and presentations to engage and empower parents/guardians.	years ago, the District hired a Community Liaison for parent support including scheduling and supporting translations, helping to develop school and home relationships through programs, and collecting data on parent engagement.
Expenditures	**BUDGETED** Hrly Translation - 2000-2999 Classified Salaries - LCFF S & C: $45,000 Hourly Benefits - 3000-3999 Employee Benefits - LCFF S & C: $0	**ESTIMATED ACTUAL** Hourly Translation - 2000-2999 Classified Salaries - LCFF S & C: $20,000 Hourly Benefits - 3000-3999 Employee Benefits - LCFF S & C: $4,642
Actions/Services	**PLANNED** Students will experience differentiated and meaningful experiences and activities through STEAM classes and other classes or programs which support engagement and connectedness.	**ACTUAL** STEAM programming is offered formally at two of four elementary sites. This is a new program and the roll out plan called for slow implementation at the sites. Phase II will incorporate programming at all elementary sites. The middle school has a semester course exposing students to STEAM through various modules for inquiry into STEAM areas. The high schools have also incorporated STEAM into the school day with Project-based Learning or through CTE pathways. Since these are now regular courses, portions of this action will now be added to Goal 2 based on student outcomes. STEAM clubs and after school programs will continue to be a part of Goal 3 since they align with student engagement.
Expenditures	**BUDGETED** Certificated salaries - 1000-1999 Certificated Salaries - LCFF S & C: $43,082 Classified salaries - 2000-2999 Classified Salaries - LCFF S & C: $6,500 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $9,428 Materials and supplies - 4000-4999 Books and Supplies - LCFF S & C: $55,250 Services & Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $98,900	**ESTIMATED ACTUAL** Certificated salaries - 1000-1999 Certificated Salaries - LCFF S & C: $117,741 Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $5,500 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $29,452 Materials and Supplies - 4000-4999 Books and Supplies - LCFF S & C: $57,250 Services and Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C:

		$98,900

	PLANNED	ACTUAL
Actions/Services	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 Liaison for Mandarin and Spanish.	This year we continued to provide opportunities for parent involvement through academies and events that focused on welcoming new families to the district, technology, and academic supports. These have been well received by the community and as we continue programming with more emphasis on the learning links as identified by research from Harvard University.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Classified salaries - 2000-2999 Classified Salaries - LCFF S & C: $58,724 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $26,276 contracted services - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $60,000 materials % supplies - 4000-4999 Books and Supplies - LCFF S & C: $20,000	Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $92,341 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $32,082 5000-5999 Services and Other Operating Expenses - LCFF S & C: $0 4000-4999 Books and Supplies - LCFF S & C: $0

	PLANNED	ACTUAL
Actions/Services	District staff will participate in training for positive behavior intervention and supports including character education and restorative justice.	The district has a culture of support for student behavior. The district employs counselors at all academic levels as additional support for student development and growth. These staff members help many students as they pursue academic and social endeavors at school. Many support service employees have received training around suicide prevention and began a new collaboration with Pacific Clinics to support student mental health issue.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Certificated salaries - 1000-1999 Certificated Salaries - LCFF S & C: $6,600 Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $2,200	Certificated Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $140,679 Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $26,177

	Benefits - 3000-3999 Employee Benefits - LCFF S & C: $1,628 Services & Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $25,000 Materials & Supplies - 4000-4999 Books and Supplies - LCFF S & C: $32,045	Benefits - 3000-3999 Employee Benefits - LCFF S & C: $37,994 5000-5999 Services and Other Operating Expenses - LCFF S & C: $7,782 Materials and Supplies - 4000-4999 Books and Supplies - LCFF S & C: $3,188
Actions/Services	**PLANNED** Maintain and expand "support" personnel to provide emotional, social, and academic support to students in meeting graduation requirements and promoting positive character education systems.	**ACTUAL** See Action 6.
Expenditures	**BUDGETED** Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $268,571 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $71,820	**ESTIMATED ACTUAL** Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $840,691 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $218,255

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Actions and services for Engagement, Involvement,and School Climate were met substantially. The district focused on this goal by developing structures around communication so that parents, teachers, students, and other partners could easily find information about the district and the school in an effort to increase parent participation and quality school/home communication and collaboration through training, translation, and availability to cultures represented in the district.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Based on attendance data for parent forums and academies, this area was met. Students also had greater opportunities to engage in school-based skills that are new and seen as beneficial skills sets for them. Staff had opportunities to learn and then apply new ways of supporting behavior and provide them skills in identifying and recognizing when students may need additional support socially and emotionally. Staff is in place at all levels to support all students based on developmental levels and needs. An emphasis continues to be building character and an appreciation of diversity in our students that will serve them well beyond the K-12 setting.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	All approved action items were completed as specified under the goal. Material budget differences were due to increased expenditures for staff support for STEAM programs. There were also additional expenditures on safety, climate and culture.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The district has been successful with providing opportunities for parent engagement. TCUSD will continue to provide parent supports and avenues of clearer communication. We also will continue to find clever ways to promote student engagement through before and after school activities and opportunities for meaningful engagement with staff and peers during the school day. Since there has seen an increase in student interest in STEAM clubs and activities, more classes and courses have been developed to support students during the school day. Hence STEAM course offerings will be moved into Goal 2 since it focuses on student outcomes.

Stakeholder Engagement

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Local Control and Accountability Plan was designed to be a meaningful collaborative tool for stakeholders in a school district to use in order to define the needs specific to the students in that community, develop goals based on those findings, and allocate resources to fulfill those needs. The LCAP process requires all districts to engage teachers, principals, other administrators, other school personnel, parents, students, and bargaining units. Additionally the plan needs to be reviewed by parent Advisory Committees such as PAC, DAC/DELAC. The Board of Education was provided information about state test scores and the Dashboard. These tools also inform the LCAP. The Board will provide final approval of this plan.

The District utilized various approaches and strategies to involve stakeholders so that they could inform the writing of this plan. The district met with the groups identified above. The plan and data were brought to the spring PAC, DAC/DELAC meeting for review and final input. In addition to these meetings, a community survey was launched to gather information from all students, board members, parents, teachers, administration, and community members. The survey included questions about school climate in order to satisfy information for local indicators. The list below defines the groups or individuals and the dates those meeting occurred.

Fall Board Data Presentation - September 14, 2017

Spring Board Dashboard Presentation - April 20, 2017

Individual Principal Meetings - January 11, 2017 and January 17, 2017

Principal Meeting - February 14, 2017 and June 13, 2017

PAC/DAC/DELAC - November 17, 2016, January 19, 2017, March 9, 2017, and May 11, 2017

Oak Avenue Middle School ASB Meeting - March 20, 2017

Temple City High School ASB Meeting - March 21, 2017

Dr. Doug Sears Learning Center ASB Meeting - April 12, 2017

Classified Bargaining Units Meeting - April 17, 2017

Certificated Bargaining Unit Meeting - May 1, 2017

LCAP Survey (Inclusive of local climate indicators) - April, 2017

LCAP Public Hearing Date - June 14, 2017

LCAP Board Approval Date - June 28, 2017

No questions or comments were presented to the Superintendent in any of these forums.

IMPACT ON LCAP AND ANNNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Information from the surveys and input from the stakeholder meetings was evaluated based on the goals and priorities that were related to them from the previous plan. They also identified additional needs or concerns based on the goals and the eight state priorities. The information was reviewed in order to construct meaning, patterns, and emergent themes. It also provided feedback that helped identify if goals were satisfied, needed to be continued, or restructured to fit current needs. New goals were also considered based on the feedback. Specifically the addition of accepting diversity within our community based on the climate survey. Students also requested access to more courses and support from counselors as they completed processes to apply for college. Algebra 1 was added to provide opportunities for math courses and open up science opportunities as requested. STEAM was identified through surveys so coding and technology have been added at elementary sites. It is the hope that this early access will lead students into 21st century college and career pathways and give them a competitive edge. All of this local data and state data was then evaluated in order to develop the goals now defined in this plan.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

☐ New	☑ Modified	☐ Unchanged

| **Goal 1** | Basic Services: Temple City Unified School District (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 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 materials and instruction that meet state requirements and that lead toward standards mastery.

Implementation of State Standards: TCUSD will provide the appropriate conditions for learning, including technology tools necessary to support current teaching and learning expectations, 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 including student groups that may need additional supports and scaffolds for success (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. |

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☑ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Implementation of State Standards, Course Access, Safe and Clean Learning Environments, Williams Act

Identified Need:

Basic Services - School districts strive to provide students with teachers who are fully credentialed in the appropriate areas of instruction to enable student success. For years, this was labeled with the title "Highly Effective Teachers". To date All TCUSD teachers are appropriately assigned based on credentials. We will continue to strive for 100% completion of this goal.

Positive climates and cultures in a school are impacted by clean and orderly facilities that support student learning and social interactions. Normal and usual repairs and maintenance are part of the District's system of facility upkeep. The District will also continue to monitor any facility issues that are beyond the normal scope and sequence of repairs by utilizing a digital system for reporting these needs and providing maintenance in a timely manner to avoid distractions to students and staff.

California enacted legislation known as the "Williams Act" to ensure upkeep of facilities and proper

instructional materials for core content. The district monitors updated information about the Act with the new standards, transitions to new curriculum, and technological influences upon it. Sites check for accuracy in student materials and facilities upkeep quarterly. That information is and will continue to be shared with the Superintendent, the School Board, and the county office.

Implementation of State Standards - In recent years, California has updated the standards in many content areas. Once standards are written, vetted, and approved, frameworks and curriculum are designed to support the standards. The evolution of standards and supporting elements necessitates the continuation of this goal so that professional development occurs system-wide surrounding standards-based instruction to increase the likelihood of student success.

Course Access - School sites create classes and/or courses so that students have access to standards mastery and that meet local graduation requirements. The creation of these courses is of particular importance in secondary schools so that students can meet the state's requirements for UC and/or CSU entrance. These courses are defined as "a-g" courses. The district aspires to add courses that enable all students greater access to STEAM courses and more opportunities for "a-g" courses in high school. There is also an emphasis on creating opportunities for disadvantaged students to access Advanced Placement (AP) courses in high school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Credentials Data CALPADS/SARC Reports	100% of teachers will be credentialed and teaching courses aligned to their credential. Evidenced through CALPADS and SARC reports.	100% of teachers will be credentialed and teaching courses aligned to their credential. Evidenced through CALPADS and SARC reports.	100% of teachers will be credentialed and teaching courses aligned to their credential. Evidenced through CALPADS and SARC reports.	100% of teachers will be credentialed and teaching courses aligned to their credential. Evidenced through CALPADS and SARC reports.
Instructional Materials	Every student has standards aligned instructional materials as evidenced by Williams Compliance.	Every student has standards aligned instructional materials as evidenced by Williams Compliance.	Every student has standards aligned instructional materials as evidenced by Williams Compliance.	Every student has standards aligned instructional materials as evidenced by Williams Compliance.

Purchase of Research-Based Standards Materials Data	2016-17 K-5 Math Materials Adoption	2017-18 6-12 Math Materials Adoption and K-12 ELA Adoption	2018-19 History/Social Studies Materials Adoption K-12	2019-20 NGSS Materials Adoption K-12
Facilities Data Facilities Inspection Tool (FIT) Report/SARC	New Metric	FIT Compliance based on industry standards restated in the SARC 2016	FIT Compliance based on industry standards restated in the SARC 2017	FIT Compliance based on industry standards restated in the SARC 2018
Facilities Data School Dude Work Tickets	New Metric	School Dude Help Line Reports 2017-18	School Dude Help Line Reports 2018-19	School Dude Help Line Reports 2019-20
Facilities and Materials Data Williams Quarterly Report	Board Reports for William's Act Compliance current LCAP year	Board Reports for William's Act Compliance current LCAP year	Board Reports for William's Act Compliance current LCAP year	Board Reports for William's Act Compliance current LCAP year
Standards-Based Professional Development Data Calendar/Sign In Sheets	New Metric	Professional Development Calendar and sign-in sheets	Professional Development Calendar and sign-in sheets	Professional Development Calendar and sign-in sheets
Course Access Data-Master Schedules and Course Catalogs	Students have access to broad courses of study including the arts and sciences. Evidenced by master schedules and course catalogs and/or descriptions 2016.	Students have access to broad courses of study including the arts and sciences. Evidenced by master schedules and course catalogs and/or descriptions 2017.	Students have access to broad courses of study including the arts and sciences. Evidenced by master schedules and course catalogs and/or descriptions 2018.	Students have access to broad courses of study including the arts and sciences. Evidenced by master schedules and course catalogs and/or descriptions 2019.
Course Access Data CALPADs CSIS Course	All students have access to courses to	All students have access to courses to prepare them for College and Career Readiness which includes a-g	All students have access to courses to prepare them for College and Career Readiness which includes a-g	All students have access to courses to prepare them for College and Career Readiness which includes a-g

Report	prepare them for College and Career Readiness which includes a-g access.	access.	access.	access.
Implementation of State Standards	All students will have access to state standards-based materials due to implementation of the standards through instruction to the benefit of all students (including unduplicated students). Measures are through classroom walk-throughs, appropriate materials, and updated professional development.	All students will have access to state standards-based materials due to implementation of the standards through instruction to the benefit of all students (including unduplicated students). Measures are through classroom walk-throughs, appropriate materials, and updated professional development.	All students will have access to state standards-based materials due to implementation of the standards through instruction to the benefit of all students (including unduplicated students). Measures are through classroom walk-throughs, appropriate materials, and updated professional development.	All students will have access to state standards-based materials due to implementation of the standards through instruction to the benefit of all students (including unduplicated students). Measures are through classroom walk-throughs, appropriate materials, and updated professional development.

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
TCUSD will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by annual CALPADS and SARC reporting.	TCUSD will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by annual CALPADS and SARC reporting.	TCUSD will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by annual CALPADS and SARC reporting.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,779,114	Amount	$12,016,428	Amount	$12,258,523
Source	LCFF	Source	LCFF	Source	LCFF

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Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries
Amount	$3,342,206	Amount	$3,409,541	Amount	$3,478,233
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Teacher Benefits	Budget Reference	Employee Benefits; Teacher Benefits	Budget Reference	Employee Benefits; Teacher Benefits

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations:	☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service:	☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations:	☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.	The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.	The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$585,001	Amount	$585,001	Amount	$585,001
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating	Budget Reference	Services and Other Operating	Budget Reference	Services and Other Operating

	Expenses; Facility Maintenance Contracts		Expenses; Facility Maintenance Contracts		Expenses; Facility Maintenance Contracts
Amount	$219,500	Amount	$219,500	Amount	$219,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Facilities Supplies	Budget Reference	Books and Supplies; Facilities Supplies	Budget Reference	Books and Supplies; Facilities Supplies
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Capital Outlay; Capital Outlay	Budget Reference	Capital Outlay; Capital Outlay	Budget Reference	Capital Outlay; Capital Outlay
Amount	$2,400,754	Amount	$2,440,270	Amount	$2,480,437
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Classified Salaries	Budget Reference	Classified Salaries; Classified Salaries	Budget Reference	Classified Salaries; Classified Salaries
Amount	$967,948	Amount	$983,880	Amount	$1,003,703
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Classified Benefits	Budget Reference	Employee Benefits; Classified Benefits	Budget Reference	Employee Benefits; Classified Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The District will purchase grade-level and research-based instructional materials to support curriculum adoptions for State standards and to assist students in meeting those standards.	Purchase grade-level and research-based instructional materials to support curriculum adoptions for State standards and to assist students in meeting those standards.	Purchase grade-level and research-based instructional materials to support curriculum adoptions for State standards and to assist students in meeting those standards.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$30,655	Amount	$30,655	Amount	$30,655
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Instructional Materials	Budget Reference	Books and Supplies; Instructional Materials	Budget Reference	Books and Supplies; Instructional Materials

Action 4

<table>
<tr><td colspan="2">**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**</td></tr>
<tr><td>Students to be Served:</td><td>☑ All   ☐ Students with Disabilities   ☐ Specific Student Group(s):</td></tr>
<tr><td>Locations:</td><td>☑ All Schools   ☐ Specific Schools: ☐ Specific Grade Spans:</td></tr>
</table>

OR

<table>
<tr><td colspan="2">**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**</td></tr>
<tr><td>Students to be Served:</td><td>☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Service:</td><td>☐ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Locations:</td><td>☐ All Schools   ☐ Specific Schools: ☐ Specific Grade Spans:</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Schools will adjust master schedules to reflect updated courses and/or add 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.	Schools will adjust master schedules to reflect updated courses and/or add 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.	Schools will adjust master schedules to reflect updated courses and/or add 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.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$494,358	Amount	$504,318	Amount	$514,478
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Certificated Salaries; Teacher salaries for master schedule adjustments (including new courses or after school extension activities)	Budget Reference	Certificated Salaries; Teacher salaries for master schedule adjustments (including new courses or after school extension activities)	Budget Reference	Certificated Salaries; Teacher salaries for master schedule adjustments (including new courses or after school extension activities)
Amount	$146,481	Amount	$149,432	Amount	$152,443
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Teacher benefits for new courses/activities	Budget Reference	Employee Benefits; Teacher benefits for new courses/activities	Budget Reference	Employee Benefits; Teacher benefits for new courses/activities

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Teachers and staff will participate in summer institutes, trainings/workshops to learn about and/or develop common core lessons, pacing guides, technology as an instructional tool, and differentiated instruction.	Teachers and staff will participate in summer institutes, trainings/workshops to learn about and/or develop common core lessons, pacing guides, technology as an instructional tool, and differentiated instruction.	Teachers and staff will participate in summer institutes, trainings/workshops to learn about and/or develop common core lessons, pacing guides, technology as an instructional tool, and differentiated instruction.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$134,757	Amount	$134,757	Amount	$134,757
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All   ☐ Students with Disabilities   ☐ Specific Student Group(s):

Locations: ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ English Learners   ☑ Foster Youth   ☑ Low Income

Scope of Service: ☑ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools   ☐ Specific Schools: ☑ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
TK-3 class size ratios (CSR) will be maintained in an effort to support small group instruction and to ensure adequate staffing ratios, new teachers will be hired as needed.	TK-3 class size ratios (CSR) will be maintained in an effort to support small group instruction and to ensure adequate staffing ratios, new teachers will be hired as needed.	TK-3 class size ratios (CSR) will be maintained in an effort to support small group instruction and to ensure adequate staffing ratios, new teachers will be hired as needed.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$4,963,476	Amount	$5,063,475	Amount	$5,165,489
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Teacher Salaries	Budget Reference	Certificated Salaries; Teacher Salaries	Budget Reference	Certificated Salaries; Teacher Salaries

Amount	$1,429,399	Amount	$1,458,197	Amount	$1,487,575
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Teacher Benefits	Budget Reference	Employee Benefits; Teacher Benefits	Budget Reference	Employee Benefits; Teacher Benefits

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The District will continue the New Teacher Induction program (formerly BTSA). The program requires demonstration of mastering the art of teaching at-risk, special populations, low-income, foster youth, and English Learner students and differentiation of instruction in support of student needs.	The District will continue the New Teacher Induction program (formerly BTSA). The program requires demonstration of mastering the art of teaching at-risk, special populations, low-income, foster youth, and English Learner students and differentiation of instruction in support of student needs.	The District will continue the New Teacher Induction program (formerly BTSA). The program requires demonstration of mastering the art of teaching at-risk, special populations, low-income, foster youth, and English Learner students and differentiation of instruction in support of student needs.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$149,311	Amount	$152,319	Amount	$155,388
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Certificated Salaries; Teacher salaries	Budget Reference	Certificated Salaries; Teacher salaries	Budget Reference	Certificated Salaries; Teacher salaries
Amount	$31,960	Amount	$32,604	Amount	$33,261
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Teacher benefits	Budget Reference	Employee Benefits; Teacher benefits	Budget Reference	Employee Benefits; Teacher benefits
Amount	$0	Amount	$0	Amount	$0
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies; Materials	Budget Reference		Budget Reference	
Amount	$10,500	Amount	$10,500	Amount	$10,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Conferences and Travel	Budget Reference	Services and Other Operating Expenses; Conferences and Travel	Budget Reference	Services and Other Operating Expenses; Conferences and Travel

Action **8**

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Technology support at the school sites will continue in an effort to assist students in meeting the technology demands for Common Core Standards and Smarter Balanced Assessments.	Technology support at the school sites will continue in an effort to assist students in meeting the technology demands for Common Core Standards and Smarter Balanced Assessments.	Technology support at the school sites will continue in an effort to assist students in meeting the technology demands for Common Core Standards and Smarter Balanced Assessments.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$795,109	Amount	$808,196	Amount	$821,499
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Classified salaries	Budget Reference	Classified Salaries; Classified salaries	Budget Reference	Classified Salaries; Classified salaries

Amount	$470,608	Amount	$479,006	Amount	$488,657
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Classified Benefits	Budget Reference	Employee Benefits; Classified Benefits	Budget Reference	Employee Benefits; Classified Benefits
Amount	$644,695	Amount	$657,684	Amount	$670,934
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Teacher Salaries	Budget Reference	Certificated Salaries; Teacher Salaries	Budget Reference	Certificated Salaries; Teacher Salaries

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Use of ELD and Intervention teachers for targeted services.	Continued use of ELD and Intervention teachers for targeted services.	Continued use of ELD and Intervention teachers for targeted services.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,487,046	Amount	$1,517,006	Amount	$1,547,569
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries
Amount	$443,496	Amount	$452,431	Amount	$461,546

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits	Budget Reference	; Benefits	Budget Reference	; Benefits

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Certification Compliance: the District will support teachers and administration in meeting State credentialing requirements.	Certification Compliance: the District will support teachers and administration in meeting State credentialing requirements.	Certification Compliance: the District will support teachers and administration in meeting State credentialing requirements.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Induction Programs (Admin)	Budget Reference	Services and Other Operating Expenses; Induction Programs (Admin)	Budget Reference	Services and Other Operating Expenses; Induction Programs (Admin)

☐ New	☑ Modified	☐ Unchanged

Goal 2	<u>Pupil Achievement and Other Outcomes</u>: Temple City Unified School District will increase pupil achievement levels for all students with attention paid to each significant student group as identified in the California School Dashboard. Mindful attention will be paid to students who may need additional supports or scaffolds for academic success especially in ELA and Math. Demographic data from the Dashboard shows the following significant groups: Socio-economically Disadvantaged Students, English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African-American Students, Asian Students, Hispanic Students, White Students and Students of Two or More Races. Every year the state asks districts to determine the number of English Language Learners and their levels of growth. The most current test to measure growth is the California English Language Development Test (CELDT). The CELDT is scheduled to be replaced by the ELPAC in 2017-18. The data from the past test and new test will be uploaded by the State to the Dashboard. The Dashboard data is a complex compilation of student scores over time to determine progress. Details about scoring can be found at the CDE website. The district will seek to maintain our status and change levels on the Dashboard by working towards state and local goals for ELL growth. Student academic achievement is important but is not representative of complete student success. Successful achievement means that students thrive in safe environments and feel a sense of connection to school. This is achieved through academics, co-curricular experiences and activities, and staffs that is well trained and prepared to support learning. We want our students prepared to face life's rewards and challenges based on what we provided in their daily school lives by developing soft skills and relational opportunities that are nurtured through school.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☑ 8

COE ☐ 9 ☐ 10

LOCAL <u>Pupil achievement, Course Access, and Implementation of State Standards</u>

Identified Need:

Data from state summative assessments for ELA and Math show that Temple City continues to have high academic achievement rates. The addition of new state and local indicators of student success show that overall the District meets or exceeds expectations for graduation rates, low suspension rates, and English Learner progress. Although these data points bode well, the district continues to strive for excellence in all areas for all student groups with the goal of closing all achievement gaps for student groups when identified by data. The District used the following as part of the analysis of identifying gaps. CAASPP results for Math and ELA, graduation rates (College and Career Readiness), English Learner Reclassification data (including state tests), Advanced Placement passage rates, and College Ready Indicators (EAP based on 11th grade CAASPP scores.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California School Dashboard Data Math and ELA Scores	2015-16 CAASPP Data 10.6 point growth in ELA and 5.3 point growth for math as indicated on the Dashboard.	2016-17 Math and ELA Scores from the California School Dashboard (measured in points, status, and change). A 15 point growth in Math scores and a 10 point growth in ELA score for all students participating in testing.	2017-18 Math and ELA Scores from the California School Dashboard (measured in points, status, and change). A 10 point growth in Math scores and a 8 point growth in ELA score for all students participating in testing.	2018-19 Math and ELA Scores from the California School Dashboard (measured in points, status, and change). A 7 point growth in Math scores and a 5 point growth in ELA score for all students participating in testing.
California School Dashboard English Learner Progress Data K-12	2016 Dashboard Data ELP K-12. Dashboard data uses multiple years data to arrive at growth. Currently the Dashboard indicates the District is high (80.8 %) with a 4.1% increase last year. Expected growth for this metric is 1.5% over baseline to stay in the High Status and Change category.	Dashboard Data 2017 reports ELP K-12 A minimum of 1.5% growth over baseline to maintain High Status and Change	Dashboard Data 2018 reports ELP K-12 A minimum of 1.5% growth over 2017-18 levels to maintain High Status and Change	Dashboard Data 2019 reports ELP K-12 A minimum of 1.5% growth over 2017-18 to maintain High Status and Change
English Learner Reclassification Rates	Maintain 17.9% Reclassification rate based on CDE Academic Criteria for Reclassification (September, 2015).	A 18.9% Reclassification rate based on CDE Academic Criteria for Reclassification.	A 19.9% Reclassification rate based on CDE Academic Criteria for Reclassification.	A 20.9% Reclassification rate based on CDE Academic Criteria for Reclassification.
Pupils Who Are College and Career Ready	62.35% of high school graduates met UC/CSU requirement as an indicator of college readiness (CALPADS, 2016-17 school year).	65% of high school graduates will meet UC/CSU requirement as an indicator of college readiness (CALPADS, 2017-18 school year).	68% of high school graduates will meet UC/CSU requirement as an indicator of college readiness (CALPADS, 2018-19 school year).	70% of high school graduates will meet UC/CSU requirement as an indicator of college readiness (CALPADS, 2019-20 school year).

California School Dashboard Data College and Career Ready	2016 Dashboard Data (for the 2013-14 cohort) shows that 55.2% of students were prepared, 13.6% were approaching, and 31.2% were not prepared.	Increase 2017 Dashboard percentages as follows: Prepared 58%, Approaching Prepared 18%, Not prepared 24%	Increase 2018 Dashboard percentages as follows: Prepared 61%, Approaching Prepared 25%, Not prepared 14%	Increase 2019 Dashboard percentages as follows: Prepared 66%, Approaching Prepared 22%, Not prepared 12%
Early Assessment Program Indicator (EAP from CAASPP)	2016 CAASPP Data shows that 43% of students measure by EAP are ready in ELA and 38% for Math and 32% are conditionally ready in ELA and 26% in Math.	2017 CAASPP Data shows that 46% of students measure by EAP are ready in ELA and 41% for Math and 35% are conditionally ready in ELA and 29% in Math.	2018 CAASPP Data shows that 49% of students measure by EAP are ready in ELA and 44% for Math and 38% are conditionally ready in ELA and 32% in Math.	2019 CAASPP Data shows that 51% of students measure by EAP are ready in ELA and 40% for Math and 34% are conditionally ready in ELA and 28% in Math.
Advanced Placement Exam Pass Rate	Advanced Placement rate of scoring 3 or higher will be increased from 80.62% (2015-16 AP Score Report - College Board Website).	Score of 3 or more for AP exam pass rates will increase by 1% (2016-17 AP Score Report - College Board Website).	Score of 3 or more for AP exam pass rates will increase by 1% (2017-18 AP Score Report - College Board Website).	Score of 3 or more for AP exam pass rates will increase by 1% (2018-19 AP Score Report - College Board Website).
iReady Predictive Proficiency Report Data	New Metric	Math and ELA Predictive Proficiencies of 70% proficient and beyond based on iReady benchmark data.	Math and ELA Predictive Proficiencies of 70% proficient and beyond based on iReady benchmark data.	Math and ELA Predictive Proficiencies of 70% proficient and beyond based on iReady benchmark data.
Access to Broad Course of Study	In addition to required courses, all students will have access to STEAM courses during the school day in 4th-12th grades as evidenced by master schedules and/or class schedules.	In addition to required courses, all students will have access to STEAM courses during the school day in 4th-12th grades as evidenced by master schedules and/or class schedules.	In addition to required courses, all students will have access to STEAM courses during the school day in 4th-12th grades as evidenced by master schedules and/or class schedules.	In addition to required courses, all students will have access to STEAM courses during the school day in 4th-12th grades as evidenced by master schedules and/or class schedules.
Aeries Course Data	New Metric	Increase AP course participation by 3% for all	Increase AP course participation by 5% for all	Increase AP course participation by 7% for all

		students as measured by AP course completion.	students as measured by AP course completion.	students as measured by AP course completion.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: [✓] All   [ ] Students with Disabilities   [ ] Specific Student Group(s): _

Locations: [✓] All Schools   [ ] Specific Schools: _   [ ] Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: [ ] English Learners   [ ] Foster Youth   [ ] Low Income

Scope of Service: [ ] LEA-wide   [ ] Schoolwide   OR   [ ] Limited to Unduplicated Student Group(s)

Locations: [ ] All Schools   [ ] Specific Schools: _   [ ] Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
[ ] New [ ] Modified [✓] Unchanged	[ ] New [ ] Modified [✓] Unchanged	[ ] New [ ] Modified [✓] Unchanged
Opportunities will be provided for professional development that supports 21st Century Learners and Common Core State Standards.	Opportunities will be provided for professional development that supports 21st Century Learners and Common Core State Standards.	Opportunities will be provided for professional development that supports 21st Century Learners and Common Core State Standards.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	

57

Budget
Reference

Budget
Reference

Budget
Reference

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The District will provide a computer adaptive program, iReady, to support instruction and learning in Math and ELA. Further the program will be used to monitor and support students and student groups considered to be at risk.	The District will provide a computer adaptive program, iReady, to support instruction and learning in Math and ELA. Further the program will be used to monitor and support students and student groups considered to be at risk.	The District will provide a computer adaptive program, iReady, to support instruction and learning in Math and ELA. Further the program will be used to monitor and support students and student groups considered to be at risk.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$124,620	Amount	$124,620	Amount	$124,620
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☑ Specific Schools: <u>District Elementary Schools</u> ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The District shall provide teacher training and student instruction in coding and technology during the school day at all elementary sites to prepare students in future ready applications that develop discrete skills for those areas but also branch into communication, collaboration, problem-solving, and critical thinking around innovative processes.	The District shall provide teacher training and student instruction in coding and technology during the school day at all elementary sites to prepare students in future ready applications that develop discrete skills for those areas but also branch into communication, collaboration, problem-solving, and critical thinking around innovative processes.	The District shall provide teacher training and student instruction in coding and technology during the school day at all elementary sites to prepare students in future ready applications that develop discrete skills for those areas but also branch into communication, collaboration, problem-solving, and critical thinking around innovative processes.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$274,000	Amount	$148,000	Amount	$49,000
Source	LCFF	Source	LCFF	Source	

61

Budget Reference	Services and Other Operating Expenses; 21st Century Learning	Budget Reference	Services and Other Operating Expenses; 21st Century Learning	Budget Reference	; 21st Century Learning

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The District will fund the Student Information System and school-to-home communication system for monitoring student achievement, progress and for monitoring the teaching and learning environment.	The District will fund the Student Information System and school-to-home communication system for monitoring student achievement, progress and for monitoring the teaching and learning environment.	The District will fund the Student Information System and school-to-home communication system for monitoring student achievement, progress and for monitoring the teaching and learning environment.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$126,153	Amount	$126,153	Amount	$126,153
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;

Aeries, Blackboard Connect, EADMS, ClassLink

Aeries, Blackboard Connect, EADMS, ClassLink

Aeries, Blackboard Connect, EADMS, ClassLink

Action **5**

OR

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Summer opportunities will be offered to students who are at risk or need support to continue on a trajectory for completing grade level standards leading toward moving forward academically.	Summer opportunities will be offered to students who are at risk or need support to continue on a trajectory for completing grade level standards leading toward moving forward academically.	Summer opportunities will be offered to students who are at risk or need support to continue on a trajectory for completing grade level standards leading toward moving forward academically.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$80,000	Amount	$81,612	Amount	$83,256
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries

Amount	$15,160	Amount	$15,465	Amount	$15,777
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
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.	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.	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.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$79,745	Amount	$79,745	Amount	$79,745
Source	LCFF	Source	LCFF	Source	LCFF

	Services and Other Operating Expenses		Services and Other Operating Expenses		Services and Other Operating Expenses

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☑ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The District will purchase instructional supplies, manipulatives, and technology to support at-risk, low-income students, foster youth, language learners, and re-designated fluent English proficient pupils.	The District will purchase instructional supplies, manipulatives, and technology to support at-risk, low-income students, foster youth, language learners, and re-designated fluent English proficient pupils.	The District will purchase instructional supplies, manipulatives, and technology to support at-risk, low-income students, foster youth, language learners, and re-designated fluent English proficient pupils.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$113,049	Amount	$113,049	Amount	$113,049
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Books and Supplies; Materials & Supplies	Budget Reference	Books and Supplies; Materials & Supplies	Budget Reference	Books and Supplies; Materials & Supplies

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☑ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Classified paraprofessionals support students in EL program, Literacy Development, Response to Intervention, and CELDT. In order for them to be effective the district will provide instructional support and training.	Classified paraprofessionals support students in EL program, Literacy Development, Response to Intervention, and CELDT. In order for them to be effective the district will provide instructional support and training.	Classified paraprofessionals support students in EL program, Literacy Development, Response to Intervention, and CELDT. In order for them to be effective the district will provide instructional support and training.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$156,030	Amount	$158,598	Amount	$161,209
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries

Amount	$44,155	Amount	$44,882	Amount	$45,786
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits	Budget Reference	Employee Benefits

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The district shall provide personnel to support assessments and data including progress monitoring in support of teacher feedback to refine and reflect during the teaching cycle.	The district shall provide personnel to support assessments and data including progress monitoring in support of teacher feedback to refine and reflect during the teaching cycle.	The district shall provide personnel to support assessments and data including progress monitoring in support of teacher feedback to refine and reflect during the teaching cycle.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$67,956	Amount	$69,325	Amount	$70,722
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries

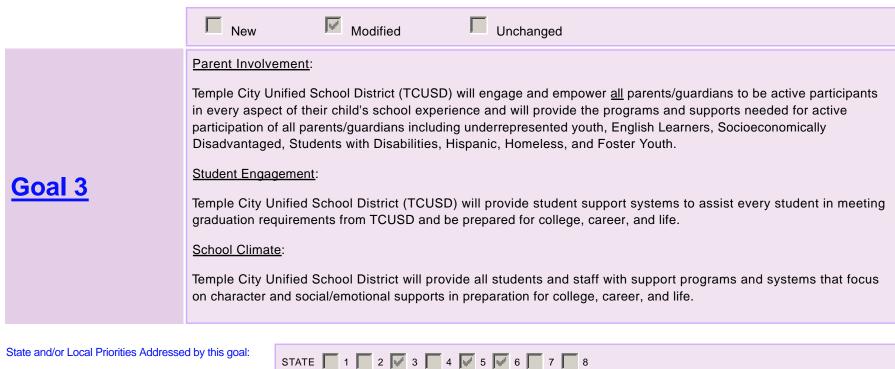| Amount	$17,462	Amount	$17,814	Amount	$18,173
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ English Learners ☑ Foster Youth ☐ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Teachers will utilize strategies and structures that support students including English Learners, Foster, Homeless, and Low SES students. Students will benefit from differentiation and the use of best strategies in support of achieving strong academic outcomes.	Teachers will utilize strategies and structures that support students including English Learners, Foster, Homeless, and Low SES students. Students will benefit from differentiation and the use of best strategies in support of achieving strong academic outcomes.	Teachers will utilize strategies and structures that support students including English Learners, Foster, Homeless, and Low SES students. Students will benefit from differentiation and the use of best strategies in support of achieving strong academic outcomes.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	

75

Budget Reference		Budget Reference		Budget Reference	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged
CTE courses will be used to provide an opportunity for pupils to attain entry-level employment skills in business or industry upon graduation from high school, and provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.	CTE courses will be expanded as will job shadowing and internships. CTE Pathways will be used to provide an opportunity for pupils to attain entry-level employment skills in business or industry upon graduation from high school, and provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.	CTE Pathways will be used to provide an opportunity for pupils to attain entry-level employment skills in business or industry upon graduation from high school, and provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$429,123	Amount	$436,186	Amount	$443,366
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries
Amount	$125,869	Amount	$127,941	Amount	$130,518
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits
Amount	$91,512	Amount	$91,512	Amount	$91,512
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Books and Supplies; Materials and Supplies	Budget Reference	Books and Supplies; Materials and Supplies	Budget Reference	Books and Supplies; Materials and Supplies

	New	☑ Modified		Unchanged

Goal 3

<u>Parent Involvement</u>:

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

<u>Student Engagement</u>:

Temple City Unified School District (TCUSD) will provide student support systems to assist every student in meeting graduation requirements from TCUSD and be prepared for college, career, and life.

<u>School Climate</u>:

Temple City Unified School District will provide all students and staff with support programs and systems that focus on character and social/emotional supports in preparation for college, career, and life.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL <u>Pupil and Parent Engagement and School Climate</u>

Identified Need:

In the last few iterations of this plan, the district has focused on communication. Time and other resources were committed to adding a website, social media channels, translators, and parent liaison support at the district level. All to engage parents and our community. All of those efforts yielded tangible results. Data from stakeholder groups and surveys commend the District's progress toward this goal. Even with this growth and development, the need still exists for improved communication according to stakeholder feedback.

Parents are included as part of the plan because we know that a genuine bond with parents, schools, and the school district correlates with increased student engagement and success. That is why engagement opportunities are needed for our students. The district endeavors to support systems beyond the academic scope and sequence to nurture talents and interest that extend student interest to structures that support the whole child. These can and will include the development of student organizations and clubs that enhance the student experience as well as creating positive safe environments through safety plans and programs that emphasize character traits that are the soft skills required for success in school and beyond.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Input in Decision Making	Increase parent input in decision making in the district by 5% as evidenced by increases in LCAP parent survey responses beginning with the 2017 survey. 2017 parent responses were 7% of survey participants.	Increase parent input in decision making in the district by 5% as evidenced by increases in LCAP parent survey responses beginning with the 2018 survey.	Increase parent input in decision making in the district by 5% as evidenced by increases in LCAP parent survey responses beginning with the 2019 survey.	Increase parent input in decision making in the district by 5% as evidenced by increases in LCAP parent survey responses beginning with the 2020 survey.
Google Analytics Website Information	Google Analytics Trend Analysis Reports for website traffic, page clicks, App downloads	Google Analytics Trend Analysis Reports for website traffic, page clicks, App downloads	Google Analytics Trend Analysis Reports for website traffic, page clicks, App downloads	Google Analytics Trend Analysis Reports for website traffic, page clicks, App downloads
Use of Parent Portals for Grading and Communication	New Metric	Trend analysis of "clicks" for the parent portal to access student academic information.	Trend analysis of "clicks" for the parent portal to access student academic information.	Trend analysis of "clicks" for the parent portal to access student academic information.
Parent Participation in unduplicated pupil programs (UDPs)	3% increase in parent participation in meaningful site and district events for unduplicated pupils as evidenced by attendance data. 2016-17 data for 9 events showed 626 parents attended.	3% increase in parent participation in meaningful site and district events for unduplicated pupils as evidenced by attendance data.	3% increase in parent participation in meaningful site and district events for unduplicated pupils as evidenced by attendance data.	3% increase in parent participation in meaningful site and district events for unduplicated pupils as evidenced by attendance data.
VAPA	Meet three times to develop the basis for an Arts for All plan (2017).	Create the scope and sequence of the Arts Plan (2018). Feedback will be through the LCAP survey.	Execute the scope and sequence of the Arts Plan (2019). Feedback will be through the LCAP survey.	Define a District-wide area of deep practice under the scope and sequence of the Arts Plan (2020). Feedback will be through the LCAP survey.
Attendance Rates	2016 CALPADs Data of 97.45%	A positive .05% Increase per year.	A positive .05% Increase per year.	A positive .05% Increase per year.

Chronic Absenteeism	A decrease from 9 to 8 students absent for 10% of the school year.	A one student decrease yearly.	A one student decrease yearly.	A one student decrease yearly.
California School Dashboard Suspension	2017 Dashboard Data shows a Very Low status (.7%) and a .3% increase in change.	Maintain Very Low Status and decrease the change status by .1% based on 2017-18 Dashboard data.	Maintain Very Low Status and decrease the change status by .05% based on 2017-18 Dashboard data.	Maintain Very Low Status and decrease the change status by .05% based on 2017-18 Dashboard data.
Middle School Drop Out Rate	Zero students dropped out of middle school.	Maintain zero rate for drop outs at middle school.	Maintain zero rate for drop outs at middle school.	Maintain zero rate for drop outs at middle school.
High School Drop Out Rates	As indicated by CALPADS data high school drop out rates will decrease yearly by .05% (CALPADS 2016 - 3%).	As indicated by CALPADS data high school drop out rates will decrease yearly by .05%	As indicated by CALPADS data high school drop out rates will decrease yearly by .05%	As indicated by CALPADS data high school drop out rates will not increase pass 2%.
California School Dashboard High School Graduation Rates	Graduation Rates on the 2017 Dashboard Indicator are Very High (98.3%).	100% Graduation Rate for the 2018 Dashboard Indicator.	100% Graduation Rate for the 2019 Dashboard Indicator.	100% Graduation Rate for the 2020 Dashboard Indicator.
Graduation Rates - Students With Disabilities	The current graduation rate for this student group is 89.5% based on Dashboard date from 2017 reports (based on the 14-15 cohort).	Increase the graduation rate for this student group to 90% based on Dashboard date from 2018 reports and CALPADS data.	Maintain a graduation rate for this student group to 90% based on Dashboard date from 2019 reports and CALPADS data.	Maintain a graduation rate for this student group to 90% based on Dashboard date from 2020 reports and CALPADS data.
Expulsion Rates	Expulsions will be less than two students annually.	Expulsions will be less than two students annually.	Expulsions will be less than two students annually.	Expulsions will be less than two students annually.
Updated Safety Plans and SARCs	New Metric	100% completion, parent group approval, and board approval of district plan templates. Character education goals must be written for each	100% completion, parent group approval, and board approval of district plan templates. Character education goals must be written for each	100% completion, parent group approval, and board approval of district plan templates. Character education goals must be written for each

		site to specifically address the culture and climate of the school.	site to specifically address the culture and climate of the school.	site to specifically address the culture and climate of the school.
School Climate	Increase by 10% positive student, staff, and parent responses around the acceptance of differences among our student populations. Measurement will be based on climate and culture questions (Climate portion of the LCAP Survey).	Increase by 8% positive student, staff, and parent responses around the acceptance of differences among our student populations. Measurement will be based on climate and culture questions (Climate portion of the LCAP Survey).	Increase by 5% positive student, staff, and parent responses around the acceptance of differences among our student populations. Measurement will be baseed on climate and culture questions (Climate portion of the LCAP Survey).	Increase by 5% positive student, staff, and parent responses around the acceptance of differences among our student populations. Measurement will be based on climate and culture questions (Climate portion of the LCAP Survey).

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
District and site websites, online grading, and parent portal will be examined to maximize school-to-home connections.	District and site websites, online grading, and parent portal will be examined to maximize school-to-home connections.	District and site websites, online grading, and parent portal will be examined to maximize school-to-home connections.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$54,709	Amount	$55,610	Amount	$56,525
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries
Amount	$22,611	Amount	$22,983	Amount	$23,446
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The District will support translation of written, web, and oral communication, meetings, and presentations to engage and empower parents/guardians.	The District will support translation of written, web, and oral communication, meetings, and presentations to engage and empower parents/guardians.	The District will support translation of written, web, and oral communication, meetings, and presentations to engage and empower parents/guardians.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$20,000	Amount	$20,329	Amount	$20,664
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Hourly Translations	Budget Reference	Classified Salaries; Hourly Translations	Budget Reference	Classified Salaries; Hourly Translations

Amount	$5,250	Amount	$5,336	Amount	$5,444
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
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 Liaison for Mandarin and Spanish.		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 Liaison for Mandarin and Spanish.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$109,429	Amount	$111,230	Amount	$113,061

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries

Action 4

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☑ All   ☐ Students with Disabilities   ☐ Specific Student Group(s): _</td></tr>
<tr><td>Locations:</td><td>☑ All Schools   ☐ Specific Schools: _   ☐ Specific Grade Spans: _</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Service:</td><td>☐ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Locations:</td><td>☐ All Schools   ☐ Specific Schools: _   ☐ Specific Grade Spans: _</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged
The District will work in collaboration with sites and their stakeholders in the development of plans in support of physical and socio/emotional safety across the district. These plans will be board approved and shared through school and district forums including websites and parent meetings.	The District and sites will continue to refine plans in support of physical and socio/emotional safety across the district. Updates and refinements to plans will be shared with stakeholders via school and district forums including websites and parent meetings.	The District and sites will continue to refine plans in support of physical and socio/emotional safety across the district. Updates and refinements to plans will be shared with stakeholders via school and district forums including websites and parent meetings.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$279,111	Amount	$284,734	Amount	$290,471
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries
Amount	$107,871	Amount	$110,044	Amount	$112,261
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The District will support opportunities for engagement and socio-emotional development through clubs or academic innovations such as STEAM extra-curricular events including competitions and VAPA to extend a sense of connection between the schools, home, and the community.	The District will support opportunities for engagement and socio-emotional development through clubs or academic innovations such as STEAM extra-curricular events including competitions and VAPA to extend a sense of connection between the schools, home, and the community.	The District will support opportunities for engagement and socio-emotional development through clubs or academic innovations such as STEAM extra-curricular events including competitions and VAPA to extend a sense of connection between the schools, home, and the community.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount $121,952	Amount $123,959	Amount $126,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries
Amount	$33,255	Amount	$33,808	Amount	$34,489
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits
Amount	$5,500	Amount	$5,611	Amount	$5,724
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries
Amount	$46,000	Amount	$46,000	Amount	$46,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Materials and Supplies	Budget Reference	Books and Supplies; Materials and Supplies	Budget Reference	Books and Supplies; Materials and Supplies
Amount	$98,900	Amount	$98,000	Amount	$98,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Services	Budget Reference	Services and Other Operating Expenses; Services	Budget Reference	Services and Other Operating Expenses; Services

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
District staff will utilize multi-tiered intervention strategies to reduce chronic absenteeism, suspensions/expulsions, and secondary school drop out rates. By utilizing multi-tiered systems, we hope to keep all students meaningfully engaged thereby increasing attendance and bolstering gradation rates. The District fully expects all students to graduate by meeting State requirements.	District staff will utilize multi-tiered intervention strategies to reduce chronic absenteeism, suspensions/expulsions, and secondary school drop out rates. By utilizing multi-tiered systems, we hope to keep all students meaningfully engaged thereby increasing attendance and bolstering gradation rates. The District fully expects all students to graduate by meeting State requirements.	District staff will utilize multi-tiered intervention strategies to reduce chronic absenteeism, suspensions/expulsions, and secondary school drop out rates. By utilizing multi-tiered systems, we hope to keep all students meaningfully engaged thereby increasing attendance and bolstering gradation rates. The District fully expects all students to graduate by meeting State requirements.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$146,030	Amount	$148,434	Amount	$150,877

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries
Amount	$27,177	Amount	$27,725	Amount	$28,253
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries	Budget Reference	Classified Salaries; Salaries
Amount	$43,457	Amount	$44,200	Amount	$45,091
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits
Amount	$50,198	Amount	$50,198	Amount	$50,198
Source	LCFF	Source		Source	
Budget Reference	Services and Other Operating Expenses; Services & Other Operating EXpenses	Budget Reference	; Services & Other Operating EXpenses	Budget Reference	; Services & Other Operating EXpenses
Amount	$3,188	Amount	$3,188	Amount	$3,188
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Materials & Supplies	Budget Reference	Books and Supplies; Materials & Supplies	Budget Reference	Books and Supplies; Materials & Supplies

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☑ English Learners ☑ Foster Youth ☑ Low Income

Scope of Service: ☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
The District shall maintain and expand "support" personnel to provide emotional, social, and academic support to students in meeting graduation requirements and promoting positive character education systems.	The District shall maintain personnel to provide emotional, social, and academic support to students in meeting graduation requirements and promoting positive character education systems.	The District shall maintain personnel to provide emotional, social, and academic support to students in meeting graduation requirements and promoting positive character education systems.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$858,871	Amount	$876,175	Amount	$893,827
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries	Budget Reference	Certificated Salaries; Salaries

Amount	$241,956	Amount	$246,831	Amount	$251,804
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits	Budget Reference	Employee Benefits; Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☑ 2017-18 ☐ 2018-19 ☐ 2019-20

Estimated Supplemental and Concentration Grant Funds: $4,415,960   Percentage to Increase or Improve Services: 9.45%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Temple City Unified School District receives base and supplemental funds from the state. The state provides base funds for all students and supplemental funds for students who are part of the unduplicated student counts. In this section we will review the goals and actions that were written to increase or improve services for unduplicated students as compared to all students. The sections are divided to address District-Wide Actions and Services, Unduplicated Student Group Actions and Services, and School-wide Actions and Services.

LEA-wide Actions and Services

Goal 1: Action 6 K-3 Grade Span Adjustment

This goal is continued in support of the unduplicated student count because lower class sizes support language acquisition for English Language Learners as well as pre-achieving students. Class size reduction also helps in developing academic mastery of 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 1 intervention. Low-income and minority children benefit from smaller class sizes. Increasing sizes may be harmful to these students (Whitmore-Schanzenbach, 2014).

Goal 1: Action 7 New Teacher Induction Program

This program requires teachers to learn and demonstrate mastery and understanding of how to teach and reach students who are at-risk or in populations that have historically under performed academically. All students are supported in classrooms that provide differentiated instructional strategies to scaffold students according to their needs. Teachers hone in on meeting individual needs as well as developing skills in students that bring forth collaboration, communication, understanding, and acceptance of how we are all different and yet alike. New Teacher Induction Programs are a requirement of the state of teacher certification and is supported through research (Darling-Hammond, 2000).

Goal 1: Action 8 Technology assistance to meet state standards and the state summative assessment

Technology is a part of instruction and learning. It permeates all areas of the school day. Technology platforms provide the opportunity for collaboration with peers and teachers. Students can utilize electronic books and various digital tools provide

visual understanding and support (Cheung and Slavin, 2012 and 2013).

Goal 2: Action 2 Computer Adaptive Technology to support student proficiency

Technology-based lessons can be adaptive based on student needs therefore opening up opportunities beyond traditional classroom settings. The use of technology with teacher expertise in instruction can produce stronger outcomes than in classrooms without the use of technology (Cheung and Slavin, 2012 and 2013).

Goal 2: Actions 3 Coding and technology courses for 21st century skill development

Technology-based lessons can be adaptive based on student needs therefore opening up opportunities beyond traditional classroom settings. The use of technology with teacher expertise in instruction can produce stronger outcomes than in classrooms without the use of technology (Cheung and Slavin, 2012 and 2013).

Goal 2: Action 5 Summer Opportunities

As in Goal 1 - Action 9, the District views summer school as an opportunity for intensive intervention (Hattie, 2012) in support of students who are beginning to acquire English and for those who struggle in math and English Language Arts.

Goal 2: Action 6 Professional Development for EL and R-FEP

Proper linking of teacher professional development and implementing best practice models to student instruction improves literacy in ELL students (McIntyre et al., 2010). With this in mind, the district will continue to support teacher learning in this area to impact English language development throughout the district.

Goal 3: Action 2 Translations

TCUSD continually works and examines its practices in building relationships with our schools and our families. We seek ways in which we have common understanding of our purpose and desire for our students to achieve. The research supports and suggests that strong relationships between school and home have direct implications on student performance (Sheldon, 2003). Translation services allow the opportunity for better communication and collaboration with parents and other community stakeholders. Through this funding source the district has supported the school home relationship by providing translation in the following ways: parent trainings and meetings, mailers, website support, and daily interactions with parents in need of translations around the district.

Goal 3: Action 3 Parent Education Academies

These academies are yet another way to build the school home relationship especially for our unduplicated student groups including parents of our English Language Learner students. These academies provide parents with supports in various ways. Some academies will provide parents details about instruction as it pertains to our state standards and current best teaching practices. The academies also function to help parents understand the social-emotional aspects of students in our day and age. Each one of our academies are developed with the focus on supporting the parents of our unduplicated and at-risk students by using best practices for developing understand and building home and school relationships (Mapp, 2002).

Goal 3: Action 6 Positive Behavior Support

TCUSD believes in the development of the whole child and has incorporated Positive Behavior Support (PBS) to promote character development while teaching behavioral norms in and around school environments (CDE, 2017). These practices

apply particularly to unduplicated populations and pre-achieving students. These student groups may struggle while learning new cultural concepts and expectations on top of academic content. These variables require persistence and resilience. While some students are learning to cope with all of these elements, they may demonstrate behaviors outside of the expected norms for students. PBS strategies will incorporate persistence and resilience along with other coping mechanisms in supportive environments.

Goal 3: Action 7 Maintain Social/Emotional Support

This action step aligns with the PBS action defined above. School staff such as psychologists and counselors are trained in strategies and techniques in support of all students in terms of social and emotional supports including unduplicated populations (CDE, 2017).

Unduplicated Student Group Actions and Services

Goal 2 Action 7 Purchase Instructional Materials in support of at risk students

Materials may support all students but the particular focus of this action is for unduplicated students. Peer modeling and materials such as manipulatives and visual supports accelerate English language acquisition. Therefore working with peers while using the materials will foster interaction such as collaboration and communication thus increasing opportunities for language success.

Goal 2 Action 8 Classified Paraprofessional support for at risk students

Paraprofessionals support the efforts of credentialed teachers with unduplicated student groups. They provide direct support with state ELD testing and intervention programs that support at-risk student groups.