Local Control and Accountability Plan

Temple City Unified

TEMPLE CITY
TCUSD
UNIFIED SCHOOL DISTRICT

July 1, 2016 - June 30, 2019

Introduction:

LEA: Temple City Unified

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LCAP Year: 2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies? (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for

completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies~~,~~; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
1. 5. 6. Temple City Unified School District held numerous input	The following represents input from multiple data sources that had a

meetings during the 2015-2016 school year, with a variety of stakeholders, including bargaining units, Leadership (site administrators, Directors, Cabinet, curriculum coordinators), and high school Associated Student Body (ASB) Leadership classes at Temple City High School, Oak Avenue Intermediate, and the Dr. Doug Sears Leaning Center (DDSLC) High School. Meetings were also held with the Parent Advisory Committee (PAC) which included representation from our District Advisory Committee (DAC) and District English Learner Committee (DELAC). The DAC/DELAC represented special education, at-risk, foster, and English Learner students and met routinely from November-March 2016 to provide input and revisions to the three-year plan.

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

November 19, 2015

January 21, 2016

March 17, 2016

May 19, 2016

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

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

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

Bargaining Unit Input consultation occurred on:

direct impact on priority areas and action items identified in the plan:

- (Targeted Students) Expand STEM/STEAM opportunities; therefore, an additional $100,000 was allocated to the program.
- (All Students) Continue to add classes to support student needs; therefore, two sections of STEM Lab (Paxton Patterson) were added to 2016-2017 master schedule at Oak Avenue Intermediate School as supported by student and parent feedback.
- (All Students) Teacher Retention in which District will recruit and retain highly qualified teachers and staff members, and ensure adequate staffing ratios for class-size reduction as evidenced by survey data as being "important" and from bargaining unit members' feedback.
- (Targeted Students) TK through 3rd-grade small group instruction, targeting pre-achieving students, will be maintained for the 2016-2017 school year as indicated by feedback.
- (All Students) Middlebury online language classes were added at the elementary level in an effort to prepare students for the global market and 21st Century skills as a result of survey data.
- (Targeted Students) Continue supporting translation services. Therefore, $50,000 will be allocated for 2016-2017 school year for site use as supported by survey data indicating that 16% or respondents said that English-language barrier prevented some parents from attending school or District functions. Site administration corroborated the need by identifying “translation services” as an action step in their Single Plans for Student Achievement. Parent Advisory Group (PAC) expressed a greater need in translation services for Parent Conferences, school meetings, and outreach to the second-language learner families.
- (Targeted Students) Increase funds to support technology/Public Information Officer/webmaster, a new position, as an identified need from parent groups and Bargaining Unit 823. The action item “Improve Communications” will support a better website

Classified Unit #105- February 23, 2016

Classified Unit #823-March 2, 2016

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

Leadership consultation:

January 19, 2016

February 9, 2016

April 12, 2016

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

ASB Student Input:

Temple City High School-January 25, 2016

Oak Avenue Intermediate- January 13, 2016

Dr. Doug Sears Learning Center- February 8, 2016

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

that is user-friendly and can be maintained and updated regularly with District and school information critically to our parent partners.

- (Targeted Students) Increase funds to support Parent Academies by $100,000 as indicated from parents and survey data.
- (Targeted Students) Increase funding for Social, Emotional, Academic Support for school year 2016-2017 to create a seamless approach to meeting the needs of high need-students as indicated by parents and staff.
- (Targeted Students) Increase Positive Behavior Intervention/Safety and create a seamless program from elementary through high school as evidenced by Leadership Team, parents, and staff.
- (Targeted Students) Increase instructional materials by to assist with expanding academic equity for foster, English Learners, and low-income students in support of digital curriculum.
- Increase Paraprofessional Learning Supports to assist with expanding academic equity to foster, English Learners, and low-income students.
- (Targeted Students) Increase summer school offerings to assist with expanding academic equity to foster, English Learners, and low-income students.

meetings, Leadership Meetings and with the Board of Education in April and May 2016.

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

3. Data

Metrics data, as outlined in the plan, were reviewed and discussed at a Leadership meeting and presented to the Board of Education in June. Discussion about the types of data being collected and its impact on the State priorities fueled revisions for the 2016-2017 plan. Discussions also included areas of need in reference to the District's identified 9 Foster students and 21 Homeless students and were grounded in the following goal areas:

Goal 1: Conditions of Learning

- CALPADS data on highly qualified teachers
- Facility updates, including repairs, modernization, construction benchmarks
- Common Core State Standards alignment for mathematical materials (Cognitive Guided Instruction and STAR math)
- Professional Development Opportunities (Math, English Learners, Walk-throughs, conferences, coaching days)
- Testing baseline data (CELDT, Reclassification rates, STAR 360 [local benchmark data in reading and math] and CAASPP data)
- Number of students enrolled in advanced courses (7-12 grade)
- Graduation and drop-out rates
- Graduates meeting UC and/or CSU Entrance Requirements

- Advanced Placement Scores of 3 or Higher

Goal 2: Pupil Outcomes
- CAASPP results
- Survey data (WASC) for higher levels of student and parent connectivity
- Early Assessment Program (EAP)-grade 11 indicating college readiness in math and English language arts

Goal 3: Engagement
- Parent involvement data at site and district level including attendance at Parent Forums and parent membership in District Advisory Committee/District English Leaner Advisory Committee (DAC/DELAC), site English Learner Advisory Committee (ELAC), Parent Teacher/Student Association (PTA/PTSA), and parent workshops
- Chronic absences, truancies, and suspensions/explusions
- School climate and extra-curricular student participation in athletics, clubs, and school organizations

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

5. and 6. answered above

7. Stakeholder involvement has been a focal point all year in which the District Outreach Liaison has assisted in connecting with our English Learner and Immigrant parents, low-income parents, new parents and existing parents to the district through social media and by holding numerous parent workshops throughout the

year. At meetings, stakeholders were reminded about the partnership of school-to-home and that we value their input. Over the course of this year, we held approximately 21 parent workshops and connected with over 1,000 parents and families regarding District initiatives. **Public Hearing and First Reading of LCAP**- May 25, 2016 **Final Board Approval of LCAP-** June 15, 2016	
Annual Update: The Annual Update process was continual throughout the year and began with reporting Advanced Placement scores and CAASPP results for prior school year, 2014-2015, with stakeholders: various parent meetings, Board of Education meetings, and Leadership meetings. The shared data led to discussions focused on the impact of action steps outlined in the current plan regarding intended audience and the targeted students. Separate parent meetings with the Parent Advisory Committee (PAC) and the English Learner Advisory Committee yielded a need for more STEAM initiatives and more ELD and technology support built into the school day. Student input corroborated the need for STEAM classes, ELD and technology (more devices). Student input corroborated the need for STEAM classes, ELD and technology (more computers). The Parent/Community survey indicated that 92% of respondents would like the District to provide more Science, Technology, Engineering, Arts, and Mathematics (STEAM) learning opportunities.	Annual Update: Educational Services reviewed the eight State priorities, input from stakeholders, survey data, and District priorities and goals which resulted in additions to the Local Control and Accountability Plan (LCAP) for 2016-2017 school year. The impact: expanded opportunities during the school day for STEAM, coding, language enrichment, increased technology support and the filling of a webmaster/Public Information Officer to serve the District community with timely communication.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of

schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Basic Services: Temple City Unified School District will provide the appropriate conditions for learning by 1) placing fully credentialed teachers into the subject areas for which they are teaching and assist teachers to meet State credentialing requirements as needed, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to the most current state adopted instructional materials. Implementation of State Standards: Temple City Unified School District (TCUSD) will provide the appropriate conditions for learning, including the technology infrastructure and tools necessary to support 21st Century teaching and learning, by ensuring that state adopted academic and performance standards are taught to all TCUSD students and differentiated to make mastery of the standards accessible to all students and subgroups (EL, Students with Disabilities, Economically Disadvantaged, Foster, GATE, and Ethnic). Course Access: Temple City Unified School District (TCUSD) will provide the appropriate conditions for learning, including both face-to-face and digital learning environments, by ensuring that all students have access to and are enrolled in all state and locally required areas of study and that every student will graduate from TCUSD prepared for college, career, and life.	Related State and/or Local Priorities: 1 X 2 X 3 __ 4 __ 5 __ 6 __ 7 X 8 __ COE Only: 9 __ 10 __ Local: Implementation of State Standards, Course Access, Safe and Clean Learning Environments
Identified Need:	Basic Services: 1) The data from the School Accountability Report Cards (SARC) and Title II Credential Monitoring indicate that 100% of Temple City Unified School District teachers are appropriately assigned and fully credentialed. 2) The School Accountability Report Cards (SARCs) and Bond architectural renderings indicate that each school site has needs for repair and/or modernization. In addition, clean and orderly schools have a direct influence on school climate and eliminate academic distractions. 3) The Williams Certification report indicates that 100 percent of students have access to the most current State core adopted instructional materials. There is a need to provide the funding to purchase California State Standards aligned materials as they become available in the core subject areas. Implementation of State Standards: Stakeholder input and District Leadership Team indicate that there is a need to provide continued on-going and systematic professional development in the areas of implementing the California Standards, the Next Generation Science Standards, and the new EL standards. Data are collected on English Learner reclassification rates at the end of each year and progress toward proficiency as measured by Annual Measurable Achievement Objectives (AMAO) 1 and 2. District data indicate that AMAO 1 and 2 exceed NCLB targets as evidenced over the past three years. Likewise, while our District has met the NCLB targets for	

	reclassification of English Learners, we find it important to track and monitor our Long Term ELs who have received five years or more of EL instruction and have not been reclassified, even though we are above the target of 50.9%. Respectively, in 2014-2015, the District reclassified 149 Long Term ELs out of 225 who met the proficiency level and exited Long Term status. The NCLB target was 50.9% and we exceeded that percentile in meeting the target of Long Term ELs at 66.2%. Course Access: Data from master schedules at all sites indicate that all students have access to and are enrolled in State and locally required areas of study. However, disaggregate graduation and dropout reports, and graduates meeting UC/CSU Requirements, indicate a need to examine EL course enrollments more closely at all grade levels, even though there was a three percent increase in EL student enrollment in advanced core classes.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Ethnic Group: Asian; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth
LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	Basic Services: 1) By July 1, 2017, Temple City Unified will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by annual CALPADS reporting. 2) By July 1, 2017, school repairs, modernization, and construction benchmarks will have been met as monitored through on-going reporting by the Senior Project Manager of Construction Management and/or Director of Facility Services and Maintenance at Board of Education meetings. 3) By August 2017, California Standards aligned English Language Arts materials will be implemented into the core curriculum as measured by classroom observations. Implementation of State Standards: By August 2017, all instructional staff who teach English/Language Arts will be involved in professional development focused on effective utilization of California Standards ELA materials, supplemental materials, and corresponding instructional strategies using those materials to effectively meet the needs of all learners as measured by training feedback forms, classroom observations, Summative Assessments results, and district benchmark assessments. By August 1, 2017, student proficiency, as measured by Summative Assessments testing in both ELA/LIteracy and Math, will increase by 1% from the 2016 results. • CELDT AMAO 1 (74%) and 2 (66.2%) results will be maintained as students are above the State average.

- English 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 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%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will recruit and retain highly qualified teachers and ensure adequate staffing ratios for class size reduction.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Teacher salary - 1000-1999 Certificated Salaries - LCFF Base: $21,784,337 Teacher benefits - 3000-3999 Employee Benefits - LCFF Base: $5,715,351
Deferred Maintenance/Establish stronger maintenance support structures to upgrade	LEA-Wide	_X_All ----------	Facility upgrades - 4000-4999 Books

school facilities beyond Bond construction.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	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 Base: $307,435
Purchase grade-level and research-based instructional materials, computers, and technology tools to support State timeline adoptions for Common Core and to assist students in meeting academic standards.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Instructional Materials - 4000-4999 Books and Supplies - LCFF Base: $236,775
Schools will add new classes to the master schedule and/or after school extension activities, as appropriate, to meet the needs of students as well as to provide alternative pathways to course access in meeting graduation requirements.	School-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	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
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.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	PD contracts and conferences - 5000-5999 Services and Other Operating Expenses - LCFF Base: $15,000
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.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	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
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.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	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
To assist students in meeting the technology demands for California Standards and Smarter Balanced Assessments, technology support at the school sites will continue.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	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
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	School-Wide; Dr. Doug Sears Learning Center grades 10-12 Temple City High	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth	Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $334,861

graduation requirements.	School 9-12 Oak Avenue 7-8	_X_Redesignated fluent English proficient __Other Subgroups: _____	Benefits - 3000-3999 Employee Benefits - LCFF S & C: $70,184
Credential Compliance: Assist teachers and administration with meeting credentialing requirements.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Other Services - 5000-5999 Services and Other Operating Expenses - LCFF Base: $5,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Basic Services: 1) By July 1, 2018, all Temple City Unified School District will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by annual CALPADS reporting. 2) By July 1, 2018, school repairs, modernization, and construction benchmarks will have been met as monitored through on-going reporting by the Senior Project Manager of Construction Management and/or Director of Facility Services and Maintenance at Board of Education meetings. 3) By August 2018, California Standards aligned English Language Arts materials will be implemented into the core curriculum as measured by classroom observations. Implementation of State Standards: By August 2018, all instructional staff who teach English/Language Arts will be involved in professional development focused on effective utilization of California Standards aligned ELA materials and corresponding instructional strategies using those materials to effectively meet the needs of all learners as measured by training feedback forms, classroom observations, SBAC results, and district benchmark assessments. By August 2018, based on prior year data for SBAC testing/CAASPP assessments, students results will improve by

1% from the previous year in both math and ELA/Literacy.

- CELDT AMAO1 (74%) and 2 (66.2) results will be maintained as students are above the State average.
- English Learner reclassification rates will be maintained at 17.9%

Course Access:

By July 1, 2018, data from master schedules at all sites will indicate that all students have access to and are enrolled in State and locally required areas of study.

By June 30, 2018, Aeries (Student Information System) queries of class enrollments will increase from 7% to 7.5% for English Learner enrollment in advanced core offerings at the intermediate and high school levels.

By September 30, 2018:

- High school English Learner graduation data will be maintained or increase at 93.1%.
- High school English Learner drop-out rate will show a decrease from 3.6% to 3.0%.
- High school graduation rate for all students will be maintained or increased at 97.8%.
- High school drop-out rate for all students will decrease or maintain at 1.5%.
- English Learner graduates meeting UC/CSU Requirements will show an increase from 5% to 6%.
- Graduates meeting UC/CSU Requirements for all students will show an increase from 61.4% to 62.4%.
- Intermediate school drop-out rate for all students is zero and this level will be maintained.
- Advanced Placement rate of scoring a 3 or higher will be increased by from 84.6% to 85.5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will recruit and retain highly qualified teachers and ensure adequate staffing ratio for class size reduction.	LEA-Wide	_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Teacher Salary - 1000-1999 Certificated Salaries - LCFF Base: $22,223,267 Benefits - 3000-3999 Employee Benefits - LCFF Base:

			$6,401,193
Deferred Maintenance/Establish stronger maintenance support structures to upgrade school facilities beyond Bond construction.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Facilities upgrade - 4000-4999 Books and Supplies - LCFF Base: $159,800 Facility Upgrades - 5000-5999 Services and Other Operating Expenses - LCFF Base: $887,433 Facility Upgrades - 6000-6999 Capital Outlay - LCFF Base: $304,540
Purchase grade-level and research-based instructional materials, computers, and technology tools to support State timeline adoptions for Common Core and to assist students in meeting academic standards.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Instructional Materials - 4000-4999 Books and Supplies - LCFF Base: $237,035
Schools will add new classes to the master schedule and/or after school extension activities, as appropriate, to meet the needs of students as well as to provide alternative pathways to course access in meeting graduation requirements.	School-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Teacher salaries for new courses/activities - 1000-1999 Certificated Salaries - LCFF Base: $113,861 Teacher benefits for new

			courses/activities - 3000-3999 Employee Benefits - LCFF Base: $30,204
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.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	PD contracts and conferences - 5000-5999 Services and Other Operating Expenses - LCFF Base: $15,000
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.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Teacher salaries for primary grades - 1000-1999 Certificated Salaries - LCFF S & C: $848,783 Teacher salaries for primary grades - 3000-3999 Employee Benefits - LCFF S & C: $273,907
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.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Teacher salaries - 1000-1999 Certificated Salaries - LCFF S & C: $91,480 Teacher benefits - 3000-3999 Employee Benefits - LCFF S & C: $33,363

			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
To assist students in meeting the technology demands for Common Core Standards and Smarter Balanced Assessments, technology support at the school sites will continue.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Classified salaries - 2000-2999 Classified Salaries - LCFF S & C: $201,956 Classified benefits - 3000-3999 Employee Benefits - LCFF S & C: $68,970
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.	School-Wide; DDSLC	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $341,607 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $78,606

Certification Compliance: District will support teachers and administration in meeting State credentialing requirements.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Other services - 5000-5999 Services and Other Operating Expenses - LCFF Base: $5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Basic Services: 1) By July 1, 2018, all 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, 2018, 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 Director of Facility Services and Maintenance at Board of Education meetings. 3) By August 2018, California Standards aligned English Language Arts materials will be fully implemented into the core curriculum as measured by classroom observations. Implementation of State Standards: By August 2018, all instructional staff who teach English/Language Arts will be involved in professional development focused on effective utilization of California Standards aligned ELA materials and corresponding instructional strategies using those materials to effectively meet the needs of all learners as measured by training feedback forms, classroom observations, SBAC results, and district benchmark assessments. By August 2018, based on prior year data for SBAC testing/CAASPP assessments, students results will improve by 1% from the previous year in both math and ELA/Literacy. • CELDT AMAO 1 (74%) and 2 (66.2) results will be maintained as students are above the State average. • English Learner reclassification rates will be maintained at 17.9% Course Access:

By July 1, 2018, data from master schedules at all sites will indicate that all students have access to and are enrolled in State and locally required areas of study.

By June 30, 2018, Aeries (Student Information System) queries of class enrollments will increase from 7.5% to 8% for English Learner enrollment in advanced core offerings at the intermediate and high school levels.

By September 30, 2018:

- High school English Learner graduation data will increase or maintain at 93.1%.
- High school English Learner drop-out rate will show a decrease from 3.0% to 2.5%.
- High school graduation rate for all students will increase or maintain at 97.8%.
- High school drop-out rate for all students will decrease or maintain at 1.5%.
- English Learner graduates meeting UC/CSU Requirements will show an increase from 6% to 7%.
- Graduates meeting UC/CSU Requirements for all students will show an increase from 62.4% to 63.4%.
- Intermediate school drop-out rate for all students is zero and this level will be maintained.
- Advanced Placement rate of scoring a 3 or higher will be increased by from 85.5% to 86%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will recruit and retain highly qualified teachers and ensure adequate staffing ratio for class size reduction.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Teacher salaries - 1000-1999 Certificated Salaries - LCFF Base: $222,670,999 Teacher benefits - 3000-3999 Employee Benefits - LCFF Base: $7,169,336
Deferred Maintenance/Establish stronger maintenance support structures to upgrade school facilities beyond Bond construction.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners	Facility upgrades - 4000-4999 Books and Supplies - LCFF Base:

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$159,800 Facility upgrades - 5000-5999 Services and Other Operating Expenses - LCFF Base: $887,433 Facility upgrades - 6000-6999 Capital Outlay - LCFF Base: $304,540
Purchase grade-level and research-based instructional materials, computers, and technology tools to support State timeline adoptions for Common Core and to assist students in meeting academic standards.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Instructional Materials - 4000-4999 Books and Supplies - LCFF Base: $237,035
Schools will add new classes to the master schedule and/or after school extension activities, as appropriate, to meet the needs of students as well as to provide alternative pathways to course access in meeting graduation requirements.	School-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Teacher salaries for new courses/activities - 1000-1999 Certificated Salaries - LCFF Base: $116,155 Teacher benefits for new courses/activities - 3000-3999 Employee Benefits - LCFF Base: $32,318

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.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	PD contracts and conferences - 5000-5999 Services and Other Operating Expenses - LCFF Base: $15,000
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.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Teacher salaries for primary grades - 1000-1999 Certificated Salaries - LCFF S & C: $865,883 Teacher salaries for primary grades - 3000-3999 Employee Benefits - LCFF S & C: $306,776
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.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Teacher salaries - 1000-1999 Certificated Salaries - LCFF Base: $93,323 Teacher benefits - 3000-3999 Employee Benefits - LCFF Base: $37,367 Materials - 4000-4999 Books and Supplies - LCFF Base:

			$5,000 Conferences and travel - 5000-5999 Services and Other Operating Expenses - LCFF Base: $3,900
To assist students in meeting the technology demands for Common Core Standards and Smarter Balanced Assessments, technology support at the school sites will continue.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Classified salaries - 2000-2999 Classified Salaries - LCFF S & C: $205,280 Classified benefits - 3000-3999 Employee Benefits - LCFF S & C: $73,798
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.	School-Wide; DDSLC	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Salaries - 1000-1999 Certificated Salaries - LCFF Base: $348,489 Benefits - 3000-3999 Employee Benefits - LCFF Base: $88,039
Credential Compliance: Assist teachers and administration with meeting credentialing requirements.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth	Other Services - 5000-5999 Services and Other Operating Expenses - LCFF

		__Redesignated fluent English proficient __Other Subgroups: _____	Base: $5,000

GOAL:	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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE Only: 9__ 10__ Local: Pupil achievement, Course Access, Implementation of State Standards,Student Connectedness
Identified Need:	Pupil Achievement and Other Pupil Outcomes While Temple City Unified School District pupil achievement rates for all students and significant subgroups are consistently above state and county averages, data indicate that there is an on-going achievement gap between significant subgroups in meeting State targets. These data are particularly evident for the Hispanic, English Learners, Economically Disadvantaged, and Students with Disabilities subgroups. Data analyzed were: • CAASPP assessments/CST science • API or other measure (STAR 360 in Math and English/Literacy) • College & Career ready (a-g requirements, CTE /pathways) • CELDT • EL reclassification rates • AP Passage rates • EAP (gr. 11 SBAC)	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	
LCAP Year 1: 2016-17		

Expected Annual Measurable Outcomes:	District Benchmark Assessments (iReady) in Math and ELA/Literacy): Increase overall pupil achievement at the proficient or higher levels by 1% for each significant subgroup on district Common Core benchmark assessments in ELA and Math from previous year's data. . A new district benchmark tool (iReady) will be utilized in 2016-2017 and a 1% increase is expected after baseline data is collected. Based on prior year, SBAC/CAASPP assessment data, a 1% increase is expected in Math from 64% to 65% and ELA/Literacy from 66% to 67% for 2016-2017 school year. Students will experience higher levels of connectivity and engagement as measured by number of participants in athletics, clubs and site organizations. The percentage of students who participate in and demonstrate college preparedness as assessed in Early Assessment Program or future college indicator will be maintained with 42% ready and 31% conditionally ready for college and careers in English; and 32% ready and 33% conditionally ready for college and careers in Math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Opportunities will be provided for professional development that supports 21st Century Learners and Common Core State Standards.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Leadership Members PD - 5000-5999 Services and Other Operating Expenses - LCFF Base: $25,000
District will fund the Student Information System and school-to-home communication system for tracking student achievement, progress and for monitoring the learning environment.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Aeries, Blackboard Connect, EADMS - 5000-5999 Services and Other Operating Expenses - LCFF Base: $151,390
Summer school offerings will continue over next three years.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners	Salaries - 1000-1999 Certificated Salaries - LCFF S

		_X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	& C: $86,096 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
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.	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	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
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.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Materials & Supplies - 4000-4999 Books and Supplies - LCFF S & C: $525,000
Classified paraprofessional support students in EL program, Literacy Development, Response to Intervention, and CELDT through additional instructional supports.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	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

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	District Benchmark Assessments: Increase overall pupil achievement at the proficient or higher levels by 1% for each significant subgroup on district Common Core benchmark assessments in ELA and Math from previous year's data. A new district benchmark tool (iReady) will be utilized in 2016-2017 and a 1% increase is expected after baseline

	data is collected. Based on prior year, SBAC/CAASPP assessment data, a 1% increase is expected in Math from 65% to 66% and ELA/LIteracy from 66% to 67% to 68% for 2017-2018 school year. Students will experience higher levels of connectivity and engagement as measured by number of participants in athletics, clubs and site organizations. The percentage of students who participate in and demonstrate college preparedness as assessed in Early Assessment Program or future college indicator will be maintained at 42% ready and 31% conditionally ready in English and 32% ready and 33% conditionally ready in math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Opportunities will be provided for professional development that supports 21st Century Learners and Common Core State Standards.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Leadership Members PD - 5000-5999 Services and Other Operating Expenses - LCFF Base: $25,000
District will fund the Student Information System and school-to-home communication system for tracking student achievement, progress and for monitoring the teaching and learning environment.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Aeries, Blackboard Connect, EADMS - 5000-5999 Services and Other Operating Expenses - LCFF Base: $151,390
Summer school offerings will continue over next three years	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $87,831 Classified Salaries

			- 2000-2999 Classified Salaries - LCFF S & C: $19,264 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $19,946
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.	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $9,800 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $1,816
Purchase of instructional supplies, manipulatives, technology to support at-risk, low-income students & foster youth,language learners, and resdesignated fluent English proficient pupils.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Materials & Supplies - 4000-4999 Books and Supplies - LCFF S & C: $115,000
Classified paraprofessional support students in EL program, Literacy Development, Response to Intervention, and CELDT through additional instructional supports.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $327,561 Benefits - 3000-3999

			Employee Benefits - LCFF S & C: $103,486 Materials & supplies - 4000-4999 Books and Supplies - LCFF S & C: $125,307

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	District Benchmark Assessments: Increase overall pupil achievement at the proficient or higher levels by 1% for each significant subgroup on district Common Core benchmark assessments in ELA and Math from previous year's data. Based on prior year, SBAC/CAASPP assessment data, a 1% increase is expected in Math from 66% to 67% and ELA/Literacy from 68% to 69%. Students will experience higher levels of connectivity and engagement as measured by number of participants in athletics, clubs and site organizations. The percentage of students who participate in and demonstrate college preparedness as assessed in Early Assessment Program or future college indicator will be maintained at 42% ready and 31% conditionally ready in English and 32% ready and 33% conditionally ready in math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Opportunities will be provided for professional development that supports 21st Century Learners and Common Core State Standards.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Leadership PD - 5000-5999 Services and Other Operating Expenses - LCFF Base: $25,000

District will fund the Student Information System and a data management system for tracking student achievement, progress and for monitoring the learning environment.	LEA-Wide	X All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Aeries, Blackboard Connect, EADMS - 5000-5999 Services and Other Operating Expenses - LCFF Base: $151,390
Summer school offerings will continue over next three years	Targeted	__All ---------- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $89,601 Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $19,581 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $21,342
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.	Targeted	__All ---------- OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $9,800 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $2,034

Purchase of instructional supplies, manipulatives, technology to support at-risk, low-income students & foster youth,language learners, and resdesignated fluent English proficient pupils.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Materials & Supplies - 4000-4999 Books and Supplies - LCFF S & C: $117,000
Classified paraprofessional support students in EL program, Literacy Development, Response to Intervention, and CELDT through additional instructional supports.	Targeted	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $332,953 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $110,730 Materials & supplies - 4000-4999 Books and Supplies - LCFF S & C: $112,671

GOAL:	Parent Involvement: Temple City Unified School District (TCUSD) will engage and empower all parents/guardians to be active participants in every aspect of their child's school experience and will provide the programs and supports needed for active participation of all parents/guardians including underrepresented youth, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, and Foster Youth. Student Engagement: Temple City Unified School District (TCUSD) will provide positive attendance and dropout prevention programs and student support systems to assist every student in meeting graduation requirements from TCUSD and be prepared for college, career, and life. School Climate: Temple City Unified School District 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.	Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5 X 6 X 7__ 8__ COE Only: 9__ 10__ Local: Pupil and Parent Engagement, Pupil Achievement

Identified Need:	LCAP survey and input data indicate the need for improved communication with parents and parent trainings/workshops, especially for those whose primary language is other than English. As far as the best means of communicating with stakeholders, respondents most prefer to learn about District developments by receiving email messages (72%) or visiting school websites (45%). There is a need to broaden parent involvement and help all parents feel connected to the school community. Data indicate the need to expand STEM/STEAM educational opportunities for high-achieving and students in the middle to bolster connectivity and engagement to school.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; Ethnic Group: Asian; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	By June 30, 2017, greater access to parent opportunities for involvement as measured by a 3% increase in parent participation in meaningful site and District groups and organizations and trainings/workshops. By promoting parent involvement in educational endeavors, student achievement will increase. By June 30, 2017, data regarding student engagement and school climate, including the number of students involved

in extra-curricular activities, clubs, campus organizations will be maintained.

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

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve Communications: District and site websites, online grading, and parent portal will be examined to maximize school-to-home connections.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: $52,400 Benefits - 3000-3999 Employee Benefits - LCFF Base: $20,362
District representatives will meet with local organizations to discuss additional ways the school district can partner with outside agencies. Internally, school personnel will dialogue with staff on school organizational structures and schedules.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0

District will support translation of written, web, and oral communication, meetings, and presentations to engage and empower parents/guardians.	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Hrly Translation - 2000-2999 Classified Salaries - LCFF S & C: $45,000
Students will experience differentiated and meaningful experiences and activities through STEAM classes and other classes or programs which support engagement and connectedness.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	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
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.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	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
District staff will participate in training for positive behavior intervention and supports including character education and restorative justice.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient	Certificated salaries - 1000-1999 Certificated Salaries - LCFF S & C: $6,600

		__Other Subgroups: _____	Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $2,200 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
Maintain and expand "support" personnel to provide emotional, social, and academic support to students in meeting graduation requirements and promoting positive character education systems.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $268,571 Benefits - 3000-3999 Employee Benefits

			- LCFF S & C: $71,820

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	By June 30, 2018, greater access to parent opportunities for involvement as measured by a 3% increase in parent participation in meaningful site and District groups and organizations and trainings/workshops. By promoting parent involvement in educational endeavors, student achievement will increase. By June 30, 2018, data regarding student engagement and school climate, including the number of students involved in extra-curricular activities, clubs, campus organizations will be maintained. By June 30, 2018, data regarding student engagement and school climate, which includes attendance, chronic absenteeism, suspension and expulsion will improve from previous year. • attendance will improve from 97.5% to 97.6% • chronic absenteeism will decrease from 8 students were absent more than 10% of the school year (18 days) to 7 students. • Suspensions will decrease from 50 to 45 students • Expulsions will maintain at 0 students or be less than 2 students annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve Communications: District and site websites, online grading, and parent portal will be examined to maximize school-to-home connections.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries - 2000-2999 Classified Salaries - LCFF Base: $53,961 Benefits - 3000-3999 Employee Benefits - LCFF Base: $20,984

District representatives will meet with local organizations to discuss additional ways the school district can partner with outside agencies. Internally, school personnel will dialogue with staff on school organizational structures and schedules.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
District will support translation of written, web, and oral communication, meetings, and presentations to engage and empower parents/guardians.	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Hrly translation - 2000-2999 Classified Salaries - LCFF S & C: $30,000
Students will experience differentiated and meaningful experiences and activities through STEM/STEAM classes and other classes or programs which support engagement and connectedness.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $33,749 Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $6,607 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $10,088 Materials & 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
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.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $58,724 Employee 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
District staff will participate in training for positive behavior intervention and supports including character education and restorative justice.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $6,600 Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $2,200 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: $14,572
Maintain and expand "support" personnel to provide emotional, social, and academic	LEA-Wide	__All ----------	Salaries - 1000-1999

support to students in meeting graduation requirements and promoting positive character education systems.		OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries - LCFF S & C: $273,982 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $76,847

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	By June 30, 2019, greater access to parent opportunities for involvement as measured by a 3% increase in parent participation in meaningful site and District groups and organizations and trainings/workshops. By promoting parent involvement in educational endeavors, student achievement will increase. By June 30, 2019, data regarding student engagement and school climate, including the number of students involved in extra-curricular activities, clubs, campus organizations will be maintained. By June 30, 2019, data regarding student engagement and school climate, which includes attendance, chronic absenteeism, suspension and expulsion will improve from previous year. • attendance will improve from 97.6% to 97.7% • chronic absenteeism will decrease from 7 students were absent more than 10% of the school year (18 days) to 6 students. • Suspensions will decrease from 45 to 40 students • Expulsions will maintain at 0 students or be less than 2 students annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve Communications: District and site websites, online grading, and parent portal will be examined to maximize school-to-home connections.	LEA-Wide	X All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF Base: $55,579 - 3000-3999 Employee Benefits

			- LCFF Base: $21,614
District representatives will meet with local organizations to discuss additional ways the school district can partner with outside agencies. Internally, school personnel will dialogue with staff on school organizational structures and schedules.	LEA-Wide	_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	$0
District will support translation of written, web, and oral communication, meetings, and presentations to engage and empower parents/guardians.	Targeted	__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Hrly translation - 2000-2999 Classified Salaries - LCFF S & C: $30,000
Students will experience differentiated and meaningful experiences and activities through STEM/STEAM classes and other classes or programs which support engagement and connectedness.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Certificated salaries - 1000-1999 Certificated Salaries - LCFF S & C: $34,429 Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $6,716 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $10,794 Materials &

			Supplies - 4000-4999 Books and Supplies - LCFF S & C: $55,250 Services & Other Operating Expenses - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $98,900
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.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $58,724 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $26,276 Contracts - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $60,000 Materials & Supplies - 4000-4999 Books and Supplies -

			LCFF S & C: $20,000
District staff will participate in training for positive behavior intervention and supports including character education and restorative justice.	LEA-Wide	__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Salaries - 1000-1999 Certificated Salaries - LCFF S & C: $6,600 Classified Salaries - 2000-2999 Classified Salaries - LCFF S & C: $2,200 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: $14,572
Maintain and expand "support" personnel to provide emotional, social, and academic	LEA-Wide	__All ----------	Salaries - 1000-1999

support to students in meeting graduation requirements and promoting positive character education systems.		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Certificated Salaries - LCFF S & C: $279,502 Benefits - 3000-3999 Employee Benefits - LCFF S & C: $82,226

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Basic Services: TCUSD will provide the appropriate conditions for learning by 1) placing fully credentialed teachers into the subject areas for which they are teaching and assist teachers to meet NCLB credentialing requirements as needed, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to the most current state adopted instructional materials. Implementation of State Standards: TCUSD will provide the appropriate conditions for learning, including the technology infrastructure and tools necessary to support 21st Century teaching and learning, by ensuring that state adopted academic and performance standards are taught to all TCUSD students and differentiated to make mastery of the standards accessible to all students and subgroups (EL, Students with Disabilities, Economically Disadvantaged, Foster, GATE, and Ethnic). Course Access: TCUSD will provide the appropriate conditions for learning, including both face-to-face and digital learning environments, by ensuring that all students have access to and are enrolled in all state and locally required areas of study and that every student will graduate from TCUSD prepared for college, career, and life.	Related State and/or Local Priorities: 1 X 2 X 3 __ 4 __ 5 __ 6 __ 7 X 8 __ COE Only: 9 __ 10 __ Local: Implementation of State Standards, Course Access, Safe and Clean Learning Environments
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Ethnic Group: Asian; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	

Expected Annual Measurable Outcomes:	Basic Services: 1) By July 1, 2016, all TCUSD teachers will be highly qualified and appropriately placed under NCLB requirements as measured by annual CalPADS reporting. 2) By July 1, 2016, school repairs, modernization, and construction benchmarks will have been met as monitored through on-going reporting by the bond project director and/or Director of Maintenance at Board of Education	Actual Annual Measurable Outcomes:	**Basic Services:** 1) All teachers are highly qualified per CalPads reporting as of July 1, 2016. 2) School repairs and bond facility updates occurred routinely at Board of Education meetings throughout 2015-2015 school year. 3) Fully aligned mathematics supplemental materials will be fully implemented by June 2017. Grade 7 mathematics adopted a standards aligned curriculum as well as supplemental material in 2015-2016 school year. Elementary teachers are using Cognitively Guided Instruction, and teachers in grades 7-12 are using Getting to the Core as evidenced by classroom observations.

meetings.

3) By August, 2016, California Standards aligned mathematics materials will continue to be utilized in the core curriculum as measured by classroom observations.

Implementation of State Standards:

By July 1, 2016, all instructional staff who teach Mathematics will be involved in professional development focused on effective utilization of California Standards aligned mathematics materials and corresponding instructional strategies using those materials to effectively meet the needs of all learners as measured by training feedback forms, classroom observations, SBAC results, and district benchmark assessments.STAR 360 is our internal District benchmark for all students in English and math.

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

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

Implementation of State Standards:

All teachers of mathematics were trained through UCLA Mathematics Project.

Summative Assessment/SBAC results will be available by August 2016. Comparisons will be made at that time.

- CELDT results exceeded state target requirements for AMAO 1 and AMAO 2.
- New district criteria has been established by our Board of Education, and reclassification rates are maintained.

Course Access:

1) Master schedule evaluation show that students are appropriately placed and enrolled in state and locally required areas of study.

2) Advanced Core Courses-Exceeded

Percentage of EL Students Enrolled in Advanced Coursework in Grades 7-12

Exceeded

2014-2015	2015-2016	2016-2017
3%	6%	TBD

3) Various Data Points

High School Graduation Rate English Learners-Exceeded		
2013-14	2014-15	2015-16
77.5%	93.1%	TBD

criteria are established.

Course Access:

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

By June 30, 2016, Aeries queries of class enrollments will show an increase from 3% to 4% more English Learners enrolled in advanced core courses at the intermediate and high school level.

By September 30, 2016,

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

High School Graduation Rate All Students Exceeded		
2013-14	2014-15	2015-16
94.9%	97.8%	TBD

High School Drop-Out Rate English Learners Improved/Decreased by 14		
2013-14	2014-15	2015-16
18.6%	4.6%	TBD

High School Drop-Out Rate All Students Improved		
2013-14	2014-15	2015-16
3.8%	1.5%	TBD

Intermediate School Drop-Out Rate Maintained		
2013-14	2014-15	2015-16

64.10%.

- Intermediate school drop-out rate for all students is zero and this level will be maintained.
- Advanced Placement rate of scoring a 3 or higher will be increased by from 77% to 78%.

0	0	TBD

A-G Requirements English Learners Decreased by 3.57		
2013-14	2014-15	2015-16
3.57%	0%	TBD

A-G Requirements All Students Decreased by 1.7		
2013-14	2014-15	2015-16
63.10%	61.4%	TBD

Advanced Placement Scores of 3 or higher Exceeded		
2013-14	2014-15	2015-16
77%	84.6%	TBD

EL Student Redesignation

Increased by 10.6%

2013-2014	2014-2015	2015-2016
7.3%	17.9%	TBD

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District will recruit and retain highly qualified teachers and ensure adequate staffing ratios for class size reduction.	a. $23,300,777 Certificated Salaries, Funding Source: LCFF Base Grant; Note: (All teacher salaries, except ELD). b. $820,653 Certificated Benefits, Funding Source LCFF Base Grant Total: 24,121,430 NCLB compliance: $5,000 Contracted Services/Travel and Conferences, Funding Source: LCFF Base Grant; Note: For any certificated employee who needs proper authorization under	District hired 4 new teachers and replaced retiring teachers to ensure adequate staffing ratios for class size reduction.Teachers also received a one-time bonus and an increase in benefits from district.	a. 21,339,593 Certificated Salaries, 1000 object code,LCFF-Base (All teacher salaries except ELD). b. 5,115,879 Certificated benefits 3000 object code, LCFF-Base Total: 26,455,472

	NCLB.		
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Deferred Maintenance/ Establish stronger maintenance support structures to upgrade school facilities beyond bond construction.	a. $140,500 Materials and Supplies, Funding Source: LCFF Base Grant. b. $922,812 Contracted Services, Funding Source LCFF Base Grant c. $442,195 Classified Salaries, Funding Source LCFF Base Grant d. $155,387 Classified Benefits, Funding Source LCFF Base Grant Total 1,520,464	Facilities, beyond the bond construction were upgraded with new windows, carpet, curb appeal and painting.	a. $140,500 Materials and Supplies, 4000 object code,Funding Source: LCFF Base Grant. b. $633,691 Contracted Services, 5000 object code,Funding Source LCFF Base Grant c. $442,195 Classified Salaries, 2000 object codes, Funding Source LCFF Base Grant d. $155,387 Classified Benefits, 2000 object codes, Funding Source LCFF Base Grant Total 1,351,773

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
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.	a.$50,000 Computers and technology tools, Funding Source: LCFF Base Grant; Note: b. $150,000 *Materials and Supplies (Common Core Math-2015-2016), Funding Source LCFF Base Grant *beyond what Restricted Lottery funds. Total: $200,000	We purchased math, computer science, replacement books, robotics curriculum, and computers to assist students in meeting academic standards and 21st century skills.	a. $32,000 Computers and technology, 4000 object codes, LCFF-Base b.189,490- materials and supplies 4000 object codes, LCFF-Base Total: 221,490
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Schools will add new classes to the master schedule and/or after school extension activities, as appropriate, to meet the needs of	New classes: a.$83,000 Certificated Salaries,	We added computer science and AP computer science courses to the master schedule resulting in 1.0 FTE added to the high school	a. 55,806 Certificated Salaries, 1000

students as well as to provide alternative pathways to course access in meeting graduation requirements.	Funding Source LCFF Base Grant b. $9,307 Certificated Benefits, Funding Source LCFF Base Grant Total: 92,367 Note: AP Computer Science 2 periods, Computer Science 2 periods, and K-8 Extension activities as needed.	master schedule.	object code, LCFF-Base b. 13,205 Certificated Benefits,3000 object code, LCFF-Base Total 69,011
Scope of Service:	School-Wide	Scope of Service:	School-Wide
_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Teachers and staff will participate in summer institute and trainings/workshops throughout year on a variety of topics.	Title I funds due to Program Improvement in amount of $75,063. a. $13,266 Certificated Hourly, LCFF Base Grant b. $1,734 Certificated Hourly Benefits, LCFF Base Grant	Teachers and staff participated in summer institute and trainings/workshops throughout year on a variety of topics that included: Cognitively Guided Instruction (math); Google Classroom;UCLA Writing.	Title I funds were used for summer institute professional development due to Program Improvement in amount of 81,007. No additional funds were needed from LCFF-Base as had been anticipated.

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Reduced Student-to-staff ratio: In an effort to support small group instruction and to ensure adequate staffing ratios, new teachers will be hired, as needed.	Total $589,273; a. $521,148 Certificated Salaries, Funding Source: LCFF Supplemental b. $68,125 Certificated Benefits, Funding Source LCFF Supplemental	Four new teachers were hired to assist with student to staff ratios at the elementary level TK-3 grade.This provided small group instruction, response to intervention, clustering of EL students, and whole group instruction in which student needs were targeted for academic success.	a. 995,161 Certificated salaries, 1000 object codes, LCFF-base b. 272,992 Certificated benefits, 3000 object codes, LCFF-base Total: 1,268,153
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ---------- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
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.	a. $68,310 Certificated salaries (support providers, director),Funding Source LCFF Supplemental; b. $8,930 Certificated benefits	The Induction program served new teachers in meeting the needs of English Learners, low-income and foster youth through workshops, modules, portfolio reflections on differentiation of instruction to support student needs.	a. $159,922 Certificated salaries (support providers, director, substitute teachers),1000 object codes, LCFF Supplemental;

	(support providers, director), Funding Source LCFF Supplemental; c. $500 materials and supplies, Funding Source LCFF Supplemental d. $2,100 Travel & Conferences; Funding Source: LCFF Supplemental; e. $6,160 Certificated daily (substitutes) f. $14,000 Certificated Extra Duty (SP stipend) Total: $100,000 Note: Duarte-TCUSD Consortium.		b. $32,695 Certificated benefits (support providers, director),3000 object codes, LCFF Supplemental; c. $500 materials and supplies,4000 object codes, LCFF Supplemental d. $3,300 Travel & Conferences; 5000 object codes, LCFF Supplemental; Total: $196,417
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: GATE and Special Populations	
To assist students in meeting the technology demands for California Standards and Smarter Balanced Assessments, technology support at the school sites will continue.	Technology Support: Total $191,756; $156,354 Classified Salary, Funding Source: LCFF Supplemental; $35,402 Classified	Technology support to school sites continued with three technology technicians.This allowed for instant access to research, meeting California Standards,and no down time with wifi connectivity, and wireless printing.Our targeted students were provided equity in the classroom and beyond.	$197,274 Classified Salary,2000 object codes, LCFF Supplemental; $61,526 Classified benefits,

	Salary, Funding Source LCFF Supplemental Note: Tech Lites, media center clerks, con't additional hours, strike team.		3000 object codes,LCFF Supplemental Total: 258,800 Strike team was not utilized this year.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
English Learners, foster students, and at-risk students are supported through course offerings to meet their academic needs, language production needs, and graduation requirements.	Total: 886,432 $786,402 Certificated salary by LCFF Supplemental $886,432 Certificated benefits by LCFF Supplemental	English Learners, foster students, and low-income students were supported through course offerings to meet their academic needs, language production needs, and graduation requirements through course offerings.	287,531 Certificated salary, 1000 object codes, LCFF Supplemental 62,885 Certificated benefits, 3000 object codes, LCFF Supplemental Total: 350,416
Scope of Service:	School-Wide	Scope of Service:	School-Wide
__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient		__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient	

__Other Subgroups: _____	__Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	• Continued mathematics trainings and English Language Arts/English Learner Development foci will be underscored at staff meetings in 2016-2017. • California Standards aligned supplemental materials for mathematics will be purchased and implemented in 2016-2017 accompanied by professional development opportunities. • Summer professional development will focus on innovation,Thinking Maps/EL Strategies, uses of technology, and student engagement strategies.

Original GOAL from prior year LCAP:	Pupil Achievement: TCUSD will increase pupil achievement levels for each significant subgroup (Asian, Hispanic, White, EL, Students with Disabilities, Socio-Economic Disadvantaged) and decrease the achievement gaps in meeting State targets. TCUSD will decrease the number of students for each significant subgroup in RtI programs at each site and increase pupil achievement for each significant subgroup on district Common Core benchmark assessments in ELA and Math. Other Pupil Outcomes: All students will have the opportunity to develop a sense of connectedness to school through meaningful and authentic engagement with the curriculum and co-curricular experiences and activities.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8_X_ COE Only: 9__ 10__ Local: Pupil achievement, Course Access, Implementation of State Standards,Student Connectedness
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	

Expected Annual Measurable Outcomes:

ELA/CAHSEE: Pupil passage rates for significant subgroup will increase as follows:
Asian 88% to 89%; Hispanic 90% to 91%; White will maintain at 95% English Learner 47% to 48%; Students with Disabilities 63% to 64%; Socio-Economic Disadvantaged 82% to 83%.

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

Math District Benchmark Assessments (STAR 360): Increase

Actual Annual Measurable Outcomes:

- The ELA/CAHSEE was suspended and no data results are available.

District Benchmark Assessment Data for Reading TK-8 & All ELs TK-12 (STAR 360)

	2014-2015	2015-2016
All Students	56.3%	54%
English Learners	35.1%	50%

District Benchmark Assessment Data for Math TK-8 & All EL TK-12 (STAR 360)

	2014-2015	2015-2016
All Students	76.2%	78%
English Learners	72.7%	78%

overall TK-8 pupil achievement at the proficient or higher levels in Math from 76.2% to 77% for all students, and for English Learners an increase from 72.7% to 73% in Math.

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

Students will experience higher levels of connectivity and engagement as measured by number of participants in athletics, clubs, and organizations. The percentage of students who participate in and demonstrate college preparedness as assessed in Early Assessment Program (EAP) or future college indicator will be maintained as compared to 2013 EAP results.

Summative Assessment Data (SBAC) ELA

	District	% Std. Exceeded	% of Std. Met
2014-2015	66%	33%	33%
2015-2016	TBD	TBD	TBD
2016-2017	TBD	TBD	TBD

Summative Assessment Data (SBAC) 3rd Grade Literacy

	District	% Std. Exceeded	% of Std. Met
2014-2015	59%	35%	24%
2015-2016	TBD	TBD	TBD
2016-2017	TBD	TBD	TBD

Summative Assessment Data (SBAC) Math

	District	% Std Exceeded	% of Std. Met
2014-2015	64%	36%	28%
2015-2016	TBD	TBD	TBD
2016-2017	TBD	TBD	TBD

Summative Assessment Data (SBAC) 8th Grade Math

	District	% STD. Exceeded	% of Std. Met
2014-2015	62%	41%	21%

2015-2016	TBD	TBD	TBD
2016-2017	TBD	TBD	TBD

CST Science

Grade	5	8	10
% Adv	54	51	51
% Prof	32	28	29
% Basic	10	15	15
% Below Basic	2	5	4
% Far Below Basic	3	2	2

- Local Measure: Student Engagement & Connectivity 2015-2016- The intent was to collect the number of students participating in each of the following areas: ASB, Athletes, Clubs, and music, but rosters are not collected in one centralized location and data are difficult to retrieve. We are working with sites in developing a plan for future data collections.

	Cloverly	Emperor	La Rosa	Longden	Oak	TCHS	DDSLC
ASB Class	80	200	15	29	38	34	15
Athletes	n/a	n/a	n/a	n/a	225	886	20

# Clubs	8	8	3	5	350 stu	74 clubs,	15 stu 1 club
Music	115	150	n/a	150	365	500	15

EAP Data:

There is no data 2013-14. That year the ELA and Math CST were no longer a requirement. In order for students to take the EAP we would have had to administered the California Standards Test and we elected not to do so.

The 2014-15 data is included in the SBAC summative assessment data. Below is an excerpt from CDE regarding EAP results. Students who score a 4 or Standard Exceeded are deemed ready and those who score a 3 or Standard Met are deemed conditionally ready.

EAP Data for ELA & Math

	ELA Std. Exceeded	ELA Std. Met	Math Std Exceeded	Math Std Met
2014-2015	42%	31%	32%	33%
2015-2016	TBD	TBD	TBD	TBD
2016-2017	TBD	TBD	TBD	TBD

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Opportunities will be provided for professional development that	a.$19,000Travel/Conferences Funding Source LCFF Base	Leadership Team members were given the opportunity to attend professional	a. 25,000, Travel and conferences, 5000 object

supports 21st Century Learners and Common Core State Standards.	Grant b. $6,000 Certificated sub costs, Funding Source LCFF Base Grant Total 25,000	development on a variety of topics ranging from, but not limited to, Common Core, NGSS, Silicon Valley Math Institute, and Marzano Engagement Strategies.	codes, LCFF-Base
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
District will fund the Student Information System and a data management system for tracking student achievement, progress and for monitoring the learning environment.	a. $15,000 Aeries annual contract, Funding Source LCFF Base Grant; b. $26,000 EADMS annual contract Funding Source LCFF Base Grant Total $41,000	The District funded the Student Information System and a data management system for tracking student achievement, progress, and for monitoring the learning environment. In addition, Blackboard became a valuable tool for connecting and communicating with parents.	a. 151,390, Contract, 5000 object codes, LCFF-Base Total: 151,390
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Summer school offerings will continue over next three years	a. $41,000 Certificated salary/Hrly; Funding LCFF Supplemental b. $2,000 Certificated benefits, Funding LCFF	Summer school was offered for ELD and underachieving students, and foster youth in math and English proficiency.	a. 58,500 Certificated salary/Hrly; 1000 object codes, LCFF Supplemental b. 16,000 Certificated

	Supplemental c. $8,148 Classified support staff, clerks, campus supervisor salaries/Hrly, Funding LCFF Supplemental d. $805 Classified benefits, Funding LCFF Supplemental e. $13,000 Certificated administrative salaries, Funding LCFF Supplemental f. $927 Certificated administrative benefits, Funding Source LCFF f. $1,000 Materials/supplies, Funding Source: LCFF Supplemental Total LCFF $66,880; Title I, Title II, Title III EI also contribute to specific summer school courses in the amount of $60,876, approximately, and aligned to school plans.		benefits,2000 object codes, LCFF Supplemental c. 12,467 Classified support staff, clerks, campus supervisor salaries/Hrly, 3000 object codes, LCFF Supplemental d. 805 Classified benefits, Funding LCFF Supplemental e. 13,000 Certificated administrative salaries, Funding LCFF Supplemental f. $927 Certificated administrative benefits, Funding Source LCFF Supplemental f. 683 Materials/supplies,4000 object codes, LCFF Supplemental Total LCFF $88,025; Title I, Title III also contributed to specific summer school courses in the amount.
Scope of Service:	Targeted	Scope of Service:	Targeted

__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
The district will provide professional development in English Learner/Specially Designed Academic Instruction in English (EL/SDAIE). Additional coaching will include support for appropriate instructional strategies to be implemented in the classroom to assist with language acquisition and content mastery.	a. $9,949 Certificated Daily Salaries, Funding LCFF Supplemental b. $1,301 Certificated Daily benefits, Funding LCFF Supplemental Total: Sub costs for 30 teachers: $10,800; Note: Title I and Title III will pay $10,500 contract per year.	Teachers and administrators attended English Learner professional development opportunities of their choice, and additional coaching embedded within the classroom was provided as well to deepen the learning experience. Title III--Professional development was provided in Thinking Maps, with an emphasis on ELD strategies for linking vocabulary and language acquisition. A cohort of 30 staff participated in 5 days of training beginning in January 2016.	a. 7,975 Certificated Daily Salaries, 1000 object codes, LCFF Supplemental b. 1,276 Certificated Daily benefits, 3000 object codes, LCFF Supplemental
Scope of Service:	Targeted	Scope of Service:	Targeted
__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
Purchase of instructional supplies, manipulatives, technology to support at-risk, low-income students & foster youth,language learners, and resdesignated fluent English proficient pupils.	$15,000 Materials and Supplies, Funding Source LCFF Supplemental Note: For targeted students	As outlined in Single Plan for Student Achievement, materials and supplies were purchased for at-risk, low-income, foster youth, English Learners and redesignated learners.	222,768 Material and Supplies, 4000 object codes, LCFF Supplemental
Scope of Service:	Targeted	Scope of Service:	Targeted

__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
Classified paraprofessional support students in EL program, Literacy Development, Response to Intervention, and CELDT through additional instruction supports.	a. $358,862 Classified Salary; Funding Source LCFF Supplemental b. $85,418 Classified benefits, Funding Source LCFF Supplemental (include Rti, ELD, Lit Lab, CELDT) Total: $444,280	Classified paraprofessional supported students in EL program, Literacy Development, Response to Intervention, and CELDT through additional instruction supports.	a. 404,493 Classified Salary; 2000 object codes, LCFF Supplemental b. 102,777 Classified benefits,3000 object codes LCFF Supplemental (include Rti, ELD, Lit Lab, CELDT) Total: $507,270 Note: one-time bonus and increase in benefits for 2015-2016 school year.
Scope of Service:	Targeted	Scope of Service:	Targeted
__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District program for local assessments and interventions will change from STAR 360 to iReady which is a closer diagnostic aligned to California State Standards/Common Core.		

Original GOAL from prior year LCAP:	Parent Involvement: Temple City USD will engage and empower all parents/guardians to be active participants in every aspect of their child's school experience and will provide the programs and supports needed for active participation of all parents/guardians including underrepresented youth including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, and Foster Youth. Student Engagement: Temple City USD will provide positive attendance and dropout prevention programs and student support systems to assist every student in meeting graduation requirements from TCUSD and be prepared for college, career, and life. School Climate: Temple City USD will provide all students with positive behavior and intervention support programs and systems to assist every student in graduating from TCUSD with the intra and interpersonal tools and skills necessary to prepare them for college, career, and life.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE Only: 9__ 10__ Local: Pupil and Parent Engagement, Pupil Achievement
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; Ethnic Group: Asian; Ethnic Group: Hispanic or Latino; Ethnic Group: White; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	
Expected Annual Measurable Outcomes:	By June 30, 2016, parent involvement will increase in site and District events, organizations, and trainings/workshops. By June 30, 2016, data regarding student engagement and school climate, including the number of students involved in extra-curricular activities, clubs, campus organizations will be maintained.	
Actual Annual Measurable Outcomes:	Parent engagement has been measured by the number of participants in parent forums and parent workshops, and "we chat" communication app. In 2014-2015, seven parent meetings were held with 152 participants in attendance.There has been a 16% increase in participation in 2015-2016 as well as an increase in the number of parent workshop offerings.	

Local District Measure: Parent Workshops, Meetings/Forums 2015-2016

Topic	# of Participants
Title I Meetings (5 schools)	120
Welcome Meetings-New Parents to District	40
What's New and Changing At Your Child's School	107
Parenting in the Digital Age I, II Series	235
English Learner Advisory Committee	181

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

Success Starts At Home Series (ELD Parents)	116
Love & Logic Series	70
Your Curriculum Dollar$ At Work	70
We Chat Group	150
Total	1,089

Temple City Student Engagement Data

	2014-2015	2015-2016
Attendance	97.45%	97.19% (as of April 30, 2016)
Chronic Absenteeism	9 students (absent 10% or more of school yr)	2 students (as of 5.2016
Suspension	46	21 (as of 5.2016)
Expulsion	0	01

Local District Measure Student Engagement in STEAM

	Number of Student Participants	Female	Male	MGM	ELs	R-FEP	Foster	Homeless	Low-Income
2014-2015	362	155	207	100	33	79	1	4	112
2015-2016	557	270	287	128	75	120	1	0	188

2016-2017	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District and site websites, online grading, and parent portal will be examined to maximize school-to-home connections.	a. $100,000 Contracts,Funding Source: LCFF;	Internal examinations occurred which resulted in no cost to the district. However, a webmaster, Public Relations position was approved by the Board of Education for the 2016-2017 school year. $72,762 are ear-marked for this position's salary and benefits and will be reflected in the 2016-2017 annual LCAP update.	a. Zero cost as the position is being filled for 2016-2017 school year.
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
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.	No cost	District representatives did meet with local organizations such as Pasadena City College to dialogue on Career Technical Education and create articulated agreements for dual enrollment.In addition dialogue occurred with Kiwanis Club/Chamber of Commerce who offered support in taking pictures at school functions throughout the year.	No cost as partnership were developed

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All ---------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
District will support translation of written, web, and oral communication, meetings, and presentations to engage and empower parents/guardians.	$30,000 a. $24,000 Classified Salary Hrly costs, Funding Source: LCFF Supplemental b. $6,000 Classified Benefits, Funding Source LCFF Supplemental	District supported sites in written and oral translation by hiring hourly support staff to assist at meetings and presentations.	a. 30,000 Classified hrly costs, 2000 object code, LCFF Supplemental Total: $30,000
Scope of Service:	Targeted	Scope of Service:	Targeted
__All ---------- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	
Students will experience differentiated and meaningful experiences and activities through STEM/STEAM classes and other classes or programs which support engagement and connectedness.	a. $61,907 Certificated Salaries, LCFF Supplemental b. $8,093Certificated benefits, LCFF Supplemental c. $30,000 Materials/Supplies, LCFF Supplmental	STEM/STEAM activities and differentiated experiences fostered a surge of engagement for teachers, students, and parents.The program keeps growing as we enrich the instructional delivery model and integrate disciplines. Our targeted students were able to participate in Odyssey of the Mind, Hour of Code, robotics, Science Olympiad, and be exposed to engineering standards through NGSS exploration.	a. 26,579 Certificated Salaries,1000 object codes, LCFF Supplemental b. 5,777 Classified Salaries, 2000 object codes, LCFF Supplemental c. 5,644 Benefits, 3000 object codes,

	Total: $100,000 to operate STEM/STEAM Program		LCFF-Supplemental d. 14,988 Materials/Supplies,4000 object codes, LCFF Supplemental e. 5,000 Contracts, travel and Conferences, 5000 object codes, LCFF Supplemental Total: $57,989
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
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. $38,729 Classified Salary, Funding LCFF Supplemental b. $9,328 Classified Benefits, LCFF Supplemental c. $16,943 Materials/Supplies LCFF Supplemental Mandarin 29.5 hrs per week Spanish 12 hrs per week; Funding Source: LCFF Supplemental	The District Community Liaison position became full-time in 2015-2016 in which there were seven workshops held throughout the year. Some of the topics included a Welcome workshop to all new families to the district, Parenting in the Digital Age, Title I and Assessment overview, Common Core, and Love and Logic. Feedback from participants is that they enjoyed the workshops and want more opportunities to learn and partner with the District and sites.	a. 37,329 Classified Salary, 2000 object codes, LCFF Supplemental b. 16,691 Benefits, 3000 object codes, LCFF Supplemental Total: $54,020 LCFF Supplemental

Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
District staff will participate in training for positive behavior intervention and supports including character education and restorative justice.	a. $25,000 Travel/Conference, Funding Source: LCFF Supplemental	Rachel's Challenge and Project Wisdom were two examples of character education programs put in place this past year. Counselors, administrators and staff attended conferences and workshops on Restorative Justice and Positive Behavior Supports. District purchased/contracted with the Raptor Safety System to track visitors on campus and number of volunteer hours.	a. 6,600 Certificated Salaries, 1000 object codes, LCFF Supplemental b. 2,200 Classified Salaries, 2000 object codes, LCFF Supplemental c. 1,628 Benefits, 3000 object codes, LCFF Supplemental d. 25,000 travel and conferences and contracted services, LCFF Supplemental Total: 35,428
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
Maintain and expand "support" personnel to provide emotional, social, and academic support to students in meeting graduation requirements and promoting	a. $165,745 Certificated Salaries, Funding Source LCFF	District maintained school psychologist position(s) and other support staff positions to support emotional, social, and academic support to	a. 152,629 Certificated Salaries, 1000 object codes, LCFF

positive character education systems.	Supplemental b.$38,418 Certificated Benefits, Funding Source LCFF Supplemental Total: 204,163	students.	Supplemental b.39,891 Certificated Benefits, 3000 object codes, LCFF Supplemental Total: 192,520
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All ---------- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	An increase in funding has been allocated to the action step, "Parent Academies/Coordinator" s the feedback has been positive. An increase in funding has been allocated to the "Positive Behavior Intervention/Safety" action step in which the Raptor System and the Peer Listener Stipends have been added as a need. Due to a high interest in STEAM activities, survey responses indicating a need for more STEAM within the school day, and a strong District focus in interdisciplinary teaching and learning in meeting California Standards, there is a need to expand the program; therefore, Code to the Future is being added at the elementary level and Paxton Patterson STEM Lab at Oak Avenue to build teacher capacity and increase student engagement.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$3,921,681

Temple City Unified is projected to receive $3,921,681 through supplemental funds as based on the number of unduplicated pupil counts. Temple City Unified does not qualify for the concentration grant because the unduplicated count is less than 55%.

Qualitative measures to provide the best "first" instruction for all students, including for low income pupils, foster youth, and English learners, and Redesignated English Learners in every TK-12 grade classroom is underscored by the District's Signature Practices (Schmoker). These practices include: Science, Technology, Engineering, Art,and Mathematics (STEAM), Thinking Maps, 21st Century Learning underscored by the 4 C's, and the iReady program for K-8 and high school English Learners.

1. (District-wide) K-3 Grade Span Adjustment. This is the best use of an LEA-wide service in support of our unduplicated student count because lower class size will support English language acquisition and pre-achieving students in developing academic mastery of the content/skills required to be successful in school and as an active community member. Teachers will support students through small group instructional practices and Tier I interventions. Northwestern University researcher, Diane Whitmore Schanzenbach stated in *Does Class Size Matter?*: "The payoff from class-size reduction is greater for low-income and minority children, while any increases in class size will likely be most harmful to these populations." ($1,076,580 LCFF Supplemental)

2. (District-wide) Beginning Teacher Support and Assessment (BTSA) requires demonstration of mastering the art of teaching at-risk, special populations, low-income, foster youth, English Learner students and differentiation of instruction in support of student needs. This is the best use of an LEA-wide program because our students are not segregated into classrooms with labels. Our students come to us with varying needs and BTSA training is the best professional development for teachers and their support providers. The research of Linda-Darling Hammond strongly

supports the value of teacher training programs such as BTSA in equipping new teachers in meeting the needs of all students, especially underserved and at-risk students.($138,361 LCFF Supplemental)

3. (District-wide) Technology Support- Technology Support is needed at the school sites to assist students in meeting the technology demands for California Standards and Smarter Balanced Assessments. This support, while an LEA Wide service, is the best use of supplemental funds because the targeted students will benefits from having working technology in their classrooms and in their media centers so that they can use digital tools effectively, collaborate with peers, engage in use of e-books and be exposed to a variety of technology devices to support their learning as well as language programs such as Rosetta Stone. Major studies by Chueng and Slavin find that, “Blending technology with face-to-face teacher time generally produces better outcomes than face-to-face or online learning alone for all students” This is especially true for and provides equity access for our underserved populations.($282,281 LCFF Supplemental)

4.(Targeted) English Learner, Foster Students, and At-Risk Course Support- English Learners, foster students, and at-risk students are supported through course support to meet their academic needs, language production needs, and graduation requirements. Unduplicated students will be principally served at alternative settings and participate online learning and small group instruction to assist with credit recovery and meet graduation requirements. ($405,045 LCFF Supplemental)

5. (Targeted) Summer School-English Language Development classes and academic support (proficiency) summer school classes are reviewed annually with additional courses added to the master schedule in an effort to serve student needs in a smaller, structured environment. Academic classes will be added over the next three years with an emphasis on pre-achieving students. ($133,689 LCFF Supplemental)

6. (Targeted) English Learner and Professional Development- teachers will learn and apply strategies in their classrooms to promote language acquisition and content mastery and academic vocabulary. ($21,421 LCFF Supplemental)

7. (Targeted) Targeted Instructional Materials and supplies- ELs, at-risk, low-income, foster youth. Materials may support all students in the class, but the primary recipient is our unduplicated students. Research suggests that ELs need strong English Only role models to accelerate their language acquisition to English; therefore, working collaboratively, creatively, problem-solving and communicating with peers while using instructional materials will foster peer-to-peer interaction in a 21st century learning environment. ($525,000 LCFF Supplemental)

8. (Targeted) Para-professional Learning Supports for California English Learner Development Test (CELDT) administration and placement of students and interventions, such as Response to Intervention (RtI) support at-risk students in meeting District academic standards. ($544,280 LCFF Supplemental)

9. (Targeted) Translation services directly to support the Asian and Spanish families at meetings, interactions, mailers, and through website

correspondence. ($45,000 LCFF Supplemental)

10. (District-wide) 21st Century learning (STEAM program). This is the best use of an LEA-wide service in support of our unduplicated student count because students will participate in rigorous activity, problem solving, and critical thinking while interacting with English only peers as well as teaching acceptance for all types of learners and their strengths. This will provide for equal access to learning and opportunities for underserved students. Emerging research by Robert Siegler from Carnegie Mellon University and Douglas Clements from University of Denver strongly suggests that there is a need to provide STEM/STEAM education to students to foster problem solving and mathematical skills needed for success in 21st century; therefore English Learners, Foster Youth, and at-risk students need to be included in such initiatives. ($213,160 LCFF Supplemental)

11. (District-wide) Parent Education Academies/Coordinator(s) to provide parents with strategies and techniques to extend learning concepts for their student, especially for parents of EL and at-risk youth. This is the best use of supplemental funds because our unduplicated amount is less than 55 percent and all our targeted parent subgroups will be the focal point, even though other parents may attend. This service is the most effective use of these funds to meet district goals for unduplicated pupils because research shows and focus group conversations show that immigrant families feel disconnected from American schools. “The earlier in a child’s educational process parent involvement begins, the more powerful the effects. The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home,” according to Michigan Department of Education. Research by John Hopkins University also supports the claim that forming parent partnership early on helps youngsters succeed in school and in later life. Facilitators of the group are bilingual in Mandarin and Spanish and hold new immigrant meetings to explain the differences in American School system to that of their homeland in an effort to increase parent engagement.
($165,000 LCFF Supplemental)

12. (District-wide) Positive Behavior Intervention and Supports (PBIS) including character education and restorative justice. This is the best use of an LEA-wide service in support of our unduplicated student count because it will help students adjust to the public school expectations, norms, and social mores of acceptable behavior and learning expectations. At-risk students struggle more with learning which results in behavioral manifestations. PBIS will help ensure these groups of students succeed in school. Research suggests that additional support mechanisms in these areas benefits all students with the highest benefits seen in targeted subgroups groups to assist with success in school and in life, as supported by the International Institute for Restorative Practices.($67,473 LCFF Supplemental)

13. (District-wide) Social, Emotional, Academic Support, increase and extended library hours will support the needs of at-risk, low-income students, English learners, and Students with Disabilities who require additional focused support. Research suggests that additional support mechanisms in these areas benefits all students with the highest benefits seen in targeted subgroups groups to assist with success in school and in life, as supported by the International Institute for Restorative Practices. ($304,391 LCFF Supplemental)

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

8.82	%

This section captures how the services provided in the LCAP are increased or improved for low-income pupils, foster youth, English Learners in proportion to all students. See Table A for how funds are principally directed toward the students who generated the funds regarding Proportionality of Services:

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

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

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

When the “best” first instruction and classroom teacher interventions do not allow a student to attain the expected learning outcomes, the district, and each school site, is committed to provide a targeted intervention in ELA and math at the elementary level and all core subjects at the secondary levels. At the elementary level, there is an increased focus on literacy and reading intervention is a priority. Literacy at an

early age is the key to almost all future success indicators. (Action steps 2, 5, 8, 9,11,13).

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

Table A. Proportionality of Services

Required Proportionality Formula for Services for Unduplicated Services 8.82%	Activity Services	2016-2017
1.	K-3 Grade Span Adjustment	1,076,580
2.	Beginning Teacher Support (BTSA) Program	138,361
3.	Technology Support	282,281
4.	English Learner, Foster Students, and At-Risk- English Learners, foster students, and at-risk students are supported through course offerings to meet their academic needs, language production needs, and graduation requirements.	405,045
5.	Summer school expanded for targeted population	133,689
6.	English Learner PD Training for teachers-subs	21,421
7.	Targeted Instructional materials & supplies	525,000
8.	Para-professional Learning supports --Response to Intervention, (RtI) Literacy & ELD sal/benefits, materials, supplies	544,280
9.	Translation Services	45,000
10.	21st Century Learning-STEAM program costs	213,160

11.	Parent Academies/Coordinator(s)	165,000
12.	Positive Behavior Intervention Supports including character education and restorative justice.	67,473
13.	Social, Emotional, Academic Support	304,391

Total

$3,921,681

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

Expenditure Summary

Expenditures by Budget Category			
Budget Category	Year 1	Year 2	Year 3
All Budget Categories	$33,115,699	$34,186,674	$235,507,583
1000-1999 Certificated Salaries	23,576,652	24,030,960	224,847,734
2000-2999 Classified Salaries	704,719	700,273	378,080
3000-3999 Employee Benefits	6,399,061	7,147,314	7,984,278
4000-4999 Books and Supplies	1,150,877	731,964	721,328
5000-5999 Services and Other Operating Expenses	976,955	1,271,623	1,271,623
6000-6999 Capital Outlay	307,435	304,540	304,540

Expenditures by Funding Source			
Funding Source	Year 1	Year 2	Year 3
All Funding Sources	$33,115,699	$34,186,674	$235,507,583
LCFF Base	29,158,018	30,628,668	232,427,317
LCFF S & C	3,957,681	3,558,006	3,080,266

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3
All Budget Categories	All Funding Sources	$33,115,699	$34,186,674	$235,507,583
1000-1999 Certificated Salaries	LCFF Base	21,895,949	22,337,128	223,228,966
1000-1999 Certificated Salaries	LCFF S & C	1,680,703	1,693,832	1,618,768
2000-2999 Classified Salaries	LCFF Base	52,400	53,961	55,579
2000-2999 Classified Salaries	LCFF S & C	652,319	646,312	322,501
3000-3999 Employee Benefits	LCFF Base	5,763,941	6,452,381	7,348,674

3000-3999 Employee Benefits	LCFF S & C	635,120	694,933	635,604
4000-4999 Books and Supplies	LCFF Base	378,275	396,835	401,835
4000-4999 Books and Supplies	LCFF S & C	772,602	335,129	319,493
5000-5999 Services and Other Operating Expenses	LCFF Base	760,018	1,083,823	1,087,723
5000-5999 Services and Other Operating Expenses	LCFF S & C	216,937	187,800	183,900
6000-6999 Capital Outlay	LCFF Base	307,435	304,540	304,540

Expenditures by Goal and Funding Source			
Funding Source	Year 1	Year 2	Year 3

Basic Services: Temple City Unified School District will provide the appropriate conditions for learning by 1) placing fully credentialed teachers into the subject areas for which they are teaching and assist teachers to meet State credentialing requirements as needed, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to the most current state adopted instructional materials.

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

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

All Funding Sources	30,811,133	32,324,905	233,625,471
LCFF Base	28,908,866	30,377,333	232,173,734
LCFF S & C	1,902,267	1,947,572	1,451,737

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.

All Funding Sources	1,400,780	986,401	992,102
LCFF Base	176,390	176,390	176,390
LCFF S & C	1,224,390	810,011	815,712

Parent Involvement:

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

Student Engagement:

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

School Climate:

Temple City Unified School District 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.

All Funding Sources	903,786	875,368	890,010
LCFF Base	72,762	74,945	77,193
LCFF S & C	831,024	800,423	812,817