

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contract Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

#### **Basic Services:**

Temple City Unified School District will provide the appropriate conditions for learning by: 1) placing fully credentialed teachers into the appropriate grade levels and subject areas, and by helping them to meet state credentialing requirements, 2) providing school and district facilities that are in good repair, and 3) ensuring that all students have access to instructional materials that meet state requirements.

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

TCUSD will provide students with access to curricula that aligns with state adopted academic standards. Additionally, the district will offer teachers and staff members capacity building opportunities that promote 21st Century Skills, college and career readiness, and guidelines and recommendations as outlined in the state frameworks, including additional supports and scaffolds for the success of English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Foster Youth, etc.

#### **Course Access**

TCUSD will provide students with access to courses that will allow them to meet local and state graduation requirements and prepare them to be college and career ready. The district will offer a range of courses, pathways, and opportunities, including computer science, CTE, Advanced Placement, VAPA, and more.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access

Local Priorities: Implementation of Basic, State Standards, Course Access, Safe and Clean Learning Environments, Williams Act

Identified Needs:

Basic Needs:

School districts are obligated to hire teachers who are fully credentialed and assign them to teach the appropriate courses. Temple City Unified is mindful of this obligation and continues to recruit and hire only qualified teachers.

Under the Williams Act, school districts are required to share quarterly updates about the upkeep of facilities. In order to support this process, the district implemented a digital report tool that allows individual school sites to report needs, deficiencies, and other problems pertaining to their facilities. The data collected informs the Williams quarterly updates and allows facilities and maintenance staff to monitor, repair and maintain facilities in the most timely fashion.

Implementation of State Standards:

The Williams Act further mandates student access to standards-aligned core instructional materials. A particular need in Temple City Unified is adopting updated materials that are aligned to the most current academic content standards, including the Common Core, History Social-Science, and NGSS. Furthermore, the district must provide training and support to teachers in order to fully implement these standards, and other teachers and administrators strategies to help historically disadvantaged students master academic content standards.

Course Access:

Temple City Unified School District's goal is to provide students with access to courses that will allow them to meet local and state graduation requirements, but also to prepare them to be college and career ready. There is a need for secondary school sites to

reevaluate course alignment to “A-G” guidelines and to create additional CTE pathways. Additionally, school sites must revisit placement practices and policies that create barriers for historically disadvantaged students. Currently 69.8% of our students are College and Career Ready. However, our White student subgroup is only at 37.5% prepared and our Students with Disabilities are 20% prepared.

## Annual Measurable Outcomes

Expected	Actual
<p>Teacher Credentials Data CALPADS/SARC Reports: 2019-2020 Every TCUSD teacher will be credentialed and placed in an assignment aligned to their credential.</p>	<p>According to the School Accountability Report Card (SARC) for 2019-2020 published in 2020-2021, 16 teachers were teaching outside subject area of competence and two teachers were teaching without a full credential.</p>
<p>Instructional Materials: 2019-2020 Every student will have access to standards aligned instructional materials as evidenced by Williams Quarterly Reports.</p>	<p>Every student has access to standards aligned instructional materials as evidenced by Williams Quarterly Reports.</p>
<p>Purchase of Research-Based Standards Materials Data 2019-2020 6-12th grade Math and 7-12th grade ELA teachers will convene to choose new instructional materials in alignment with the State Standards for their respective disciplines.</p> <p>K-6th grade ELA teachers will implement their newly adopted instructional materials, K-5th grade Math teachers will continue to implement Math Expressions, and 7-12th grade ELD teachers will also pilot new instructional materials in alignment with State Standards and research.</p>	<p>TK-5th grade teachers have chosen new instructional materials for ELA/ELD and Math in alignment with the State Standards for their respective disciplines.</p> <p>Oak Intermediate and Temple City High School have not yet chosen new instructional materials to pilot for ELA/ELD and Math for their respective disciplines.</p>
<p>Facilities Data Facilities Inspection Tool (FIT) Report/SARC: 2019-2020 All school facilities will have a “good” or “exemplary” on the annual Facilities Inspection Tool (FIT) report in Spring 2020.</p>	<p>All school facilities had a rating of “good” or “exemplary” on the annual Facilities Inspection Tool (FIT) report in Spring of 2020.</p>
<p>Facilities Data School-Dude Work Tickets: 2019-2020 The district will monitor and respond to maintenance management, facility usage, technology management, and</p>	<p>The district monitored and responded to maintenance management, facility usage, technology management, and</p>

energy management work orders via School Dude Helpline reports.	energy management worked orders via School Dude Helpline reports.
Facilities and Materials Data Williams Quarterly Report: 2019-2020 The district will provide quarterly BOE reports on Williams Act compliance.	The district provided quarterly Board of Education (BOE) reports on William's Act compliance.
Standards Based Professional Development Data Calendar/Sign in Sheets: 2019-2020 The district will articulate an annual professional development calendar for all staff members and monitor participation via sign in sheets.	The district articulated an annual professional development calendar for all staff members and monitored participation via sign-in sheets and feedback forms.
Course Access Data Master Schedule and Course Catalogs: 2019-2020 All students will have a broad course of study including the arts and sciences as evidenced by master schedules and course catalogs for the 2019-2020 school year.	All students will have access to a broad courses of study including the arts and sciences as evidenced by master schedules and coursecatalogs for the 2019-2020 year.
Course Access Data CALPADs CSIS Course Report: 2019-2020 All secondary students will have access to courses that prepare them for college and career readiness, including A-G courses.	All secondary students had access to courses that prepare them for college and career readiness, including A-G courses.
Implementation of State Standards 2019-2020 All students will have access to State standards-based materials as evidenced by quarterly Williams Act report.	All students had access to state standards-based materials as evidenced by quarterly Williams Act reports.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased orImproved Services Requirement	\$15,256,904 (LCFF) Certificated Salaries 1000-1999 Certificated Salaries	1000-1999 Certificated Salaries  \$16,754,640.84  3000-3999 Employee Benefits

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>TCUSD will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by the annual CALPADS and SARC reporting.</p>		
	\$5,103,982 (LCFF)	\$5,019,846.69

	3000-3999 Employee Benefits	Teacher Benefits
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$42,715 (LCFF) 5000-5999 Services and Other Operating Expenses</p> <p>\$96,250 (LCFF) 4000-4999 Books and Supplies; Facilities Supplies</p> <p>\$9,000 (LCFF) 6000-6999 Capital Outlay; Capital Outlay</p> <p>\$1,165,246 (LCFF) 2000-2999 Classified Salaries; Classified Salaries</p>	<p>Facility Maintenance Contracts</p> <p>2000-2999 Classified Salaries \$1,539,792.39</p> <p>3000-3999 Classified Benefits \$671,423.16</p> <p>4000-4999 Materials/Supplies \$210,387.11</p> <p>5000-5999 Services and Other Operating</p>

<p>The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.</p>	<p>\$482,656 (LCFF) 3000-3999 Employee Benefits: Classified Benefits</p> <p>\$266,819 (Other State Revenues) 5000-5999 Services and Other Operating Expenses: Facility Maintenance Contract</p>	<p>\$1,160,371.71</p> <p>6000-6999 Capital Outlay \$5,691.81</p> <p>Grand Total: \$3,587,666.18</p>
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	<p>\$332,000 (Other State Revenues) 4000-4999 Books and Supplies; Facilities Supplies</p>	
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$150,000 (LCFF) 4000-4999 Books and Supplies; Instructional Materials</p>	<p>4000-4999 Books and Supplies; Instructional Materials \$15,000</p>

<p>Purchase grade level and research based instructional materials to support curriculum adoptions aligned with State Standards and to assist students in meeting those standards.</p>										
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Schools will update course offerings and/or add after school extension activities, as appropriate, to meet the needs of students as well as to provide alternative pathways to course across in meeting graduation requirements.</p>	<p>\$297,342 (LCFF) 1000-1999 Certificated Salaries; Teacher salaries</p> <p>\$88,060 (LCFF) 3000-3999 Employee Benefits; Teacher benefits</p>	<table border="0"> <tr> <td>Total Salary</td> <td>Total Benefit</td> </tr> <tr> <td>\$24,756.32</td> <td>\$4,963.49</td> </tr> <tr> <td><u>\$91,061.41</u></td> <td><u>\$28,892.99</u></td> </tr> <tr> <td>\$115,817.73</td> <td>\$33,856.48</td> </tr> </table>	Total Salary	Total Benefit	\$24,756.32	\$4,963.49	<u>\$91,061.41</u>	<u>\$28,892.99</u>	\$115,817.73	\$33,856.48
Total Salary	Total Benefit									
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<u>\$91,061.41</u>	<u>\$28,892.99</u>									
\$115,817.73	\$33,856.48									
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers and staff will participate in summer institutes, trainings/workshops to learn about and/or develop common core lessons, pacing guides, technology as an instructional tool, and differentiated instruction.</p>	<p>\$26,750 (LCFF) 5000-5999 Services and other Operating Expenses: Professional Development</p>	<p>Total hours: 1,538.38 Non-Instructional Hourly rate \$36.67</p> <p>Total Salary: Certificated Salaries: \$56,412.39</p> <p>Total Benefits: Certificated Benefits: \$11,122.49</p>								

		Total Cost: \$67.534.88
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District will maintain current K-3 class size ratios (CSR) in a continuing effort to support differentiated and small group instruction, which directly benefit our unduplicated students. Class</p>	<p>\$1,092,914 (LCFF) 1000-1999 Certificated Salaries; Teacher Salaries</p>	<p>1000-1999 Teacher Salaries: \$1,042,942.27</p>
<p>sizes at these levels will be capped at 24 students. This ratio requires the District to employ 12 extra K-3 teachers annually.</p>	<p>\$333,430 (LCFF) 3000-3999 Employee Benefits; Teacher Benefits</p>	<p>3000-3999 Teacher Benefits: \$326,607.27</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$73,668 (LCFF) 1000-1999 Certificated Salaries; Teacher salaries</p> <p>\$19,507 (LCFF) 3000-3999 Employee Benefits; Teacher benefits</p>	<p>1000-1999 Teacher Salaries \$45,503.50</p> <p>3000-3999 Teacher Benefits \$9,719.75</p> <p>5000-5999 Paid to San Gabriel \$20,000</p> <p>Grand Total:</p>



<p>Location: All Schools</p> <p>The District will continue to offer Induction (formerly BTSA) to new teachers. Completion of an Induction Program requires demonstration of mastering the art of teaching at-risk, special populations, low income, foster youth, and English Learner students and differentiation of Instruction in support of student needs.</p>	<p>\$20,000 (LCFF) 5000-5999 Services and Other Operating Expenses; Conferences and Travel</p>	<p>\$75,223.25</p>	
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Technology support at the school sites will continue in an effort to assist students in meeting the technology demands for Common Core Standards and Smarter Balanced Assessments.</p>	<p>\$772,833 (LCFF) 2000-2999 Classified</p> <p>Salaries; Classified salaries</p> <p>\$221,232 (Federal Revenue- Title 1) 2000-2999 Classified Salaries; Classified Salaries</p>	<p>Classified Salary</p> <p>\$52,274.15</p> <p>\$192,540.83</p> <p><u>\$31,148.35</u></p> <p>\$223,689.18</p>	<p>Classified Benefits</p> <p>\$27,363.21</p> <p>\$70,415.26</p> <p><u>\$8,761.04</u></p> <p>\$79,176.30</p>

	\$338,497 (LCFF) 3000-3999 Employee Benefits; Classified Benefits	\$275,963.33	\$106,539.51
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	\$87,028 (Federal Revenues- Title I) 3000-3999 Employee Benefits; Classified Benefits		
	\$0 (LCFF) 1000-1999 Certificated Salaries; Teacher Salaries		

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue use of ELD and Intervention teachers for targeted services.</p>	\$3,190,957 (LCFF) 1000-1999 Certificated	Salary \$191,538.38 \$3,501.43 <u>\$526.62</u>	Benefits \$54,047.82 \$1,053.82 <u>\$159.40</u>
	Salaries; Salaries	\$195,566.43	\$55,260.25
	\$1,047,652 (LCFF) 3000-3999 Employee Benefits; Benefits	\$10,112.50	



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented. We had variance in our budget this year due to the COVID-19 pandemic. Funds that were not fully used for the Actions/Services above were reallocated to our Distance Learning program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

TCUSD spent concentrated time reviewing and assessing the current systems in place at the district level to identify problems and to provide a systematic way to support schools. These areas align with LCAP Goal 1: assessing the degree to which teachers are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching, curricular adoption and offering a range of courses, and creating multiple pathways/opportunities for College and Career Readiness.

According to the School's Accountability Report for 2019-2020 published in 2020-2021, of the 232 credentialed teachers at TCUSD, 2 teachers were teaching without a full credential and 16 teachers were teaching outside their subject area of competence. The district has addressed this issue by working to restructure the course offerings to match the credentials of these 16 teachers as well as by providing guidance and support from district personnel and Teacher's On Special Assignment to help the 2 teachers work towards their credential.

The College and Career Readiness performance band was Yellow. We have since identified an error in reporting the scores to CALPADS in the State Seal of Biliteracy indicator. We have corrected this mistake and are waiting for the California School Dashboard to reflect the changes.

The district has successfully adopted and implemented the new ELA and Math curriculum with on-going professional development for our TK-5th grade teachers. Although the secondary curriculum rollout process was delayed due to COVID-19 pandemic, the District will continue its work in adopting and implementing ELA and Math curriculum for 6th -12th grade students.

## Goal 2

State and/or Local Priorities addressed by this goal:

### **Pupil Achievement and Other Outcomes:**

Temple City Unified School District will increase pupil achievement levels for all students and with attention paid to each significant student subgroup identified in the California School Dashboard, including English Learners, Students with Disabilities, Foster Youth, Homeless Youth and Hispanic Students. Careful attention will be paid to students who need additional academic support in ELA and Math. Additionally, the district will continue to monitor English Learner progress and provide additional scaffolds and resources to ensure that students redesignate quickly and successfully access rigorous, standards-aligned core and enrichment curriculum.

Student academic achievement is important but it is not the sole measure of a school's quality or success. Consequently, Temple City Unified is committed to creating safe, clean environments that support student learning. We are also committed to providing community building and student engagement practices, instructional resources, and differentiation and intervention strategies for teachers and staff members across the district in order to establish a culture that promotes students' sense of belonging and connectedness to school.

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes

Local Priorities: Pupil achievement, Course Access, and Implementation of State Standards

Identified Needs:

### **Pupil Achievement and Other Outcomes:**

Temple City Unified School District remains committed to high student achievement at all grade levels and among all student sub groups, including English Learners, Students with Disabilities, Foster Youth, Homeless Youth and Hispanic Students. However, there are some performance gaps in the Academic Indicators. The English Language Arts Indicator for all students is blue but Students with Disabilities and Hispanic students are two levels below at yellow. The Mathematics Indicators for all students is blue but Students with Disabilities students are two levels below at yellow and the Hispanic students are three levels below at orange. We will continue to consistently monitor all students and provide them support in ELA and Math using i-Ready. Additionally, the district will begin to implement Guided Language Acquisition strategies to ensure English Learners receive the instruction, scaffolds, and resources

necessary to help them redesignate quickly and succeed in the core curriculum. The district will also increase access to general education courses for special education students through inclusion.

The district will continue to provide training for teachers and staff to help them improve student achievement, create safe environments, increase student engagement, and build positive school culture.

### Annual Measurable Outcomes

Expected	Actual
<p>California School Dashboard Data Math and ELA Scores: 2019-2020 On the Fall of 2019 California School Dashboard, performance on the Math Academic Indicator will grow by 5 points and performance on the ELA Academic Indicator will increase by 5 points for all students across the district.</p>	<p>According to the 2019 CA Schools Dashboard, performance on the Math Academic Indicator for all students increased by 1.4 points to 38.9 points above standard.</p> <p>According to the 2019 CA Schools Dashboard performance on the ELA Academic Indicator for all students increased by 5.8 points to 45.9 points above standard.</p>
<p>California School Dashboard English Learner Progress DataK-12: 2019-2020 On the Fall of 2019 Dashboard, performance on the English Learner Progress Indicator will increase by 5% for well developed and moderately developed levels. Well developed is currently at 40.2% and moderately developed is a 30.4%.</p>	<p>According to the 2019 CA Schools Dashboard, performance on the English Learner Progress Indicator showed that the well developed level increased from 40.2% to 43.8%. The moderately developed level decreased from 30.4% to 23.36%. Neither met the goal of 5% growth.</p>
<p>California School English Learner Reclassification Rates: 2019-2020 Using Aeries Analytics as a measure, the Reclassification rate for 2019-2020 will be 20%.</p>	<p>According to Aeries Analytics, the Reclassification rate for 2019-2020 was 20%.</p>
<p>California School Dashboard Data Pupils Who Are College and Career Ready:2019-2020 On the Fall 2018 California School Dashboard, performance on the College/Career Indicator will grow by 5%.</p>	<p>According to the 2019 CA Schools Dashboard, the rate of students designated as “Prepared” on the College and Career Indicator declined by 3.4% from 69.8% to 66.3%.</p>

<p>Early Assessment Program Indicator (EAP from CAASPP): 2019-2020 2019 CAASPP/EAP ELA data will show that 51.5% of students are Ready and 35.5% are Conditionally Ready.</p> <p>2019 CAASPP/EAP Math data will show that 39.5% of students are Ready and 35% are Conditionally Ready.</p>	<p>2019 CAASPP/EAP ELA data showed 38.66% of students were Ready (Standard Exceeded) and 32.16% were Conditionally Ready (Standard Met) on the EAP.</p> <p>2019 CAASPP/EAP Math data showed 43.88% of students were Ready (Standard Exceeded) and 23.97% were Conditionally Ready (Standard Met) on the EAP.</p>
<p>Advanced Placement Exam Pass Rate: 2019-2020 In 2019, scores of 3 or higher on AP exams will increase by 2%. We are currently at a 77.6% pass rate.</p>	<p>The 2019 AP exam passing rate was 79.35% an increase of 1.75%.</p>
<p>iReady Predictive Proficiency Report Data: 2019-2020 On the Winter of 2019 iReady diagnostic test, Predictive Proficiencies will be 72% for ELA and 70% for Math.</p>	<p>Based on the Winter of 2020 iReady diagnostic test, Predictive Proficiency data reports 70% for ELA and 71% for Math.</p>
<p>Access to Broad Course of Study: 2019-2020 In addition to required courses all students will have access to STEAM courses during the school day in 4th-12th grades as evidenced by master schedules and/or class schedules.</p>	<p>In addition to required courses, all students had access to STEAM courses during their instructional day in grades 4th - 12th evidenced by the master schedule and/or class schedule.</p>
<p>Aeries Course Data: 2019-2020 Increase AP course participation by 5%.</p>	<p>In 2019-2020, AP Course participation rate increased 7.33% which exceeded our goal to increase AP participation of 5%.</p>

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	\$37,900 (LCFF)	5000-5999 Unable to finish due to COVID-19 shut-down

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The district will provide professional development opportunities that support 21st Century Learning, the Common Core State Standards, the History Social Sciences Standards, and the Next Generation Science Standards.</p>		
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	5000-5999 Services and Other Operating Expenses	\$10,200
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be served: English Learns, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The district will provide a computer adaptive program, i-Ready, to support instruction and learning in Math and ELA. Further, the program will be used to monitor and support students and sub-groups considered to be at risk.</p>	<p>\$120,000(LCFF)</p> <p>5000-5999 Services and Other Operating Expenses: Instructional Technology</p>	<p>5000-5999</p> <p>iReady</p> <p>\$115,590.50</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: DistrictElementary Schools</p> <p>The district will provide teacher training and student instruction in coding and</p>	<p>\$180,000 (LCFF)</p> <p>5000-5999 Services and Other Operating Expenses: 21st Century Learning</p>	<p>5000-5999</p> <p>Code to the Future</p> <p>\$49,500.00</p>



<p>technology during the school day at all elementary sites to help students develop 21st Century Skills, including communication, collaboration, creativity, and critical thinking.</p>		
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The district will continue to fund Aeries SIS, which includes a Parent Portal that allows parents/guardians to monitor student progress, and BlackBoard Connect, a school to home communication system. The district will also continue to provide a Smartphone application to facilitate better communication.</p>	<p>\$91,124 (LCFF)</p> <p>5000-5999 Services and Other Operating Expenses; Aeries, BlackBoard Connect, EADMS, Classlink</p>	<p>5000-5999</p> <p>Aeries, Blackboard and Classlink</p> <p>\$91,239.50</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The district will offer summer school and other summer learning opportunities to students who are at risk or in need of support to meet grade level standards and/or to move forward academically.</p>	<p>\$50,000 (LCAP)</p> <p>1000-1999 Certificated Salaries; Salaries</p> <p>\$0 (Federal Revenue-Title III)</p> <p>1000-1999 Certificated Salaries; Teacher Salaries</p> <p>\$10,525 (LCFF)</p>	<p>1000-1999</p> <p>Certificated Salaries</p> <p>\$35,131.41</p> <p>1000-1999</p> <p>Classified Salaries</p> <p>\$19,558.23</p> <p>3000-3999</p> <p>Benefits</p> <p>\$13,331.76</p>

	<p>3000-3999 Employee Benefits; Benefits</p> <p>\$0 (Federal Revenues-Title III)</p> <p>3000-3999 Employee Benefits; Benefits</p> <p>\$500 (LCFF)</p> <p>4000-4999 Books and Supplies; Books and Supplies</p> <p>\$0 (Federal Revenue-Title III)</p> <p>4000-4999 Books and Supplies; Books and Supplies</p>	<p>Edgenuity Cost</p> <p><u>\$9,500.00</u></p> <p>\$77,521.40</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The district will continue to provide professional development and coaching focused on integrated and designated ELD strategies in support of English Learners and newly Redesignated Fluent English Proficient (RFEP) students.</p>	<p>\$0 (LCFF)</p> <p>5000-5999 Services and Other Operating Expenses; Professional Development</p>	<p>Implemented using Federal Funds.</p>

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>The district will continue to purchase instructional resources and technology to support at-risk, Socio Economically Disadvantaged students, Foster youth, English Learners, and Redesignated Fluent English Proficient (RFEP) pupils.</p>	<p>\$0 (LCFF)</p> <p>4000-4999 Books and Supplies; Materials and Supplies</p>	<p>Implemented using Title I.</p>	
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Classified paraprofessionals will continue to support students in EL programming and redesignation, literacy development, and Multi Tiered Systems of Support (MTSS). In order for these paraprofessionals to be most effective, the district will provide additional support and training.</p>	<p>\$235,905 (LCFF)</p> <p>2000-2999 Classified Salaries; Salaries</p>	<p>Salaries</p> <p>\$64,607.75</p> <p>\$155.97</p>	<p>Benefits</p> <p>\$18,190.42</p> <p>\$47.23</p>

	<p>\$90,700 (Federal Revenue- Title I)</p> <p>2000-2999 Classified Salaries; Classified Salaries</p> <p>\$75,759 (LCFF)</p> <p>3000-3999 Employee Benefits; Benefits</p> <p>\$40,723 (Federal Revenue- Title I)</p> <p>3000-3999 Employee Benefits</p>	<p><u>\$526.62</u>    <u>\$159.40</u></p> <p>\$65,290.34    \$18,397.05</p> <p>\$75,968.02    \$18,397.05</p> <p>\$1,333.20    \$398.18</p> <p>\$44,587.79    \$10,278.53</p> <p><u>\$240.24</u>    <u>\$25.36</u></p> <p>\$122,129.25    \$33,529.14</p> <p>\$187,419.59    \$51,926.19</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The district will continue to provide support for district benchmark assessments (iReady diagnostics) and data analysis. The district will also continue to fund data warehousing and analysis software from IO Education (formerly known as EADMS).</p>	<p>\$70,722 (LCFF)</p> <p>1000-1999 Certificated Salaries; Salaries</p> <p>\$22,631(LCFF)</p> <p>3000-3999 Employee Benefits; Benefits</p>	<p>Already accounted above and IO was not renewed.</p>

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teachers will utilize strategies and structures that support at-risk students sub groups, including English Learners, Foster Youth, Foster Youth, Homeless Youth, Hispanic students, and Socio Economically Disadvantaged students.</p>	<p>\$30,000 (Federal Revenues- Title III) 5000-5999 Services and Other Operating Expenses</p>	<p>Not completed due to the COVID-19 school closure.</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CTE Pathways will be used to provide an opportunity for pupils to attain entry level employment skills in business or industry upon graduation from high school, and provide all pupils with a rigorous academic curriculum that integrates</p>	<p>\$297,342 (Other State Revenues)</p>	<p>1000-1999 Certificated Salaries</p>
<p>academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.</p>	<p>1000-1999 Certificated Salaries; Certificated Salaries</p> <p>\$88,060 (Other State Revenues)</p> <p>3000-3999 Employee Benefits; Benefits</p>	<p>\$290,132.98</p> <p>3000-3999 Certificated Benefits \$85,529.84</p> <p>4000-4999 Material/Supplies</p>

	\$0 (Other State Revenues)	\$28,420.18
	4000-4999 Books and Supplies; Materials and Supplies	4000-4999 Services and Other Operating Cost <u>\$465.00</u> \$404,558 CTE State Funds
		Certificated Salaries \$660.14
		Certificated Benefits \$141.57
		Materials/Supplies \$122,314.56
		Services and Other Operating Cost <u>\$4,048.89</u> \$127,165.16

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented. We had variance in our budget this year due to the COVID-19 pandemic. Funds that were not fully used for the Actions/Services above were reallocated to our Distance Learning program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions were implemented with fidelity to achieve Goal 2, as evidenced by pupil achievement and other outcomes. According to the State and Local Indicators on the 2019 CA School Dashboard, both ELA and Math show level 5-Blue performance band. However, in the College and Career Readiness and Suspension categories, TCUSD shows level 3- Yellow performance band. A closer look shows that our Students with Disabilities moved from level 2-Orange performance band to level 3-Yellow performance band with a 7.6-point increase and the Hispanic group remains in the level 2-Orange performance band with a 0.8 points gain. The Local Indicators for 2019 show a “Standards Met” for all 5 priority areas.

The district took careful measures to identify the needs of our unduplicated students this year as we transitioned into distance learning. Our English Learners students focused on the same rigorous grade level academic standards expected of all students but with ongoing support from the EL Coordinators at each site. The district reassigned the classified staff to support our students with disabilities and the most vulnerable students. Foster Youth received support from the Districts Foster Youth Liaison as well as the site Principal based on need. Ongoing technology integration training such as Canvas Learning Management System, Google Classroom, and Universal Design for Learning were provided to support teachers in leveraging digital programs for virtual teaching success.

In assessing the College and Career Readiness Indicator closely, TCUSD identified a data entry error. The district has since corrected the data entry on the CALPADS system for the College and Career Indicator. Oak Ave Intermediate School and Temple City High School met throughout the year to collaborate and for vertical alignment work centered on increasing the CTE and other course offerings which starts from Oak to Temple City High School. Currently TCUSD offers seven CTE pathways, allowing students to explore and prepare for potential future careers, meet high school graduation requirements, earn college credit, and meet UC/CSU admission requirements.

The Special Education/Inclusion Committee consisting of District and Site Administrators, and Special Education and General Education teachers from Oak Ave Intermediate and Temple City High School collaborated to increase inclusion opportunities for our

students with disabilities and English Learner students. The goal is to ensure balance of student numbers in any teacher's class to create opportunities for collaboration between special education and general education teachers through aligning preparation periods, as well as to provide additional time for planning for co-teaching opportunities. Students will increase access to the general education curriculum through push-in supports and accommodations.

### Goal 3

#### Parent Involvement:

Temple City Unified will engage parents/guardians and encourage them to actively participate in their child's education. The district will make a concerted effort to engage the parents of historically disadvantaged populations, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, Homeless Youth, and Foster Youth.

The district will provide parent education workshops to help parents/guardians access resources and navigate the local school system. In order to facilitate school-to-home communication and vice versa, the district will provide accessible site and district websites, parental access to the district's student information system (Aeries SIS), a Smartphone application, and translation support for parents/guardians who speak a language other than English.

#### Student Engagement:

Temple City Unified will provide support systems to make sure every student meets graduation requirements and graduates prepared for college or career. Additionally, the district will continue to provide extracurricular STEAM and VAPA opportunities to all students.

#### School Climate:

Temple City Unified will continue to support character education and socio-emotional support systems that promote safe, positive learning environments. The district will also build a Multi-Tier System of Support (MTSS) initiative that will be implemented at all school sites. Additionally, the district will continue to partner with outside organizations to support students' mental health by bringing in additional counselors, social workers, therapists and school psychologists.

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent Involvement; 5. Pupil engagement; 6. School Climate

Local Priorities: Pupil and Parent Engagement and School Climate



## Identified Needs:

### Parent Involvement:

Though the district has made considerable progress in the area of parent communication, there is still room for growth. The district must continue its outreach to parents/guardians in order to fully realize its goal to engage and encourage them to actively participate in their child's education. Additionally, based on feedback from stakeholders, there is still a need to improve and increase our parent education offerings.

### Student Engagement:

In addition to offering a rigorous, comprehensive, standards aligned curriculum, the district strives to provide opportunities for students to excel in areas beyond the classroom. The district's goal is to create students who are well rounded, who are actively engaged in learning, who will be good citizens, and who will graduate prepared to navigate our increasingly interconnected global society. The district must develop additional avenues that will lead to these outcomes.

### School Climate:

The district has created a Multi-Tiered System of Support (MTSS) leadership team, which is currently in the process of mapping a clear direction for academic, behavioral, and social-emotional support systems at all school sites. This work has only just begun. As a result, there is still a need to define the initiative and to train teachers and staff for a successful implementation of these interventions. Our data continues to show this need. The Suspensions Indicator for all students is blue. However, Homeless is orange and Two or More Races is yellow. The Graduation Rate Indicator for all students is also blue, but a closer look at this data reveals that Students with Disabilities and English Learners are three performance levels below at the orange performance band. Socioeconomically Disadvantaged are at two levels below at yellow. For Chronic Absenteeism, which is at a yellow, the following subgroups in two or more performance levels below: Students with Disabilities and Homeless are at red. For College/Career, which are at green, the following subgroup is two or more performance levels below: White is at orange.

## Annual Measurable Outcomes

Expected	Actual
Parent Input in Decision Making 2019-2020 Increase the number of parent responses on the LCAP survey by 25% in 2020.	16% (901) parents responded to the 2019-2020 LCAP survey.

<p>Google Analytics Website Information 2019-2020 Increase daily and monthly visits to the district website by 25% in 2019-2020, and increase the number of district app downloads by 25% in 2019-2020 (as measured by Google Analytics Trend Analysis Reports).</p>	<p>Parent Square data indicate a 93-97% parent participation rate at each site.</p>
<p>Use of Parent Portals for Grading and Communication 2019-2020 Increase the use of Aeries SIS Parent Portal accounts by 25% in 2019-2020.</p>	<p>The 2019-2020 Parent Portal for grading and communication data shows TCUSD increased the use of Aeries SIS Parent Portal accounts by 17.6%.</p>
<p>Parent Participation in unduplicated pupil programs (UDPs) 2019-2020 Increase participation of parents of unduplicated pupils by 3% in 2019-2020 (as evidenced by attendance data from site and district events).</p>	<p>In 2019-2020 the district changed its parent communication system to Parent Square. There was an improved connectivity with parents from 70% to 99%.</p>
<p>VAPA 2019-2020 The district VAPA Team will design at least one standards aligned teacher training activity in support of the completed VAPA scope and sequences, and implement the training on a professional development day.</p>	<p>The district VAPA Team completed the Scope and Sequence but they were unable to implement the trainings due to COVID-19 Pandemic.</p>
<p>Attendance Rates 2019-2020 The district's attendance rate will increase by 1% in 2019-2020.</p>	<p>The District's goal of an increase in attendance rate of 1% was not achieved due to Covid-19 Pandemic.</p>
<p>Chronic Absenteeism 2019-2020 The number of chronically absent students will decrease by one student in 2019-2020. We currently have a 4.6% chronic absent rate which is about 180 students.</p>	<p>According to the 2019 CA School Dashboard, the chronic absentee rate maintained by 0.3% from 4.6% in 2018-2019 to 4.9% in 2019-2020 of students chronically absent.</p>

<p>California School Dashboard Suspension 2019-2020 Maintain “Very Low” status on the Fall 2019 California School Dashboard.</p>	<p>According to the 2019 CA School Dashboard, the suspension rate increased by 1.2% with a performance band of Yellow.</p>
<p>Middle School Drop Out Rate 2019-2020 Maintain zero dropouts at middle school.</p>	<p>In the 2019-2020 academic year, there were zero dropouts at the middle/intermediate school.</p>
<p>High School Dropout Rates 2019-2020 The number of high school dropouts in Temple City Unified will decrease by 2 students in 2019-2020.</p>	<p>The number of high school dropouts in Temple City Unified increased by 1 student in 2019-2020 making our graduation rate 97.7%.</p>
<p>California School Dashboard High School Graduation Rates 2019-2020 Maintain a “Very High” status on the Fall 2019 CA School Dashboard.</p>	<p>The 2019 graduation rate increased by 1.8% and maintained the equivalent of “Very High” status.</p>
<p>Graduation Rates- Students with Disabilities 2019-2020 Increase the Graduation Rate for Students with Disabilities to 92% on the Fall 2019 CA School Dashboard.</p>	<p>The 2019 graduation rate for Students with Disabilities was 84.4%.</p>
<p>Expulsion Rates 2019-2020 The district will expel fewer than two students each year.</p>	<p>The district expelled zero students during the 2019-2020 school year.</p>
<p>Updated Safety Plans and SARCs 2019-2020 Site safety plans will be revised and amended as needed by March 1 in compliance with California Education Code</p>	<p>Site Safety Plans have been revised and amended as needed by March 1, 2020 in compliance with California Education Code.</p>
<p>SARCs will be presented and approved by the Board of Education on or before February 1 as required by California Education Code Section 35256.</p>	<p>SARCs were presented and approved by the Board of Education on or before February 1, 2020 as required by California Education Code Section 35256.</p>

<p>School Climate 2019-2020 Develop and implement an effective culture and climate survey for all stakeholders that shows a 5% growth in agreeing our campuses are safe and a 5% growth in agreeing our anti-bullying efforts are effective.</p>	<p>The 2019-2020 survey results show that there 5% growth in agreeing our campuses are safe and anti-bullying efforts are effective.</p>
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**Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures	
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The district will monitor and maintain district and site websites, on-line grading platforms, the Aeries SIS Parent Portal, and the district smartphone application to maximize school to home communication and connections.</p>	<p>\$64,211 (LCFF) 2000-2999 Classified Salaries; Salaries</p> <p>\$28,432 (LCFF) 3000-3999 Employee Benefits; Benefits</p>	<p>2000-2999 Salary \$67,958.64</p>	<p>3000-3999 Benefits \$27,883.73</p>

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The district will support the translation of written and oral communication, meetings, presentations, and web applications to engage and empower parents/guardians.</p>	<p>\$30,000 (LCFF) 2000-2999 Classified Salaries; Hourly Translations</p> <p>\$4,694 (LCFF)</p> <p>3000-3999 Employee Benefits; Benefits</p>	<p>2000-2999 Language Line \$3025.77</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The district will offer parent education classes on a range of topics, including i-Ready, curricular shifts and adoptions, Multi-Tiered</p>	<p>\$42,475 (LCFF)</p>	<p>2000-2999 Salary      3000-3999 Benefits</p>

<p>Systems of Support, Aeries Parent Portal, online resources for parents/guardians, academic and behavioral supports, technology, and developmental assets necessary for success, and any other topics deemed necessary and/or valuable. The district will invite all parents to attend. Translation services will be provided for parents of English Learners.</p>	<p>2000-2999 Classified Salaries; Salaries \$45,587 (Federal Revenue-Title I) 2000-2999 Classified Salaries; Classified Salaries</p> <p>\$15,013 (LCFF) 3000-3999 Employee Benefits; Benefits</p> <p>\$13,614 (Federal Revenue-Title I) 3000-3999 Employee Benefits; Benefits</p>	<p>District Outreach Liaison \$78,094.16      \$38,170.54</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The district will design and implement a Multi-Tiered System of Support (MTSS) initiative to target and reduce chronic absenteeism, suspension and expulsions, and secondary school dropout rates.</p>	<p>\$0 (LCFF) 1000-1999 Certificated Salaries; Salaries</p> <p>\$127,081 (LCFF) 2000-2999 Classified Salaries; Salaries</p> <p>\$0 (LCFF)</p>	<p>LACOE PBIS Training Cost \$23,400</p> <p>63 Teacher Sub days (21 teachers- 3 days) -Certificated Salaries \$9,450</p>

	3000-3999 Employee Benefits; Certificated Benefits	-Certificated Benefits <u>\$2,026.74</u>	
	\$1,750 (LCFF) 5000-5999 Services and Other Operating Expenses;	TOTAL: \$11,476.74	
	Services and Other Operating Expenses		
	\$1,250 (LCFF) 4000-4999 Books and Supplies; Materials and Supplies		
	\$57,755 (LCFF) 3000-3999 Employee Benefits; Classified Benefits		
	\$879,937 (LCFF) 1000-1999 Certificated Salaries; Certificated Salaries	2000-2999 Certificated Salary	3000-3999 Certificated Benefits
	\$372,242 (LCFF) 3000-3999 Employee Benefits; Benefits	\$861,043.10	\$267,484.17
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement		\$188,110.78	\$54,874.52
Students to be Served: All			
Location: All Schools			

The district will support students' academic, social-emotional, and behavioral needs by hiring qualified staff members and partnering with outside organizations that provide services and resources for students who are at risk.	\$202,911 (Federal Revenue- Title III)	\$151,846.73	\$51,055.23
	Certificated Salaries;		
	Certificated Salaries	\$39,676.30	\$12,864.31
		<u>\$7,341.60</u>	<u>\$2,591.16</u>
	\$63,245 (Federal Revenues- Title III)		
	3000-3999 Employee Benefits	\$1,248,018.51	\$388,869.39

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented. We had variance in our budget this year due to the COVID-19 pandemic. Funds that were not fully used for the Actions/Services above were reallocated to our Distance Learning program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest success during these challenging times was the collaborative efforts of its people to ensure universal access to remote learning. Temple City Unified School District provided every student with a laptop, as well as provided hotspots for every student in need of internet access. The Superintendent's Task Force and the Technology Task Force were formed at the onset of school closure. These teams met multiple times throughout the weeks and months to establish a system of communication and coordinated support.

Technology integration for teaching and learning, as well as increased parent involvement, was another area of success this year. TCUSD teachers, students and parents were trained in how to use the Canvas Learning Management System for remote learning. Training in other digital tools and support through Help Desks were provided for teachers, students and families. Access to student information and progress for parents was made available through Canvas and Aeries SIS system. Aeries SIS, ParentSquare and Canvas Data show 95%-97% of parents engaged in their child's education using these tools. TCUSD made every effort to support parents of unduplicated students at the district and site level with individual calls and home visits to ensure that their students had all



that they needed for digital learning.

The entire district has been affected by the COVID-19 Global Pandemic. TCUSD recognized how critical it is to support the social emotional needs of students who might be feeling isolated and depressed caused by remote learning. To mitigate this issue, the district has dedicated Fridays for Social Emotional Learning lessons and activities. Counselors well trained in trauma support and other mental health issues were available to schools and their families for counseling. In addition to their support, the district partnered with our community partnership, Care Solace Counseling Agency, to provide another level of support for students and their families.

Due to the COVID-19 Pandemic, all the Visual and Performing Arts and Coding classes were provided on a limited basis in the virtual platform. It is the intent of the district to reconvene all extra curricular and enrichment activities when the schools reopen.