

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Temple City Unified School District

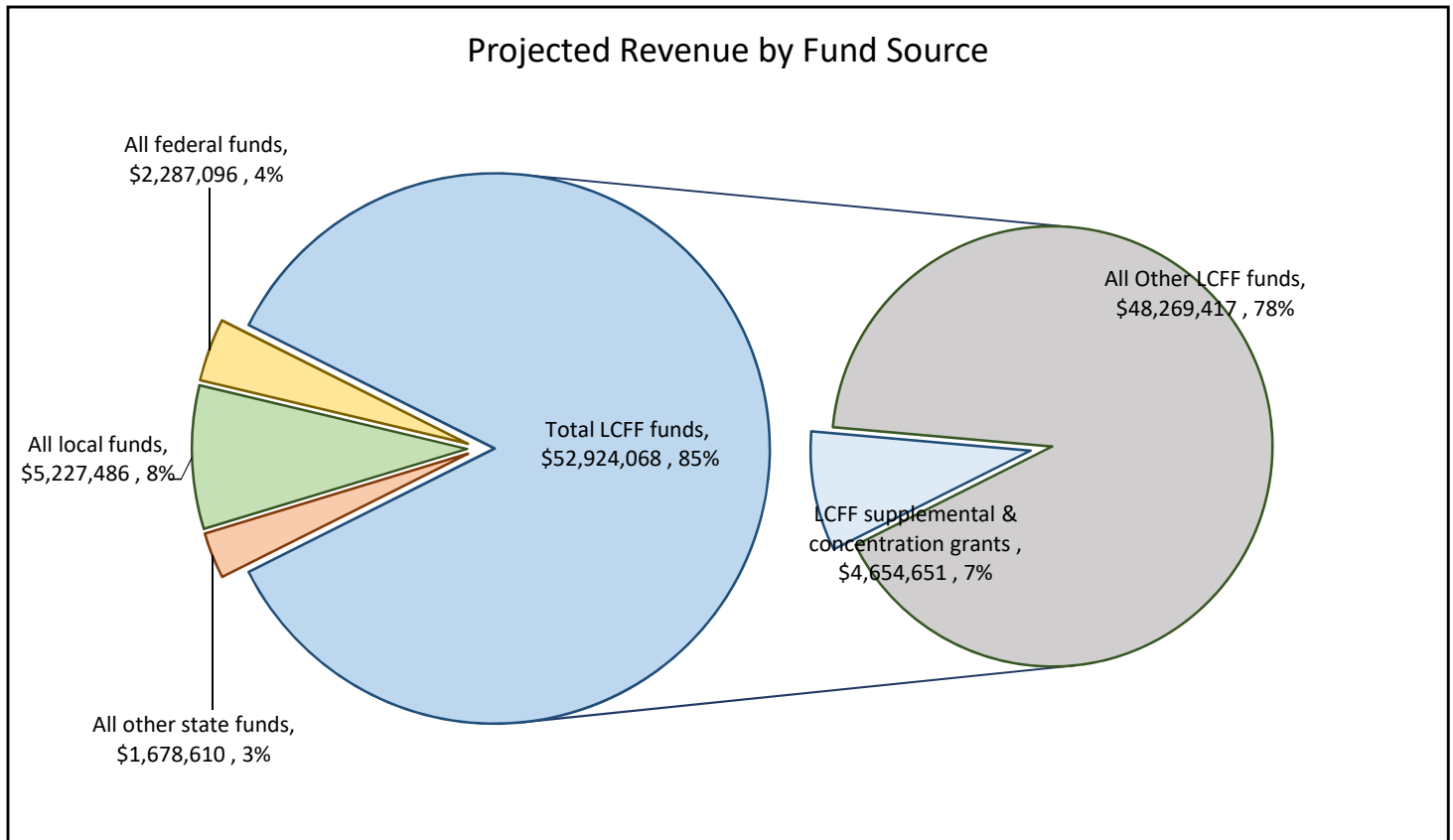
CDS Code: 19 65052 0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Monica Makiewicz

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

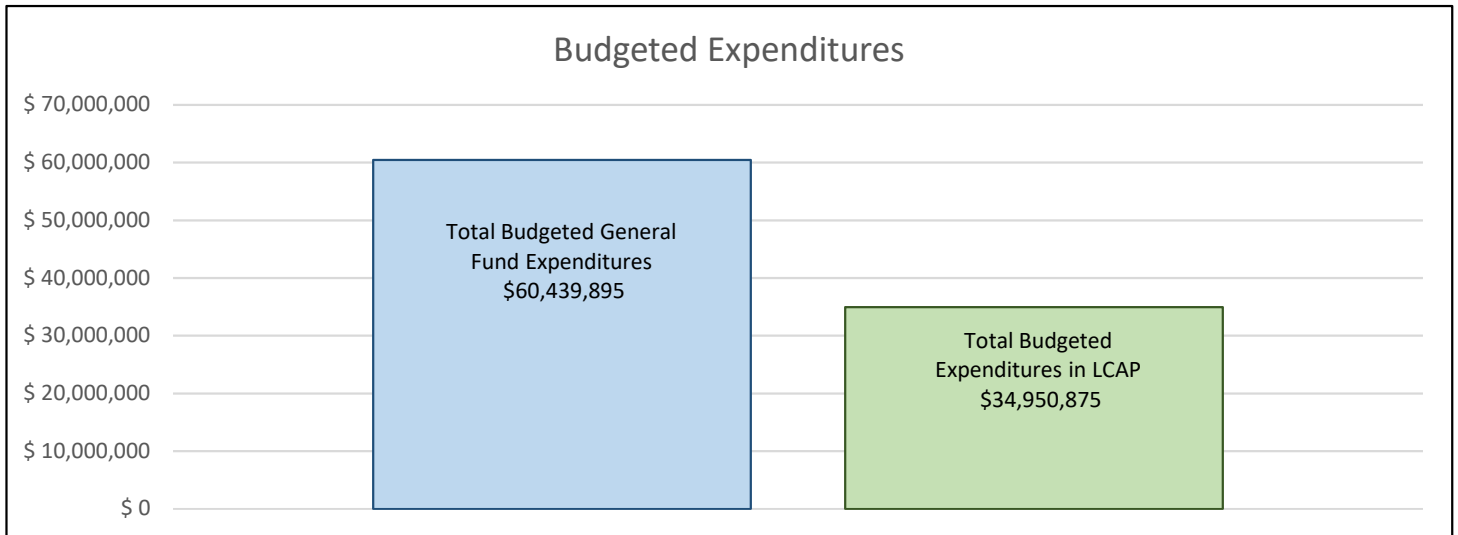


This chart shows the total general purpose revenue Temple City Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Temple City Unified School District is \$62,117,260.00, of which \$52,924,068.00 is Local Control Funding Formula (LCFF), \$1,678,610.00 is other state funds, \$5,227,486.00 is local funds, and \$2,287,096.00 is federal funds. Of the \$52,924,068.00 in LCFF Funds, \$4,654,651.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Temple City Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Temple City Unified School District plans to spend \$60,439,895.00 for the 2019-20 school year. Of that amount, \$34,950,875.00 is tied to actions/services in the LCAP and \$25,489,020.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

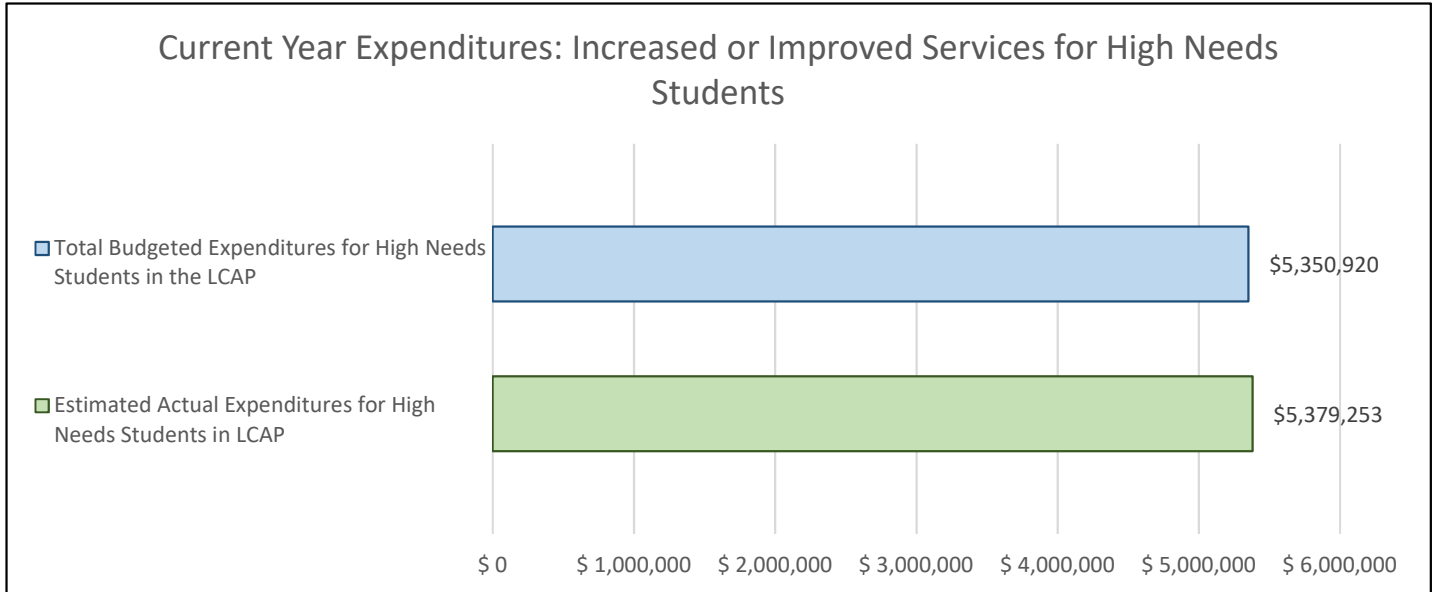
In addition to what is provided for in the LCAP, the District provides many services to support the core programs, including excellent learning facilities, Administrative staff, Maintenance and Operations staff, and activities.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Temple City Unified School District is projecting it will receive \$4,654,651.00 based on the enrollment of foster youth, English learner, and low-income students. Temple City Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Temple City Unified School District plans to spend \$4,654,651.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Temple City Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Temple City Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Temple City Unified School District 's LCAP budgeted \$5,350,920.00 for planned actions to increase or improve services for high needs students. Temple City Unified School District estimates that it will actually spend \$5,379,253.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Temple City Unified	Monica Makiewicz Associate Superintendent	MMakiewicz@tcusd.net (626) 548-5023

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Temple City Unified School District (TCUSD) has proudly educated students in the surrounding community since 1954. The district strives to provide a rigorous comprehensive education in nurturing school environments while embracing the diversity in our community and among our students.

Located in the West San Gabriel Valley, 15 miles northeast of Los Angeles, Temple City Unified School District serves a diverse population of 5,831 students in transitional kindergarten through twelfth grade: 64.8% Asian, 21.4% Hispanic or Latino, 8% White, 3.3% Two or More Races, 1.5% Filipino, 0.5% African Americans, 0.2 % Pacific Islander, 0.1% American Indian or Alaska Native, and 0.2% Not Reported. The school enrollment mirrors the ethnic diversity present in the community at large. 44.6% of students in the district are Socioeconomically Disadvantaged, 9.1% Students with Disabilities, 19.7% are English Learners, 0.1% are Foster Youth, 0.4% are Homeless (CA Dashboard, 2018). Unduplicated students represent 48.6% of our population (CALPADS, Fall 2018).

The district is comprised of four elementary schools, one middle school, one comprehensive high school, and one alternative high school/adult education center. Well-known for its long-standing history of academic excellence and small-town pride, Temple City Unified School District offers a rich academic program that includes Science Technology Engineering Arts and Mathematics (STEAM) opportunities, computer science and coding instruction, and Career Technical Education (CTE) courses.

LCAP Highlights

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

The 2017-20 LCAP was designed from the ground up based on available data and stakeholder input. A careful review of that data and feedback shows that we continue to make positive strides in STEAM opportunities, parent engagement, and student social emotional, academic and behavior support.

STEAM has been a district focus for five years, and we see the benefits of this work. The district partners with Code to the Future (CTTF) to provide computer science instruction for all 4th, 5th, and 6th graders during the school day. At Emperor and La Rosa Elementary, this program has been in place for three years. Last year the program was expanded to include Cloverly Elementary and Longden Elementary as well. Additionally, La Rosa Elementary has the distinction of being the very first TK-3 computer science immersion school in the country. Oak Avenue Intermediate School continues to offer a computer science course and has steadily increased STEAM opportunities, primarily through after-school clubs and activities. Temple City High School offers computer science courses, provides dual enrollment opportunities in partnership with Pasadena City College, and continues to develop new CTE pathways, including engineering, marketing, and woodworking.

TCUSD has also increased English Learner (EL) and Special Education Inclusion training across all grade levels to address the performance gaps of these two student groups. Elementary teacher training has been ongoing to target improving EL instruction in the general education classroom. For Special Education, teachers are starting training on the co-teaching, collaborative and consult model to increase support for our special education students in general education courses.

The district continues to focus on parent engagement. In the past year, we have improved our interactions with parents and the community by continually reviewing parent input and shifting our focus away from programs for parents and toward building positive relationships. We have sought to be more collaborative and informative about curricular changes and best practices for parents to support their students' learning. This focus has led to specific updates to our district and school web pages and to an increase in social media options. We have also endeavored to inform parents about academic structures, such as our new mastery-based report card in grades K-5, and provided training on new curriculum, including i-Ready, Math Expressions and Wonders. This has led to several parent training opportunities throughout the school year.

In Temple City Unified, we understand the value of teaching and supporting the whole student. We know that students need to feel taken care of and valued as members of the school community. Given this knowledge, this year, we have continued to provide training for staff in order to promote healthy learning environments for our students. For example, counselors and school psychologists have met monthly in a health-focused collaborative, our middle school has done extensive training around new Health coursework, and the district has organized a Multi-Tiered System of Support (MTSS) team to design practices in support of all students' academic, social-emotional, and behavioral needs.

Review of Performance

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

Greatest Progress

This year, Temple City Unified has shown the greatest progress on the academic indicator for College/Career Indicator with a 5.4% increase overall. The following four student subgroups increased: Students with Disabilities 8.7%; English Learners 10.5%; Hispanic 11.7%; and Socio Economically Disadvantaged 8.7%. Graduation rates also showed growth with our Hispanic subgroup increasing 3.3% with an overall graduation rate to 96.6%

This growth can be attributed to an increase in academic interventions and counseling services through MTSS, increase in CTE pathways, and the use of Naviance as a tool for college and career exploration. In addition, teachers have received additional training Special Education Inclusion and EL instruction to support them in the general education setting.

The Spring 2018 SBAC results also showed increases for various subgroups. In ELA, the African American subgroup increased 11.1 points and the Filipino subgroup increased 19.1 points. In Mathematics the following subgroups increased: English Learners 5.1 points; Socio Economically Disadvantaged 5.2 points; Asian 5.9 points; Filipino 21.9 points; and Two or More Races 16.5 points.

This growth can be attributed to the curriculum adoption process in TK-5 ELA and Mathematics. In addition to Eureka Math, the elementary sites

adopted the Math Expressions program. Wonders ELA program was also chosen for TK-5. The district provided training on the new curriculum that is aligned to state standards to teachers in grades TK-5. The district also continues the use of i-Ready, an online adaptive diagnostic and instructional tool that pinpoints student needs down to the sub-skill level, offers ongoing progress monitoring to show whether students are on track to achieve learning objectives, and accurately predicts student performance on the SBAC. The district will continue to use i-Ready in 2019-120 and beyond. Additionally, the district is in the process of adopting secondary ELA and Math curriculum that are standards aligned.

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

Greatest Needs

Temple City Unified continues to perform well on all state and local performance indicators. We currently do not have any state indicators or local performance indicators for which the overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. According to the Fall 2018 California School Dashboard, the district is blue or green on almost all the indicators except in overall Chronic Absenteeism which has a yellow indicator. The district continues to review the available data in order to identify opportunities for growth and to work collaboratively with all stakeholders to find long-term solutions to the problems identified below.

Data from the Fall 2018 CA School Dashboard shows that chronic absenteeism and suspension rates among a few key student sub-groups are on the rise. For chronic absenteeism the following subgroups have increased: Foster Youth increased 7.1%, Homeless increased 2.8%, Students with Disabilities increased 4.2%; Hispanic increased 2.9%; Socioeconomically Disadvantaged increased 1.8%; Two or More Races increased 4.9%; English Learners increased 1.7%; and Filipino increased 1.5%. For suspension the following subgroups have increased: Foster Youth increased by 3.1%; and Two or More Races has increased by .4%. The district has taken steps to address its chronic absenteeism and suspension rates. In early 2018, district leaders researched Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) and, ultimately, formed an MTSS team to address behavioral, social-emotional, and academic needs. The district sought and obtained a grant to train key stakeholders in support of this work. The initial training began in January and the grant continues to fund training and resources and will for the next three years. The MTSS team is using materials developed by the SWIFT Center at the University of Kansas to identify target areas and resources that support student needs. The district will continue to research best practices and interventions that will help us make the biggest impact in these areas.

There is also cause for concern among some subgroups in the area of Math performance. African American declined by 18.5 points, Homeless declined by 16.45 points, Students with Disabilities declined by 4.3 points, White declined by 4.9 points and Hispanic students--whose performance was already "Low"--maintained by only .4 points. The district has responded to student needs in this area by implementing new K-5 Math curriculum. Teachers continue to participate in multiple training opportunities over the course of the 2018-19 and 2019-20 school years in order to increase their levels of efficacy in using these materials and in order to support all students' growth in Math. Secondary Math curriculum that is standards aligned is currently scheduled to pilot for 2019-20.

It is also worth noting that the district's overall score on the Academic Performance Indicator for ELA highlights a lack of growth among some of our students subgroups. The following subgroups decreased in performance on the Fall 2018 CA School Dashboard. Students with Disabilities declined by 15.9 points, English Learners declined by 5.4 points; Homeless declined by 20.1 points, Asian declined by 6.1 points, and White declined by 12.1 points. The district selected Wonders ELA curriculum that is standards aligned and is currently receiving training. The new curriculum was piloted for the 2018-2019 school year and will be in full implementation for 2019-2020 school year at all the elementary grades. Secondary ELA curriculum that is standards aligned is currently scheduled to pilot 2019-20.

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

Performance Gaps

In Temple City Unified, "all student" performance is green or blue for all indicators on the Fall 2018 CA School Dashboard except Chronic Absenteeism which has a yellow indicator. Performance gaps in student performance exist among some sub-groups.

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 orange. Socioeconomically Disadvantaged are at two levels below at yellow. For Chronic Absenteeism, which is at yellow, the following subgroup is two or more performance levels below: Students with Disabilities and Homeless are at red. For College/Career, which at green, the following subgroup is two or more performance levels below: White is at orange.

There are also some performance gaps in the Academic Indicators. The English Language Arts Indicator for all students is green, but Students with Disabilities and Hispanic student are two levels below at orange. The Mathematics Indicator for all students is blue, but Students with Disabilities and Hispanic students are both orange and our White student subgroup is yellow.

Temple City Unified is continuing to lay the groundwork for interventions that will address these performance gaps. The most significant of these steps is the implementation of a district-wide Multi-tiered System of Support (MTSS) initiative, which addresses the specific needs of every student in the district, including Students with Disabilities, English Learners, and Homeless and Foster Youth. The district received a grant from the State of California to begin this work and quickly formed a team to drive the initiative. The team consists of district office leaders, site administrators, and school counselors with experience in General and Special Education. So far, the team has attended training provided by the Los Angeles County Office of Education and begun to set goals to improve academic, behavioral, and social-emotional supports for our students. The grant funding will continue for three years, during which the district will continue to expand and develop its supports.

The district has taken action to embed enrichment and intervention during the school day in order to better meet the needs of all students. The introduction and progressive rollout of i-Ready has been the first step toward this goal. Currently in its second year of implementation, this web-based program provides diagnostic data about student performance to school and district leaders as they work to implement thoughtful, differentiated, and systemic learning opportunities. Additionally, i-Ready is an instructional resource that allows teachers to prescribe targeted math and reading lessons based on individual student needs. i-Ready is currently being used by all students in grades K-8.

The district has also taken action to embed enrichment opportunities and activities at the elementary level during the school day in order to give

access to students who have traditionally been underrepresented in extracurricular STEAM and GATE programs. In order to do so, the district has introduced Code to the Future (CTTF), an immersion program designed to link computer science to the core content areas. Students at all four elementary sites in the district learn the fundamentals of computer science, including block-based and in-text coding, robotics, and sandbox gaming. This program is in its second year and currently serves all students in grades 4-6 and some students in grades K-3. This foundational exposure in grades K-6 will provide important knowledge and skills that will create avenues for students to pursue college and career pathways.

On the Fall 2019 CA School Dashboard, Students with Disabilities have made improvements, but they continue to be are were two or more levels below "all students" on a few of the dashboard indicators. As a result, the district has made a considerable effort to improve equity, access, and outcomes for these students. For 2018-2019, TCUSD developed a three-year inclusion plan to increase students participation in general education courses through a collaboration and consultation model. The district has provided training for Special Education Teachers and General Education teachers to support Students with Disabilities and more training is scheduled for 2019-2020.

Beyond supporting Students with Disabilities in General Education contexts, Special Education case managers have taken steps to ensure that students' IEP goals are grade-level appropriate and aligned with the Common Core State Standards. This has increased rigor and expectations for these students. Furthermore, the district has made it a priority to administer state standardized tests to all Students with Disabilities with the appropriate designated supports and accommodations, which had not been the case previously. Finally, elementary sites have begun implementing PBIS strategies to manage student discipline. These practices will expand--and improve outcomes for Students with Disabilities--under the aforementioned MTSS initiative.

As previously addressed, both Code to the Future and i-Ready are intended to increase and improve services for students with the greatest needs, including Socio-economically Disadvantaged students, English learners, and Foster Youth. In addition to these programs, Temple City Unified has identified supplemental resources and adopted standards aligned curriculum to support English learners. Teachers will also receive training on the implementation of designated/integrated ELD strategies, which will overlay into Math and ELA content standards.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No schools within TCUSD have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

No schools within TCUSD have been identified for CSI.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Basic Services:

Temple City Unified School District will provide the appropriate conditions for learning by: 1) placing fully credentialed teachers into the 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 State Standards, Course Access, Safe and Clean Learning Environments, Williams Act.

Annual Measurable Outcomes

Expected

Actual

Teacher Credentials Data CALPADS/SARC Reports	2018-19 Every TCUSD teacher will be credentialed and placed in an assignment aligned to their credential.	Every TCUSD teacher was credentialed and placed in an assignment aligned to their credential.
Instructional Materials	2018-19 Every student will have access to standards aligned instructional materials as evidenced by Williams Quarterly Reports.	Every student had access to standards aligned instructional materials as evidenced by Williams Quarterly Reports.
Purchase of Research-Based Standards Materials Data	2018-19 K-6 ELA teachers will pilot instructional materials in Fall 2018. K-6 ELA materials will be formally adopted in Winter 2019 and in students' hands in Fall 2019. K-5 math teacher will continue to implement Math Expressions and 7-12 ELD teachers will continue to use iLit as supplemental support curriculum.	K-6 ELA teachers piloted instructional materials in Fall 2018. K-6 ELA materials were formally adopted in Spring 2019 and will be in students' hands in Fall 2019. K-5 math teacher will continue to implement Math Expressions and 7-12 ELD teachers used iLit as supplemental support curriculum.
Facilities Data Facilities Inspection Tool (FIT) Report/SARC	2018-19 All school facilities will have a rating of "good" or "exemplary" on the annual Facilities Inspection Tool (FIT) report in Spring 2019.	All school facilities had a rating of "good" or "exemplary" on the annual Facilities Inspection Tool (FIT) report in Spring 2019.
Facilities Data School Dude Work Tickets	2018-19 The district will monitor and respond to maintenance management, facility usage, technology management, and energy management work orders via School Dude Helpline reports.	The district monitored and responded to maintenance management, facility usage, technology management, and energy management work orders via School Dude Helpline reports.

Facilities and Materials Data Williams Quarterly Report	2018-19 The district will provide quarterly BOE reports on William's 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	2018-19 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 Schedules and Course Catalogs	2018-19 All students will have access to broad courses of study including the arts and sciences as evidenced by master schedules and course catalogs for the 2018-19 school year.	All students had access to a broad course of study including the arts and sciences as evidenced by master schedules and course catalogs for the 2018-19 school year.
Course Access Data CALPADs CSIS Course Report	2018-19 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	2018-19 All students will have access to state standards-based materials as evidenced by quarterly Williams Act reports.	All students had access to state standards-based materials as evidenced by quarterly Williams Act reports.

Actions / Services

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

Goal 1, Action 1

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	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>TCUSD will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by annual CALPADS and SARC reporting.</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>TCUSD continues to have 100% of its teachers appropriately assigned and fully credentialed as measured by annual CALPADS and SARC reporting.</p>	<p>\$16,824,389 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries</p> <p>\$5,383,804 - LCFF - 3000-3999 Employee Benefits - Teacher Benefits</p>	<p>\$16,422,537 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$5,357,839 - LCFF - 3000-3999 Employee Benefits</p>

Goal 1, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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 continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.</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 continues to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.</p>	<p>\$64,600 - LCFF - 5000-5999 Services and Other Operating Expenses - Facility Maintenance Contracts</p> <p>\$219,500 - LCFF - 4000-4999 Books and Supplies - Facilities Supplies</p> <p>\$9,000 - LCFF - 6000-6999 Capital Outlay - Capital Outlay</p> <p>\$969,651 - LCFF - 2000-2999 Classified Salaries - Classified Salaries</p> <p>\$310,288 - LCFF - 3000-3999 Employee Benefits - Classified Benefits</p> <p>\$787,800 - Other State Revenues - 5000-5999 Services and Other Operating Expenses -</p>	<p>\$63,100 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$219,500 - LCFF - 4000-4999 Books and Supplies</p> <p>\$9,000 - LCFF - 6000-6999 Capital Outlay</p> <p>\$1,014,434 - LCFF - 2000-2999 Classified Salaries</p> <p>\$371,293 - LCFF - 3000-3999 Employee Benefits</p> <p>\$842,303 - Other State Revenues - 5000-5999 Services and Other Operating Expenses</p> <p>\$509,713 - Other State Revenues - 4000-4999 Books and Supplies</p>

		Facility Maintenance Contracts \$475,113 - Other State Revenues - 4000-4999 Books and Supplies - Facilities Supplies	
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Goal 1, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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>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>Piloted TK-5 ELA Material and purchased grade-level and research-based instructional materials to support curriculum adoptions aligned with State standards and to assist students in meeting those standards in Spring of 2019. Grade 6-12 pilot for ELA and Math will be in 2019-2020.</p>	<p>\$27,610 - LCFF - 4000-4999 Books and Supplies - Instructional Materials</p>	<p>\$36,619 - LCFF - 4000-4999 Books and Supplies - Instructional Materials</p>

Goal 1, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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>Schools will update course</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 updated course offerings and/or</p>	<p>\$575,458 - LCFF - 1000-1999 Certificated Salaries - Teacher salaries \$184,147 - LCFF - 3000-3999 Employee Benefits - Teacher benefits</p>	<p>\$452,635 - LCFF - 1000-1999 Certificated Salaries \$143,017 - LCFF - 3000-3999 Employee Benefits</p>

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 access in meeting graduation requirements.	added 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.		
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Goal 1, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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>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>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 participated 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>\$78,144 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development</p>	<p>\$129,140 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Goal 1, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>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>\$993,874 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries \$314,723 - LCFF - 3000-3999 Employee Benefits - Teacher Benefits</p>	<p>\$993,874 - LCFF - 1000-1999 Certificated Salaries \$314,723 - LCFF - 3000-3999 Employee Benefits</p>

The district will maintain current K-3 class size ratios (CSR) in a continuing effort to support differentiated and small group instruction, which will directly benefit our unduplicated students. Class sizes at these levels will be capped at 24 students. This ratio requires the district to employ 12 extra K-3 teachers annually.

The district maintained current K-3 class size ratios (CSR) in a continuing effort to support differentiated and small group instruction, which will directly benefit our unduplicated students. Class sizes at these levels were capped at 24 students. This ratio requires the district to employ 12 extra K-3 teachers annually.

Goal 1, Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 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>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 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, special education, low-income, foster youth, and English Learner students and differentiation of instruction in support of student needs.</p>	<p>\$150,897 - LCFF - 1000-1999 Certificated Salaries - Teacher salaries \$48,287 - LCFF - 3000-3999 Employee Benefits - Teacher benefits \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Conferences and Travel</p>	<p>\$153,872 - LCFF - 1000-1999 Certificated Salaries - Teacher salaries \$41,924 - LCFF - 3000-3999 Employee Benefits \$10,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Goal 1, Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or</p>	<p>For Actions/Services included as contributing to meeting Increased or</p>	<p>\$815,251 - LCFF - 2000-2999 Classified</p>	<p>\$853,160 - LCFF - 2000-2999 Classified</p>

<p>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>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 continued in an effort to assist students in meeting the technology demands for Common Core Standards and Smarter Balanced Assessments.</p>	<p>Salaries - Classified salaries \$142,096 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Classified Salaries \$260,880 - LCFF - 3000-3999 Employee Benefits - Classified Benefits \$45,471 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Classified Benefits \$0 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries</p>	<p>Salaries - Classified Salaries \$146,754 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$322,665 - LCFF - 3000-3999 Employee Benefits \$55,292 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$0 - LCFF - 1000-1999 Certificated Salaries</p>
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Goal 1, Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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>Continued use of ELD and Intervention teachers for targeted services.</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>Continued use of ELD and Intervention teachers for targeted services.</p>	<p>\$2,332,544 - LCFF - 1000-1999 Certificated Salaries - Salaries \$746,414 - LCFF - 3000-3999 Employee Benefits - Benefits</p>	<p>\$3,143,087 - Teacher Effectiveness - 1000-1999 Certificated Salaries \$1,058,482 - LCFF - 3000-3999 Employee Benefits</p>

Goal 1, Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as</p>	<p>For Actions/Services not included as</p>	<p>\$3,000 - LCFF - 5000-5999 Services and Other</p>	<p>\$3,000 - LCFF - 5000-5999 Services and Other</p>

<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Certification Compliance: the District will support teachers and administration in meeting State credentialing requirements.</p>	<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Certification Compliance: the District supported teachers and administration in meeting State credentialing requirements.</p>	<p>Operating Expenses - Induction Programs (Admin)</p>	<p>Operating Expenses</p>
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Goal 1, Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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: Specific Schools: Oak Avenue Intermediate, Temple City High</p> <p>The district will offer additional support for English Learners at the secondary level. At Temple City High School, EL students at the Emerging and Expanding levels will be enrolled in double blocks of ELD. This will create additional time for differentiated instruction, literacy and language support, and SDAIE strategies. At both Oak Avenue Intermediate and Temple City High School, students at the Expanding and Bridging levels will be enrolled in Sheltered English, Social Science, and Science courses. These courses will combine core content with designated English Language Development instruction.</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: Specific Schools: Oak Avenue Intermediate, Temple City High School</p> <p>The district offered additional support for English Learners at the secondary level. At Temple City High School, EL students at the Emerging and Expanding levels were enrolled in double blocks of ELD. This created additional time for differentiated instruction, literacy and language support, and SDAIE strategies. At both Oak Avenue Intermediate and Temple City High School, students at the Expanding and Bridging levels were enrolled in Sheltered English, Social Science, and Science courses. These courses combined core content with designated English Language Development instruction.</p>	<p>\$241,916 - LCFF - 1000-1999 Certificated Salaries - ELD Block and Sheltered Teacher Salaries \$76,055 - LCFF - 3000-3999 Employee Benefits - Teacher Benefits</p>	<p>\$226,000 - LCFF - 1000-1999 Certificated Salaries - ELD Block and Sheltered Salaries \$74,008 - LCFF - 3000-3999 Employee Benefits</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the actions and services articulated under Goal 1 have been implemented or are in progress. Action 3 has been reevaluated and the district has created a more realistic timeline based on available funding. Goal 1, Action 8 has been addressed, but continues to be an area of focus as the district moves toward providing one-to-one student devices.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Though the district implemented all of the action and services articulated under Goal 1, some actions were not as effectively implemented as others. For Goal 1 Action 3, the ELA TK-5 adoption process was finally completed in the Spring of 2019. Materials will be implemented in Fall 2019. The district also adopted new TK-5 math materials, but the teachers needed further professional development to effectively implement. Our next step is to adopt ELA and Math 6-12 materials. We are piloting both in 2019-2020. Science and Social Studies will follow. Additionally, Action 8 continues to be an area of focus. The district has developed a technology plan to increase and improve teacher devices as well as move towards one-to-one devices for the students. Teacher professional development needs to also be provided for teachers to effectively use technology for instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The disparities between Budgeted Expenditures and Estimated Actual Expenditures under Goal 1 were due to underestimated and overestimation of costs from the above action items. All action items were fulfilled. There was also a change in superintendent, assistant superintendent(s), and district directors. The district was without a complete district team from April 2018-January 2019. Significant differences between estimated and actual existed in Goal 1 Action 7 due to a 4.5% salary increase and the increase in additional new teachers and mentors. Goal 1 Action 8 significant difference was also due to the salary increase.

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

The only modifications to Goal 1 was to Action #3. We piloted TK-5 ELA Material and purchased grade-level and research-based instructional materials to support curriculum adoptions aligned with State standards and to assist students in meeting those standards in Spring of 2019. Grades 6-12 pilot for ELA and Math will be in 2019-2020. Overall metrics in ELA have received a green indicator for the past 2 years. Over all metrics in Math received a blue indicator for 2017-2018 and a green for 2016-2017. Changes to the pilot timeline are documents in the Plan Summary and Goals, Action, and Services sections.

Goal 2

Pupil Achievement and Other Outcomes:

Temple City Unified School District will increase pupil achievement levels for all students with attention paid to each significant student sub-group 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

Annual Measurable Outcomes

	Expected	Actual
California School Dashboard Data Math and ELA Scores	<p>2018-19 On the Fall 2018 California School Dashboard, performance on the Math Academic Indicator will grow by 5 points and performance on the ELA Academic Indicator will increase by 6 points for all students across the district.</p>	<p>On the Fall 2018 California School Dashboard, performance on the Math Academic Indicator increased by 2.6 points (37.2 points above standard) and performance on the ELA Academic Indicator decreased by 6.1 points (39.9 points above standard) for all students across the district.</p>
California School Dashboard English Learner Progress Data K-12	<p>2018-19 On the Fall 2018 California School Dashboard, performance on the English Learner Progress Indicator will increase by 5%.</p>	<p>On the Fall 2018 California School Dashboard, performance on the English Learner Progress Indicator shows that 40.2% of EL learners are well-developed, 30.4% are moderately developed, 15.6% are somewhat developed and 13.8% are beginning stage. These scores will serve as a baseline to determine growth for 2019-2020.</p>
English Learner Reclassification Rates	<p>2018-19 Using Aeries Analytics as a measure, the Reclassification rate for 2018-19 will be 25%.</p>	<p>Using Aeries Analytics as a measure, the Reclassification rate for 2018-19 is 14.1%</p>

<p>Pupils Who Are College and Career Ready</p>	<p>2018-19 On the Fall 2018 California School Dashboard, performance on the College/Career Indicator will grow by 5%.</p>	<p>On the Fall 2018 California School Dashboard, performance on the College/Career Indicator increased by 5.4% with 69.8% of students prepared for College/Career.</p>
<p>California School Dashboard Data College and Career Ready</p>	<p>2018-19 On the Fall 2018 California School Dashboard, performance on the College/Career Indicator will increase by 5% to 72.5%.</p>	<p>On the Fall 2018 California School Dashboard, performance on the College/Career Indicator increased by 5.4% with 69.8% of students prepared for College/Career.</p>
<p>Early Assessment Program Indicator (EAP from CAASPP)</p>	<p>2018-19 2018 CAASPP/EAP ELA data will show that 49% of students are Ready and 33% are Conditionally Ready 2018 CAASPP/EAP Math data will show that 37% of students are Ready and 32.5% are Conditionally Ready.</p>	<p>2018 CAASPP/EAP ELA data showed that 40% of students are Ready and 32% are Conditionally Ready 2018 CAASPP/EAP Math showed that 33% of students are Ready and are 28% Conditionally Ready. Note: EAP is not longer a separate part of the CAASPP test for ELA and Math.</p>
<p>Advanced Placement Exam Pass Rate</p>	<p>2018-19 In 2018, scores of 3 or higher on AP exams will increase by 1% to 81%.</p>	<p>In 2018, scores of 3 or higher on AP exams was 77.60%. Data from 2016-2017 was 78.90% as pass rate. Percentage of decrease was about 1.6%,</p>

iReady Predictive Proficiency Report Data	2018-19 i-Ready Predictive Proficiency is intended to correlate with scores on the CAASPP. Consequently, the predicted outcomes should mirror and build upon students' CAASPP performance from the previous year. On the Winter 2019 i-Ready diagnostic test, Predictive Proficiencies will be 70.5% for ELA and 68% for Math.	i-Ready Predictive Proficiency is intended to correlate with scores on the CAASPP. Consequently, the predicted outcomes should mirror and build upon students' CAASPP performance from the previous year. On the Winter 2019 i-Ready diagnostic test, Predictive Proficiencies were 70% for ELA and 71% for Math.
Access to Broad Course of Study	2018-19 In addition to required courses, all students will have access to STEAM courses during the school day in 4th-12th grades as evidenced by master schedules and/or class schedules.	In addition to required courses, all students had access to STEAM courses during the school day in 4th-12th grades as evidenced by master schedules and/or class schedules.
Aeries Course Data	2018-19 Increase AP course participation by 5%.	We decreased AP course participation by about 7%.

Actions / Services

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

Goal 2, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All	\$225,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development	\$217,831 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional

<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 Science Standards, and the Next Generation Science Standards.</p>	<p>Location: All Schools</p> <p>The district changed timeline to provide in depth districtwide professional development opportunities that support 21st Century Learning, the Common Core State Standards, the History-Social Science Standards, and the Next Generation Science Standards. Professional development will begin the Summer of 2019 and will continue 2019-2020.</p>		
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Goal 2, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 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>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:</p> <p>Location: All Schools</p> <p>The district provided 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>\$98,520 - LCFF - 5000-5999 Services and Other Operating Expenses - Instructional Technology</p>	<p>\$119,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Instructional Technology</p>

Goal 2, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<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: District Elementary Schools</p> <p>The district will provide teacher training and student instruction in coding and 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: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: Specific Schools: District Elementary Schools</p> <p>The district provided teacher training and student instruction in coding and 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>\$144,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 21st Century Learning</p>	<p>\$148,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>
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Goal 2, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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 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>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 continues 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 also continues to provide a Smartphone application to facilitate better communication.</p>	<p>\$126,153 - LCFF - 5000-5999 Services and Other Operating Expenses - Aeries, Blackboard Connect, EADMS, ClassLink</p>	<p>\$150,100 - LCFF - 5000-5999 Services and Other Operating Expenses - Aeries, Blackboard Connect, EADMS, ClassLink</p>

Goal 2, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>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 continues to 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>\$80,000 - LCFF - 1000-1999 Certificated Salaries - Salaries \$16,000 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Teacher Salaries \$25,600 - LCFF - 3000-3999 Employee Benefits - Benefits \$8,260 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Benefits \$2,500 - LCFF - 4000-4999 Books and Supplies - Books and Supplies \$20,000 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Books and Supplies</p>	<p>\$80,000 - LCFF - 1000-1999 Certificated Salaries \$16,000 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Teacher Salaries \$21,600 - LCFF - 3000-3999 Employee Benefits \$0 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Benefits \$2,200 - LCFF - 4000-4999 Books and Supplies - Books and Supplies \$0 - Federal Revenues - Title III - 4000-4999 Books and Supplies</p>

Goal 2, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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</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 continues to provide</p>	<p>\$15,141 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development</p>	<p>\$13,641 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development</p>

professional development and coaching focused on integrated and designated ELD strategies in support of English Learners and newly Redesignated Fluent English Proficient (RFEP) students.	professional development and coaching focused on integrated and designated ELD strategies in support of English Learners and newly Redesignated Fluent English Proficient (RFEP) students.		
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Goal 2, Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>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 continues 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>\$43,662 - LCFF - 4000-4999 Books and Supplies - Materials & Supplies</p>	<p>\$52,504 - LCFF - 4000-4999 Books and Supplies - Materials & Supplies</p>

Goal 2, Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>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>\$381,452 - LCFF - 2000-2999 Classified Salaries - Salaries \$83,934 - Federal Revenues - Title I - 2000-2999 Classified</p>	<p>\$293,294 - LCFF - 2000-2999 Classified Salaries - Salaries \$87,673 - Federal Revenues - Title I - 2000-2999 Classified</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>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Classified paraprofessionals 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 provided additional support and training.</p>	<p>Salaries - Classified Salaries \$122,064 - LCFF - 3000-3999 Employee Benefits - Benefits \$26,859 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Classified Benefits</p>	<p>Salaries - Classified Salaries \$150,676 - LCFF - 3000-3999 Employee Benefits - Benefits \$39,271 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Classified Benefits</p>
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Goal 2, Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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 continue to provide support for district benchmark assessments (i-Ready 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>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 continues to provide support for district benchmark assessments (i-Ready diagnostics) and data analysis. The district also continues to fund data warehousing and analysis software from IO Education.</p>	<p>\$69,325 - LCFF - 1000-1999 Certificated Salaries - Salaries \$22,184 - LCFF - 3000-3999 Employee Benefits - Benefits</p>	<p>\$59,082 - LCFF - 1000-1999 Certificated Salaries \$24,591 - LCFF - 3000-3999 Employee Benefits - Benefits</p>

Goal 2, Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or</p>	<p>For Actions/Services included as contributing to meeting Increased or</p>	<p>\$45,046 - Federal Revenues - Title III -</p>	<p>\$37,034 - Federal Revenues - Title III -</p>

<p>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 student sub-groups, including English Learners, Foster Youth, Homeless Youth, Hispanic students, and Socio-Economically Disadvantaged students.</p>	<p>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>Teachers utilized strategies and structures that support at-risk student sub-groups, including English Learners, Foster Youth, Homeless Youth, Hispanic students, and Socio-Economically Disadvantaged students.</p>	<p>5000-5999 Services and Other Operating Expenses - iLit and GLAD</p>	<p>5000-5999 Services and Other Operating Expenses - iLit and GLAD</p>
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Goal 2, Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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>CTE courses will be expanded as will job shadowing and internships. CTE Pathways will be used to provide an opportunity for pupils to attain entry-level employment skills in business or industry upon graduation from high school, and provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career</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 courses were expanded as well as job shadowing and internships. CTE Pathways were used to provide an opportunity for pupils to attain entry-level employment skills in business or industry upon graduation from high school, and provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.</p>	<p>\$435,918 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Salaries \$139,494 - Other State Revenues - 3000-3999 Employee Benefits - Benefits \$320,000 - Other State Revenues - 4000-4999 Books and Supplies - Materials and Supplies</p>	<p>\$452,635 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Salaries \$143,017 - Other State Revenues - 3000-3999 Employee Benefits \$374,310 - Other State Revenues - 4000-4999 Books and Supplies - Materials and Supplies</p>

entry.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All action steps were implemented, except for Action #1. Due to lack of district office personnel, including a superintendent, the timeline for professional development was changed to go into effect starting Summer 2019 to align with the textbook cycle adoption. Also, there was a reduction in Title III funding that impacted the amount of actions and services that were initially planned districtwide.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Even though all action steps, except for Action #1, were implemented, we did not show growth in all areas. We increased in the following: overall Math achievement increased 2.6 points; i-Ready Predicted Proficiency in Math increased from 68% to 71%; and students' access to STEAM opportunities increased. We decreased in the following areas: overall ELA achievement decreased 6.1 points; Reclassification Rate decreased to 14.1%; AP Pass rate decreased to 77.6%; and AP Participation decreased to 7%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The disparities between Budgeted Expenditures and Estimated Actual Expenditures under Goal 2 for Actions 1, 5, 8 were due to a change in timeline for professional development in 21st Century Learning, Social Science, and NGSS districtwide. There was also a significant reduction in Title III funding that significantly reduced funding. In addition, there was overestimation and underestimation of costs due to the turnover in district personnel, including the superintendent.

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

We will stay the course with Goal 2, the metrics, the actions and services. Even though almost all our LCFF Evaluation Rubrics are either blue or green, except for Chronic Absenteeism, we need to continue to provide professional development for all core subjects on standards-based instruction. We also need to take an in-depth look at our supports for EL students since the ELPAC transition, which has proven more difficult for our students than the CELDT testing.

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 social-emotional support systems that promote safe, positive learning environments. The district will also build a Multi-tiered System of Supports (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

Annual Measurable Outcomes

Expected		Actual
Parent Input in Decision Making	2018-19 Increase the number of parent responses on the LCAP survey by 100% in 2019.	The number of parent responses on the LCAP survey increased over 100% to 1264 from 255.
Google Analytics Website Information	2018-19 Increase daily and monthly visits to the district website by 25% in 2018-19, and increase the number of district app downloads by 100% in 2018-19 (as measured by Google Analytics Trend Analysis Reports)	The daily and monthly visits to the district website by 35% in 2018-19, and the number of district app downloads by more than 100% in 2018-19 (as measured by Google Analytics Trend Analysis Reports)

<p>Use of Parent Portals for Grading and Communication</p> <p>2018-19 Increase the number of active Aeries SIS Parent Portal accounts by 10% in 2018-19.</p>	<p>We have 99% of active Aeries SID Parent Portal accounts for 2018-2019--more than 10%.</p>
<p>Parent Participation in unduplicated pupil programs (UDPs)</p> <p>2018-19 Increase participation of parents of unduplicated pupils by 3% in 2018-19 (as evidenced by attendance data from site and district events).</p>	<p>Increased participation of parents of unduplicated pupils by 5% in 2018-19 (as evidenced by attendance data from site and district events).</p>
<p>VAPA</p> <p>2018-19 The district VAPA Team will finalize a scope and sequence for arts disciplines, share the completed document with school sites, and present it to the Board of Education.</p>	<p>The district VAPA Team finalized a scope and sequence for arts disciplines, share the completed document with school sites, and present it to the Board of Education. VAPA team is also planning professional development for Summer 2019.</p>
<p>Attendance Rates</p> <p>2018-19 The district's attendance rate will increase by 1% in 2018-19.</p>	<p>The district's attendance rate increase to 97.2% from 97.1% in 2018-19.</p>
<p>Chronic Absenteeism</p> <p>2018-19 The number of chronically absent students will decrease by one student in 2018-19.</p>	<p>The number of chronically absent students will increased 1% with 4.6% of students chronically absent.</p>
<p>California School Dashboard Suspension</p> <p>2018-19 Maintain "Very Low" status on the Fall 2018 California School Dashboard.</p>	<p>Maintained "Very Low" status on the Fall 2018 California School Dashboard. We currently have no overall rubrics on the CA dashboard that are orange or red.</p>
<p>Middle School Drop Out Rate</p> <p>2018-19 Maintain zero dropouts at middle school.</p>	<p>Maintained zero dropouts at middle school.</p>

High School Drop Out Rates	<p>2018-19 The number of high school dropouts in Temple City Unified will decrease by 2 students in 2018-19.</p>	<p>The number of high school dropouts in Temple City Unified decrease by 3 students in 2018-19.</p>
California School Dashboard High School Graduation Rates	<p>2018-19 Maintain a "Very High" status on the Fall 2018 CA School Dashboard.</p>	<p>Maintained a "Very High" status on the Fall 2018 CA School Dashboard. Currently on the CA Dashboard, were are green or blue in every area except Chronic Absenteeism.</p>
Graduation Rates - Students With Disabilities	<p>2018-19 Increase the Graduation Rate for Students with Disabilities to 90% on the Fall 2018 CA School Dashboard.</p>	<p>Graduation Rate for Students with Disabilities declined from 86.4% to 83% on the Fall 2018 CA School Dashboard.</p>
Expulsion Rates	<p>2018-19 The district will expel fewer than two students each year.</p>	<p>The district expelled zero students for the 2018-2019 school year.</p>
Updated Safety Plans and SARCs	<p>2018-19 Site safety plans will be revised and amended as needed by March 1 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>Site safety plans were revised and amended as needed by March 1 in compliance with California Education Code.</p> <p>SARCs were presented and approved by the Board of Education on or before February 1 as required by California Education Code Section 35256.</p>
School Climate	<p>2018-19 Increase positive student, staff, and parent responses pertaining to the acceptance of differences among our student population by 5% as measured by climate and culture questions on the annual LCAP survey.</p>	<p>LCAP survey was modified to instead include questions on campus safety and whether anti-bullying strategies were in place. 73% of respondents strongly agreed/agreed that sites were safe and 66% of respondents agreed that sites had taken measures to prevent bullying among students.</p> <p>Moving forward, there will be a separate stakeholder survey from an LCAP priority survey for user ease. Stakeholders will use met/not met</p>

when describing the status of actual outcomes.

Actions / Services

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

Goal 3, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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, online grading platforms, the Aeries SIS Parent Portal, and the district smartphone application to maximize school-to-home communication and connections.</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 monitored and maintained district and site websites, online grading platforms, the Aeries SIS Parent Portal, and the district smartphone application to maximize school-to-home communication and connections.</p>	<p>\$58,539 - LCFF - 2000-2999 Classified Salaries - Salaries \$18,732 - LCFF - 3000-3999 Employee Benefits - Benefits</p>	<p>\$61,173 - LCFF - 2000-2999 Classified Salaries \$21,724 - LCFF - 3000-3999 Employee Benefits - Benefits</p>

Goal 3, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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</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 supported the translation of</p>	<p>\$22,000 - LCFF - 2000-2999 Classified Salaries - Hourly Translations \$7,040 - LCFF - 3000-3999 Employee Benefits - Benefits</p>	<p>\$30,801 - LCFF - 2000-2999 Classified Salaries - Hourly translations, classified salaries \$4,175 - LCFF - 3000-3999 Employee Benefits</p>

written and oral communication, meetings, presentations, and web applications to engage and empower parents/guardians.

written and oral communication, meetings, presentations, and web applications to engage and empower parents/guardians.

Goal 3, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 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.</p> <p>The district will invite all parents to attend. Translation services will be provided for parents of English Learners.</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 offered parent education classes on a range of topics, including i-Ready, curricular shifts and adoptions, Multi-Tiered 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 that were deemed necessary and/or valuable.</p> <p>The district invited all parents to attend. Translation services were provided for parents of English Learners.</p>	<p>\$40,115 - LCFF - 2000-2999 Classified Salaries - Salaries \$50,003 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Classified Salaries \$12,837 - LCFF - 3000-3999 Employee Benefits - Benefits \$16,001 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits</p>	<p>\$50,255 - LCFF - 2000-2999 Classified Salaries - Salaries \$50,255 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Classified Salaries \$12,291 - LCFF - 3000-3999 Employee Benefits - Benefits \$14,464 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits</p>

Goal 3, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>\$250,586 - LCFF - 2000-2999 Classified</p>	<p>\$282,952 - LCFF - 2000-2999 Classified</p>

<p>Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>In order to support students' physical and social-emotional safety, the district will collaborate with school sites to refine site safety plans annually, share them with the appropriate stakeholder groups, and present them to the Board of Education.</p>	<p>Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>In order to support students' physical and social-emotional safety, the district collaborated with school sites and the sheriff's department to refine site safety plans annually, share them with the appropriate stakeholder groups, and present them to the Board of Education.</p>	<p>Salaries - Salaries \$80,188 - LCFF - 3000-3999 Employee Benefits - Benefits</p>	<p>Salaries - Salaries \$90,439 - LCFF - 3000-3999 Employee Benefits</p>
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Goal 3, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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 provide STEAM and VAPA enrichment opportunities, including clubs, competitive teams, and other extracurricular activities in order to promote student engagement and to support students' social-emotional development.</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 provided STEAM and VAPA enrichment opportunities, including clubs, competitive teams, and other extracurricular activities in order to promote student engagement and to support students' social-emotional development.</p>	<p>\$112,065 - LCFF - 1000-1999 Certificated Salaries - Salaries \$35,861 - LCFF - 3000-3999 Employee Benefits - Benefits \$5,500 - LCFF - 2000-2999 Classified Salaries - Salaries \$46,000 - LCFF - 4000-4999 Books and Supplies - Materials and Supplies \$98,900 - LCFF - 5000-5999 Services and Other Operating Expenses - Services \$1,760 - LCFF - 3000-3999 Employee Benefits - Classified Benefits</p>	<p>\$116,168 - LCFF - 1000-1999 Certificated Salaries \$34,543 - LCFF - 3000-3999 Employee Benefits \$5,500 - LCFF - 2000-2999 Classified Salaries \$31,000 - LCFF - 4000-4999 Books and Supplies \$113,900 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,586 - LCFF - 3000-3999 Employee Benefits</p>

Goal 3, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 design and implement a Multi-Tiered System of Support (MTSS) initiative to target and reduce chronic absenteeism, suspensions and expulsions, and secondary school drop out rates.</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 designed and implemented a Multi-Tiered System of Support (MTSS) initiative to target and reduce chronic absenteeism, suspensions and expulsions, and secondary school drop out rates.</p>	<p>\$28,112 - LCFF - 1000-1999 Certificated Salaries - Salaries</p> <p>\$94,951 - LCFF - 2000-2999 Classified Salaries - Salaries</p> <p>\$8,996 - LCFF - 3000-3999 Employee Benefits - Certificated Benefits</p> <p>\$50,198 - LCFF - 5000-5999 Services and Other Operating Expenses - Services & Other Operating Expenses</p> <p>\$3,000 - LCFF - 4000-4999 Books and Supplies - Materials & Supplies</p> <p>\$30,384 - LCFF - 3000-3999 Employee Benefits - Classified Benefits</p>	<p>\$28,112 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$99,201 - LCFF - 2000-2999 Classified Salaries</p> <p>\$12,679 - LCFF - 3000-3999 Employee Benefits</p> <p>\$58,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$3,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$37,988 - LCFF - 3000-3999 Employee Benefits</p>

Goal 3, Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 support students' academic, social-emotional, and behavioral needs by hiring qualified staff members and partnering with outside</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 supported students' academic, social-emotional, and behavioral needs by hiring qualified staff members and partnering with outside organizations that</p>	<p>\$984,105 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries</p> <p>\$254,360 - LCFF - 3000-3999 Employee Benefits - Benefits</p> <p>\$224,163 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Certificated Salaries</p> <p>\$71,732 - Federal Revenues - Title III -</p>	<p>\$900,175 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$270,435 - LCFF - 3000-3999 Employee Benefits</p> <p>\$232,996 - Federal Revenues - Title II - 1000-1999 Certificated Salaries</p> <p>\$75,463 - Federal Revenues - Title III - 3000-3999 Employee Benefits</p>

organizations that provide services and resources for students who are at-risk.

provide services and resources for students who are at-risk.

3000-3999 Employee Benefits - Certificated Benefits

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions/services for Goal 3 were implemented. However, in the upcoming year we separate the climate and culture survey with the LCAP priority survey to increase participation and focus on each of the two surveys. Goal 3 will continue to be an areas of focus as we move to year 3 of MTSS implementation and increasing parent/guardian classes. The district will also increase collaboration with the sheriff's department to improve safety plans.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

For Goal, most of our objectives were met due to the ongoing effectiveness of our programs and procedures. However, we need to improve services focused at supporting decreasing Chronic Absenteeism and increasing the graduation rate of Students with Disabilities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences between Budgeted Expenditures and Estimated Actual Expenditures are due to an overestimation or underestimation for costs since we completed all of our actions steps. This was due in part to a lack of district staff being able to collaborate on budget process because district was without a superintendent until January 2019. Significant differences exist for Goal 3 Action 6 because of the rise in cost for benefits due to the raise. In addition, operating expenses were underestimated. For Goal 3 Action 7, there was an overestimation for salaries and an underestimation for benefits.

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

No changes to any of the above goals or expected outcomes. However, we will separate safety and climate survey from the LCAP priority survey. In terms of the CA Dashboard ratings, we continue to hold at blue or green for each area except for Chronic Absenteeism.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Temple City Unified School District makes every attempt to involve stakeholders--including students, parents, teachers, administrators, local collective bargaining units, members of the Board of Education (BOE), and members of the community--in the development of the LCAP. District representatives met with stakeholder groups to share the LCAP and request feedback and/or suggestions for revisions on the following dates:

LCAP Committees (Parents, students, community members, district personnel and staff from each site): October 4, 2018; January 17, 2019; March 14, 2019; and May 9, 2019.

PAC and DELAC Committees: September 17, 2018; October 5, 2018; January 14, 2019; March 18, 2019; May 13, 2019.

Local Collective Bargaining Unit Certificated: September 24, 2018, October 22, 2018; January 28, 2019; May 13, 2019.

Local Collective Bargaining Units Classified: September 24, 2018, October 22, 2018; January 14, 2018; May 6, 2019.

Board of Education (LCAP and/or CA Dashboard updates): August 15, 2018; September 26, 2018; November 14, 2018; January 23, 2019; March 13, 2019; June 12, 2019; and June 26, 2019.

Parent and Community Meeting: September 5, 2018

Leadership Meetings (Site and District Administrators): August 28, 2018; September 11, 2018; November 6, 2018; February 12, 2019; March 12, 2019; April 9, 2019; and May 7, 2019

Temple City High School ASB Meeting: May 22, 2019

SELPA Administrator meetings: November 15, 2018 and April 1, 2019

In addition to meeting with stakeholder groups, the district created an LCAP survey, which was available March 5 until April 5, 2019. The survey was provided in English, Spanish, and Mandarin. The survey included questions about identifying district and site priorities, needed resources, and critical support systems for staff, parents/guardians, community members and students. The district collected 3303 survey responses. Of these responses, 1777 (53.8.%) came from students, 1264 (38.7.2%) came from parents/guardians and community members, 262 (8%) came from TCUSD staff--certificated and classified. For parents and community members, their top priorities ranged from STEAM opportunities, to increased interventions to reduced class size. For students, their top priorities were technology, increasing electives, and increasing after school opportunities. For teachers, they identified priorities such as reduced class size, technology, supporting EL students and Students with Disabilities, and additional counseling services.

Input from stakeholders helped to determine that we stay the course as a district with the current LCAP Goals and Actions. The goals and the actions steps of the current LCAP plan were not impacted. The only change was shifting the timeline for adopting resources because of funding, time constraints, and the new curricular frameworks being implemented.

Associate Superintendent, Dr. Monica Makiewicz, presented at the PAC and DELAC meetings on May 13, 2019 and at the LCAP meeting on May 9. There were no questions from either committee. As a result, there was no need for the superintendent to respond in writing because there were no comments or questions.

The LCAP was presented to the Board of Education for a first reading on June 12, 2019. Public Hearing was held on June 12, 2019. The Board of Education approved and adopted the finished plan on June 26, 2019.

Impact on LCAP and Annual Update

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

Survey data and input from stakeholders were disaggregated and aligned with appropriate goals and action in the 2018-19 LCAP. District representatives analyzed each piece of data and each stakeholder's comments to identify patterns, determine if goals and desired outcomes had been met, and determine if it was necessary to revise, add, or remove goals, actions, or services in the LCAP for the upcoming year.

For 2018-19, stakeholders reported that a greater degree of input was encouraged and provided for to ensure transparency. In addition to the LCAP stakeholder meetings and survey, district and site administrators met with all site stakeholders to review priorities chosen in survey and provide an additional opportunity for input. This opportunity was also provided to parents, students, and community members at various stakeholder meetings.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Basic Services:

Temple City Unified School District will provide the appropriate conditions for learning by: 1) placing fully credentialed teachers into the 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: Basic, Implementation of State Standards, Course Access, Safe and Clean Learning Environments, Williams Act

Identified Need:

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 the most highly 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 reporting 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 offer teachers and administrators strategies to help historically disadvantaged students master academic content standards.

Course Access:

Temple City Unified'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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Credentials Data CALPADS/SARC Reports	100% of teachers will be credentialed and teaching courses aligned to their credential. Evidenced through CALPADS and SARC reports.	100% of teachers will be credentialed and teaching courses aligned to their credential. Evidenced through CALPADS and SARC reports.	Every TCUSD teacher will be credentialed and placed in an assignment aligned to their credential.	Every TCUSD teacher will be credentialed and placed in an assignment aligned to their credential.
Instructional Materials	Every student has standards aligned instructional materials as evidenced by Williams Compliance.	Every student has standards aligned instructional materials as evidenced by Williams Compliance.	Every student will have access to standards aligned instructional materials as evidenced by Williams Quarterly Reports.	Every student will have access to standards aligned instructional materials as evidenced by Williams Quarterly Reports.
Purchase of Research-Based Standards Materials Data	2016-17 K-5 Math Materials Adoption	2017-18 6-12 Math Materials Adoption and K-12 ELA Adoption	K-6 ELA teachers will pilot instructional materials in Fall 2018. K-6 ELA materials will be formally	6-12 math and 7-12 ELA teachers will convene to choose new instructional materials in alignment

			<p>adopted in Winter 2019 and in students' hands in Fall 2019.</p> <p>K-5 math teacher will continue to implement Math Expressions and 7-12 ELD teachers will continue to use iLit as supplemental support curriculum.</p>	<p>with the state standards for their respective disciplines.</p> <p>K-6 ELA teachers will implement their newly adopted instructional materials, K-5 math teacher will continue to implement Math Expressions, and 7-12 ELD teachers will also pilot new instructional materials in alignment with state standards and research.</p>
Facilities Data Facilities Inspection Tool (FIT) Report/SARC	New Metric	FIT Compliance based on industry standards restated in the SARC 2016	All school facilities will have a rating of "good" or "exemplary" on the annual Facilities Inspection Tool (FIT) report in Spring 2019.	All school facilities will have a rating of "good" or "exemplary" on the annual Facilities Inspection Tool (FIT) report in Spring 2020.
Facilities Data School Dude Work Tickets	New Metric	School Dude Help Line Reports 2017-18	The district will monitor and respond to maintenance management, facility usage, technology management, and energy management work orders via School Dude Helpline reports.	The district will monitor and respond to maintenance management, facility usage, technology management, and energy management work orders via School Dude Helpline reports.
Facilities and Materials Data Williams Quarterly Report	Board Reports for William's Act Compliance current LCAP year	Board Reports for William's Act Compliance current LCAP year	The district will provide quarterly BOE reports on William's Act compliance.	The district will provide quarterly BOE reports on William's Act compliance.
Standards-Based Professional	New Metric	Professional Development Calendar and sign-in sheets	The district will articulate an annual professional	The district will articulate an annual professional

Development Data Calendar/Sign In Sheets			development calendar for all staff members and monitor participation via sign-in sheets.	development calendar for all staff members and monitor participation via sign-in sheets.
Course Access Data-Master Schedules and Course Catalogs	Students have access to broad courses of study including the arts and sciences. Evidenced by master schedules and course catalogs and/or descriptions 2016.	Students have access to broad courses of study including the arts and sciences. Evidenced by master schedules and course catalogs and/or descriptions 2017.	All students will have access to broad courses of study including the arts and sciences as evidenced by master schedules and course catalogs for the 2018-19 school year.	All students will have access to broad courses of study including the arts and sciences as evidenced by master schedules and course catalogs for the 2019-20 school year.
Course Access Data CALPADs CSIS Course Report	All students have access to courses to prepare them for College and Career Readiness which includes a-g access.	All students have access to courses to prepare them for College and Career Readiness which includes a-g access.	All secondary students will have access to courses that prepare them for college and career readiness, including a-g courses.	All secondary students will have access to courses that prepare them for college and career readiness, including a-g courses.
Implementation of State Standards	All students will have access to state standards-based materials due to implementation of the standards through instruction to the benefit of all students (including unduplicated students). Measures are through classroom walk-throughs, appropriate materials, and updated professional development.	All students will have access to state standards-based materials due to implementation of the standards through instruction to the benefit of all students (including unduplicated students). Measures are through classroom walk-throughs, appropriate materials, and updated professional development.	All students will have access to state standards-based materials as evidenced by quarterly Williams Act reports.	All students will have access to state standards-based materials as evidenced by quarterly Williams Act reports.

Planned Actions / Services

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

Goal 1, Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

TCUSD will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by annual CALPADS and SARC reporting.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

TCUSD will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by annual CALPADS and SARC reporting.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

TCUSD will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by annual CALPADS and SARC reporting.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$11,779,114	\$16,824,389	\$15,256,904
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries	1000-1999 Certificated Salaries; Certificated Salaries	1000-1999 Certificated Salaries; Certificated Salaries
Amount	\$3,342,206	\$5,383,804	\$5,103,982
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teacher Benefits	3000-3999 Employee Benefits; Teacher Benefits	3000-3999 Employee Benefits; Teacher Benefits

Goal 1, Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.

The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.

The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$585,001	\$64,600	\$42,715
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Facility Maintenance Contracts	5000-5999 Services and Other Operating Expenses; Facility Maintenance Contracts	5000-5999 Services and Other Operating Expenses; Facility Maintenance Contracts
Amount	\$219,500	\$219,500	\$96,250
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Facilities Supplies	4000-4999 Books and Supplies; Facilities Supplies	4000-4999 Books and Supplies; Facilities Supplies
Amount	\$20,000	\$9,000	\$9,000
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay; Capital Outlay	6000-6999 Capital Outlay; Capital Outlay	6000-6999 Capital Outlay; Capital Outlay
Amount	\$2,400,754	\$969,651	\$1,165,246
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries
Amount	\$967,948	\$310,288	\$482,656

Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Classified Benefits	3000-3999 Employee Benefits; Classified Benefits	3000-3999 Employee Benefits; Classified Benefits
Amount	\$0	\$787,800	\$266,819
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses; Facility Maintenance Contracts	5000-5999 Services and Other Operating Expenses; Facility Maintenance Contracts	5000-5999 Services and Other Operating Expenses; Facility Maintenance Contracts
Amount	\$0	\$475,113	\$332,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies; Facilities Supplies	4000-4999 Books and Supplies; Facilities Supplies	4000-4999 Books and Supplies; Facilities Supplies

Goal 1, Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,655	\$27,610	\$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Instructional Materials	4000-4999 Books and Supplies; Instructional Materials	4000-4999 Books and Supplies; Instructional Materials

Goal 1, Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Unchanged Action
Schools will adjust master schedules to reflect updated courses and/or add after school extension activities, as appropriate, to meet the needs of students as well as to provide alternative pathways to course access in meeting graduation requirements.	Schools will 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 access in meeting graduation requirements.	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 access in meeting graduation requirements.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$494,358	\$575,458	\$297,342
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teacher salaries for master schedule adjustments (including new courses or after school extension activities)	1000-1999 Certificated Salaries; Teacher salaries	1000-1999 Certificated Salaries; Teacher salaries
Amount	\$146,481	\$184,147	\$88,060
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teacher benefits for new	3000-3999 Employee Benefits; Teacher benefits	3000-3999 Employee Benefits; Teacher benefits

Goal 1, Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$134,757	\$78,144	\$26,750
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Professional Development for All	5000-5999 Services and Other Operating Expenses; Professional Development	5000-5999 Services and Other Operating Expenses; Professional Development

Goal 1, Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

(CSR) in an effort to support small group and differentiated instruction. To ensure adequate staffing ratios, new teachers will be hired as needed.

size ratios (CSR) in a continuing effort to support differentiated and small group instruction, which will directly benefit our unduplicated students. Class sizes at these levels will be capped at 24 students. This ratio requires the district to employ 12 extra K-3 teachers annually.

size ratios (CSR) in a continuing effort to support differentiated and small group instruction, which will directly benefit our unduplicated students. Class sizes at these levels will be capped at 24 students. This ratio requires the district to employ 12 extra K-3 teachers annually.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,963,476	\$993,874	\$1,092,914
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Teacher Salaries	1000-1999 Certificated Salaries; Teacher Salaries
Amount	\$1,429,399	\$314,723	\$333,430
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits; Teacher Benefits	3000-3999 Employee Benefits; Teacher Benefits

Goal 1, Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

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

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$149,311	\$150,897	\$73,668
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teacher salaries	1000-1999 Certificated Salaries; Teacher salaries	1000-1999 Certificated Salaries; Teacher salaries
Amount	\$31,960	\$48,287	\$19,507
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teacher benefits	3000-3999 Employee Benefits; Teacher benefits	3000-3999 Employee Benefits; Teacher benefits

Amount	\$10,500	\$0	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Conferences and Travel	5000-5999 Services and Other Operating Expenses; Conferences and Travel	5000-5999 Services and Other Operating Expenses; Conferences and Travel

Goal 1, Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Technology support at the school sites will continue in an effort to assist students in meeting the technology demands for Common

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Technology support at the school sites will continue in an effort to assist students in meeting the technology demands for Common

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Technology support at the school sites will continue in an effort to assist students in meeting the technology demands for Common

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$795,109	\$815,251	\$772,833
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified salaries	2000-2999 Classified Salaries; Classified salaries	2000-2999 Classified Salaries; Classified salaries
Amount	\$0	\$142,096	\$221,232
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries
Amount	\$470,608	\$260,880	\$338,497
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Classified Benefits	3000-3999 Employee Benefits; Classified Benefits	3000-3999 Employee Benefits; Classified Benefits
Amount	\$0	\$45,471	\$87,028
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits; Classified Benefits	3000-3999 Employee Benefits; Classified Benefits	3000-3999 Employee Benefits; Classified Benefits
Amount	\$644,695	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teacher Salaries	1000-1999 Certificated Salaries; Teacher Salaries	1000-1999 Certificated Salaries; Teacher Salaries

Goal 1, Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Use of ELD and Intervention teachers for targeted services.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continued use of ELD and Intervention teachers for targeted services.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continued use of ELD and Intervention teachers for targeted services.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,487,046	\$2,332,544	\$3,190,957
Source	LCFF	LCFF	LCFF

Budget Reference	1000-1999 Certificated Salaries; Salaries	1000-1999 Certificated Salaries; Salaries	1000-1999 Certificated Salaries; Salaries
Amount	\$443,496	\$746,414	\$1,047,652
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits

Goal 1, Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Certification Compliance: the District will support teachers and administration in meeting

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Certification Compliance: the District will support teachers and administration in meeting

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Certification Compliance: the District will support teachers and administration in meeting

State credentialing requirements.	State credentialing requirements.	State credentialing requirements.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,000	\$3,000	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Induction Programs (Admin)	5000-5999 Services and Other Operating Expenses; Induction Programs (Admin)	5000-5999 Services and Other Operating Expenses; Induction Programs (Admin)

Goal 1, Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18
Select from New Action, Modified Action, or Unchanged Action:

2018-19
Select from New Action, Modified Action, or Unchanged Action:

2019-20
Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Unchanged Action
	<p>The district will offer additional support for English Learners at the secondary level. At Temple City High School, EL students at the Emerging and Expanding levels will be enrolled in double blocks of ELD. This will create additional time for differentiated instruction, literacy and language support, and SDAIE strategies. At both Oak Avenue Intermediate and Temple City High School, students at the Expanding and Bridging levels will be enrolled in Sheltered English, Social Science, and Science courses. These courses will combine core content with designated English Language Development instruction.</p>	<p>The district will offer additional support for English Learners at the secondary level. At Temple City High School, EL students at the Emerging and Expanding levels will be enrolled in double blocks of ELD. This will create additional time for differentiated instruction, literacy and language support, and SDAIE strategies. At both Oak Avenue Intermediate and Temple City High School, students at the Expanding and Bridging levels will be enrolled in Sheltered English, Social Science, and Science courses. These courses will combine core content with designated English Language Development instruction.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$241,916	\$331,860
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; ELD Block and Sheltered Teacher Salaries	1000-1999 Certificated Salaries; ELD Block and Sheltered Teacher Salaries
Amount	\$0	\$76,055	\$105,930
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Teacher Benefits	3000-3999 Employee Benefits; Teacher Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Pupil Achievement and Other Outcomes:

Temple City Unified School District will increase pupil achievement levels for all students with attention paid to each significant student sub-group 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 Need:

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 green, but Students with Disabilities and Hispanic student are two levels below at orange. The Mathematics Indicator for all students is blue, but Students with Disabilities and Hispanic students are both orange and our White student subgroup is yellow. The district 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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California School	2015-16	2016-17 Math and ELA	On the Fall 2018 California	On the Fall 2019 California

Dashboard Data Math and ELA Scores	CAASPP Data 10.6 point growth in ELA and 5.3 point growth for math as indicated on the Dashboard.	Scores from the California School Dashboard (measured in points, status, and change). A 15 point growth in Math scores and a 10 point growth in ELA score for all students participating in testing.	School Dashboard, performance on the Math Academic Indicator will grow by 5 points and performance on the ELA Academic Indicator will increase by 6 points for all students across the district.	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.
California School Dashboard English Learner Progress Data K-12	2016 Dashboard Data ELP K-12. Dashboard data uses multiple years data to arrive at growth. Currently the Dashboard indicates the District is high (80.8 %) with a 4.1% increase last year. Expected growth for this metric is 1.5% over baseline to stay in the High Status and Change category.	Dashboard Data 2017 reports ELP K-12 A minimum of 1.5% growth over baseline to maintain High Status and Change	On the Fall 2018 California School Dashboard, performance on the English Learner Progress Indicator will increase by 5%.	On the Fall 2019 California School 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 at 30.4%
English Learner Reclassification Rates	Maintain 17.9% Reclassification rate based on CDE Academic Criteria for Reclassification (September, 2015).	A 18.9% Reclassification rate based on CDE Academic Criteria for Reclassification.	Using Aeries Analytics as a measure, the Reclassification rate for 2018-19 will be 25%.	Using Aeries Analytics as a measure, the Reclassification rate for 2019-20 will be 20%.
Pupils Who Are College and Career Ready	62.35% of high school graduates met UC/CSU requirement as an indicator of college readiness (CALPADS, 2016-17 school year).	65% of high school graduates will meet UC/CSU requirement as an indicator of college readiness (CALPADS, 2017-18 school year).	On the Fall 2018 California School Dashboard, performance on the College/Career Indicator will grow by 5%.	On the Fall 2019 California School Dashboard, performance on the College/Career Indicator will grow by 5%.
California School Dashboard Data College and Career Ready	2016 Dashboard Data (for the 2013-14 cohort) shows that 55.2% of students	Increase 2017 Dashboard percentages as follows: Prepared 58%, Approaching	On the Fall 2018 California School Dashboard, performance on the	On the Fall 2018 California School Dashboard, performance on the

	were prepared, 13.6% were approaching, and 31.2% were not prepared.	Prepared 18%, Not prepared 24%	College/Career Indicator will increase by 5% to 72.5%.	College/Career Indicator will grow by 5%.
Early Assessment Program Indicator (EAP from CAASPP)	2016 CAASPP Data shows that 43% of students measure by EAP are ready in ELA and 38% for Math and 32% are conditionally ready in ELA and 26% in Math.	2017 CAASPP Data shows that 46% of students measure by EAP are ready in ELA and 41% for Math and 35% are conditionally ready in ELA and 29% in Math.	2018 CAASPP/EAP ELA data will show that 49% of students are Ready and 33% are Conditionally Ready 2018 CAASPP/EAP Math data will show that 37% of students are Ready and 32.5% are Conditionally Ready.	2019 CAASPP/EAP ELA data will show that 51.5% of students are Ready and 35.5% are Conditionally Ready. 2019 CAASPP/EAP Math data will show that 39.5% of students are Ready and 35% are Conditionally Ready.
Advanced Placement Exam Pass Rate	Advanced Placement rate of scoring 3 or higher will be increased from 80.62% (2015-16 AP Score Report - College Board Website).	Score of 3 or more for AP exam pass rates will increase by 1% (2016-17 AP Score Report - College Board Website).	In 2018, scores of 3 or higher on AP exams will increase by 1% to 81%.	In 2019, scores of 3 or higher on AP exams will increase by 2%. We are currently at a 77.6% pass rate.
iReady Predictive Proficiency Report Data	New Metric	Math and ELA Predictive Proficiencies of 70% proficient and beyond based on iReady benchmark data.	i-Ready Predictive Proficiency is intended to correlate with scores on the CAASPP. Consequently, the predicted outcomes should mirror and build upon students' CAASPP performance from the previous year. On the Winter 2019 i-Ready diagnostic test, Predictive Proficiencies will be 70.5% for ELA and 68% for Math.	On the Winter 2019 i-Ready diagnostic test, Predictive Proficiencies will be 72% for ELA and 70% for Math.
Access to Broad Course of Study	In addition to required courses, all students will	In addition to required courses, all students will	In addition to required courses, all students will	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.	have access to STEAM courses during the school day in 4th-12th grades as evidenced by master schedules and/or class schedules.	have access to STEAM courses during the school day in 4th-12th grades as evidenced by master schedules and/or class schedules.	have access to STEAM courses during the school day in 4th-12th grades as evidenced by master schedules and/or class schedules.
Aeries Course Data	New Metric	Increase AP course participation by 3% for all students as measured by AP course completion.	Increase AP course participation by 5%.	Increase AP course participation by 5%.

Planned Actions / Services

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

Goal 2, Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18
Select from New Action, Modified Action, or Unchanged Action:

2018-19
Select from New Action, Modified Action, or Unchanged Action:

2019-20
Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
Opportunities will be provided for professional development that supports 21st Century Learners and Common Core State Standards.	The district will provide professional development opportunities that support 21st Century Learning, the Common Core State Standards, the History-Social Science Standards, and the Next Generation Science Standards.	The district will provide professional development opportunities that support 21st Century Learning, the Common Core State Standards, the History-Social Science Standards, and the Next Generation Science Standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$225,000	\$37,900
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Professional Development	5000-5999 Services and Other Operating Expenses

Goal 2, Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

The District will provide a computer adaptive program, iReady, to support instruction and learning in Math and ELA. Further the program will be used to monitor and support students and student groups considered to be at risk.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$124,620	\$98,520	\$120,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Instructional Technology	5000-5999 Services and Other Operating Expenses; Instructional Technology	5000-5999 Services and Other Operating Expenses; Instructional Technology

Goal 2, Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: District Elementary Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

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

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The district will provide teacher training and student instruction in coding and technology during the school day at all elementary sites to help students develop 21st Century Skills, including communication, collaboration, creativity, and critical thinking.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The district will provide teacher training and student instruction in coding and technology during the school day at all elementary sites to help students develop 21st Century Skills, including communication, collaboration, creativity, and critical thinking.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$274,000	\$144,000	\$180,000
Source	LCFF	LCFF	LCFF

Budget
Reference

5000-5999 Services and Other Operating
Expenses;
21st Century Learning

5000-5999 Services and Other Operating
Expenses;
21st Century Learning

5000-5999 Services and Other Operating
Expenses;
21st Century Learning

Goal 2, Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low
Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$126,153	\$126,153	\$91,124
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Aeries, Blackboard Connect, EADMS, ClassLink	5000-5999 Services and Other Operating Expenses; Aeries, Blackboard Connect, EADMS, ClassLink	5000-5999 Services and Other Operating Expenses; Aeries, Blackboard Connect, EADMS, ClassLink

Goal 2, Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Summer opportunities will be offered to students who are at risk or need support to continue on a trajectory for completing grade level standards leading toward moving forward academically.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$80,000	\$80,000	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Salaries	1000-1999 Certificated Salaries; Salaries	1000-1999 Certificated Salaries; Salaries
Amount	\$0	\$16,000	\$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries;	1000-1999 Certificated Salaries;	1000-1999 Certificated Salaries;

	Teacher Salaries	Teacher Salaries	Teacher Salaries
Amount	\$15,160	\$25,600	\$10,525
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits
Amount	\$0	\$8,260	\$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits
Amount	\$2,500	\$2,500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies; Books and Supplies	4000-4999 Books and Supplies; Books and Supplies
Amount	\$0	\$20,000	\$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies; Books and Supplies	4000-4999 Books and Supplies; Books and Supplies

Goal 2, Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$79,745	\$15,141	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; Professional Development	5000-5999 Services and Other Operating Expenses; Professional Development

Goal 2, Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The District will purchase instructional supplies, manipulatives, and technology to support at-risk, low-income students, foster youth, language learners, and re-designated fluent English proficient pupils.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$113,049	\$43,662	\$0

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Materials & Supplies	4000-4999 Books and Supplies; Materials & Supplies	4000-4999 Books and Supplies; Materials & Supplies

Goal 2, Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Classified paraprofessionals support students in EL program, Literacy Development, Response to Intervention, and CELDT. In order for them to be effective the district will provide instructional support and training.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

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

2019-20

Select from New Action, Modified Action, or Unchanged Action:

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.

training.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$156,030	\$381,452	\$235,905
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Salaries	2000-2999 Classified Salaries; Salaries	2000-2999 Classified Salaries; Salaries
Amount	\$0	\$83,934	\$90,770
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries
Amount	\$44,155	\$122,064	\$79,759
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits
Amount	\$0	\$26,859	\$40,723
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits; Classified Benefits	3000-3999 Employee Benefits; Classified Benefits	3000-3999 Employee Benefits

Goal 2, Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

The district shall provide personnel to support assessments and data including progress monitoring in support of teacher feedback to refine and reflect during the teaching cycle.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The district will continue to provide support for district benchmark assessments (i-Ready diagnostics) and data analysis. The district will also continue to fund data warehousing and analysis software from IO Education (formerly known as EADMS).

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The district will continue to provide support for district benchmark assessments (i-Ready diagnostics) and data analysis. The district will also continue to fund data warehousing and analysis software from IO Education (formerly known as EADMS).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$67,956	\$69,325	\$70,722
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Salaries	1000-1999 Certificated Salaries; Salaries	1000-1999 Certificated Salaries; Salaries

Amount	\$17,462	\$22,184	\$22,631
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits

Goal 2, Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Teachers will utilize strategies and structures that support students including English Learners, Foster, Homeless, and Low SES students. Students will benefit from

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Teachers will utilize strategies and structures that support at-risk student sub-groups, including English Learners, Foster Youth, Homeless Youth, Hispanic students,

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Teachers will utilize strategies and structures that support at-risk student sub-groups, including English Learners, Foster Youth, Homeless Youth, Hispanic students,

differentiation and the use of best strategies in support of achieving strong academic outcomes.

and Socio-Economically Disadvantaged students.

and Socio-Economically Disadvantaged students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$45,046	\$30,000
Source		Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference		5000-5999 Services and Other Operating Expenses; iLit and GLAD	5000-5999 Services and Other Operating Expenses

Goal 2, Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18
Select from New Action, Modified Action, or Unchanged Action:

2018-19
Select from New Action, Modified Action, or Unchanged Action:

2019-20
Select from New Action, Modified Action, or Unchanged Action:

New Action	Modified Action	Modified Action
<p>CTE courses will be used to provide an opportunity for pupils to attain entry-level employment skills in business or industry upon graduation from high school, and provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.</p>	<p>CTE courses will be expanded as will job shadowing and internships. CTE Pathways will be used to provide an opportunity for pupils to attain entry-level employment skills in business or industry upon graduation from high school, and provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.</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 academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$429,123	\$435,918	\$297,342
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Salaries	1000-1999 Certificated Salaries; Certificated Salaries	1000-1999 Certificated Salaries; Certificated Salaries
Amount	\$125,869	\$139,494	\$88,060
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits
Amount	\$91,512	\$320,000	\$0
Source	Other State Revenues	Other State Revenues	Other State Revenues

Budget
Reference

4000-4999 Books and Supplies;
Materials and Supplies

4000-4999 Books and Supplies;
Materials and Supplies

4000-4999 Books and Supplies;
Materials and Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 social-emotional support systems that promote safe, positive learning environments. The district will also build a Multi-tiered System of Supports (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 Need:

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 orange. Socioeconomically Disadvantaged are at two levels below at yellow. For Chronic Absenteeism, which is at yellow, the following subgroup is two or more performance levels below: Students with Disabilities and Homeless are at red. For College/Career, which is at green, the following subgroup is two or more performance levels below: White is at orange.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Input in Decision Making	Increase parent input in decision making in the district by 5% as evidenced by increases in LCAP parent survey responses beginning with the 2017 survey. 2017 parent responses were 7% of survey participants.	Increase parent input in decision making in the district by 5% as evidenced by increases in LCAP parent survey responses beginning with the 2018 survey.	Increase the number of parent responses on the LCAP survey by 100% in 2019.	Increase the number of parent responses on the LCAP survey by 25% in 2020.
Google Analytics Website Information	Google Analytics Trend Analysis Reports for website traffic, page clicks, App downloads	Google Analytics Trend Analysis Reports for website traffic, page clicks, App downloads	Increase daily and monthly visits to the district website by 25% in 2018-19, and increase the number of district app downloads by 100% in 2018-19 (as measured by Google Analytics Trend Analysis Reports)	Increase daily and monthly visits to the district website by 25% in 2019-20, and increase the number of district app downloads by 25% in 2019-20 (as measured by Google Analytics Trend Analysis Reports)

Use of Parent Portals for Grading and Communication	New Metric	Trend analysis of "clicks" for the parent portal to access student academic information.	Increase the number of active Aeries SIS Parent Portal accounts by 10% in 2018-19.	Increase the use of Aeries SIS Parent Portal accounts by 25% in 2019-20.
Parent Participation in unduplicated pupil programs (UDPs)	3% increase in parent participation in meaningful site and district events for unduplicated pupils as evidenced by attendance data. 2016-17 data for 9 events showed 626 parents attended.	3% increase in parent participation in meaningful site and district events for unduplicated pupils as evidenced by attendance data.	Increase participation of parents of unduplicated pupils by 3% in 2018-19 (as evidenced by attendance data from site and district events).	Increase participation of parents of unduplicated pupils by 3% in 2019-20 (as evidenced by attendance data from site and district events).
VAPA	Meet three times to develop the basis for an Arts for All plan (2017).	Create the scope and sequence of the Arts Plan (2018). Feedback will be through the LCAP survey.	The district VAPA Team will finalize a scope and sequence for arts disciplines, share the completed document with school sites, and present it to the Board of Education.	The district VAPA Team will design at least one standards-aligned teacher training activity in support of the completed VAPA scope and sequence, and implement the training on a professional development day.
Attendance Rates	2016 CALPADs Data of 97.45%	A positive .05% Increase per year.	The district's attendance rate will increase by 1% in 2018-19.	The district's attendance rate will increase by 1% in 2019-20.
Chronic Absenteeism	A decrease from 9 to 8 students absent for 10% of the school year.	A one student decrease yearly.	The number of chronically absent students will decrease by one student in 2018-19.	The number of chronically absent students will decrease by one student in 2019-20. We currently have a 4.6% chronic absent rate which is about 180 students.
California School Dashboard Suspension	2017 Dashboard Data shows a Very Low status (.7%) and a .3% increase in change.	Maintain Very Low Status and decrease the change status by .1% based on 2017-18 Dashboard data.	Maintain "Very Low" status on the Fall 2018 California School Dashboard.	Maintain "Very Low" status on the Fall 2019 California School Dashboard.

Middle School Drop Out Rate	Zero students dropped out of middle school.	Maintain zero rate for drop outs at middle school.	Maintain zero dropouts at middle school.	Maintain zero dropouts at middle school.
High School Drop Out Rates	As indicated by CALPADS data high school drop out rates will decrease yearly by .05% (CALPADS 2016 - 3%).	As indicated by CALPADS data high school drop out rates will decrease yearly by .05%	The number of high school dropouts in Temple City Unified will decrease by 2 students in 2018-19.	The number of high school dropouts in Temple City Unified will decrease by 2 students in 2019-20.
California School Dashboard High School Graduation Rates	Graduation Rates on the 2017 Dashboard Indicator are Very High (98.3%).	100% Graduation Rate for the 2018 Dashboard Indicator.	Maintain a "Very High" status on the Fall 2018 CA School Dashboard.	Maintain a "Very High" status on the Fall 2019 CA School Dashboard.
Graduation Rates - Students With Disabilities	The current graduation rate for this student group is 89.5% based on Dashboard date from 2017 reports (based on the 14-15 cohort).	Increase the graduation rate for this student group to 90% based on Dashboard date from 2018 reports and CALPADS data.	Increase the Graduation Rate for Students with Disabilities to 90% on the Fall 2018 CA School Dashboard.	Increase the Graduation Rate for Students with Disabilities to 92% on the Fall 2019 CA School Dashboard.
Expulsion Rates	Expulsions will be less than two students annually.	Expulsions will be less than two students annually.	The district will expel fewer than two students each year.	The district will expel fewer than two students each year.
Updated Safety Plans and SARCs	New Metric	100% completion, parent group approval, and board approval of district plan templates. Character education goals must be written for each site to specifically address the culture and climate of the school.	Site safety plans will be revised and amended as needed by March 1 in compliance with California Education Code. SARCs will be presented and approved by the Board of Education on or before February 1 as required by California Education Code Section 35256.	Site safety plans will be revised and amended as needed by March 1 in compliance with California Education Code. SARCs will be presented and approved by the Board of Education on or before February 1 as required by California Education Code Section 35256.
School Climate	Increase by 10% positive student, staff, and parent responses around the	Increase by 8% positive student, staff, and parent responses around the	Increase positive student, staff, and parent responses pertaining to the	Develop and implement an effective culture and climate survey for all

	acceptance of differences among our student populations. Measurement will be based on climate and culture questions (Climate portion of the LCAP Survey).	acceptance of differences among our student populations. Measurement will be based on climate and culture questions (Climate portion of the LCAP Survey).	acceptance of differences among our student population by 5% as measured by climate and culture questions on the annual LCAP survey.	stakeholders that shows a 5% growth in agreeing our campuses our safe and a 5% growth in agreeing our anti-bullying efforts are effective.
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Planned Actions / Services

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

Goal 3, Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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

The district will monitor and maintain district and site websites, online grading platforms, the Aeries SIS Parent Portal, and the district smartphone application to maximize school-to-home communication and connections.

The district will monitor and maintain district and site websites, online grading platforms, the Aeries SIS Parent Portal, and the district smartphone application to maximize school-to-home communication and connections.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$54,709	\$58,539	\$64,211
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Salaries	2000-2999 Classified Salaries; Salaries	2000-2999 Classified Salaries; Salaries
Amount	\$22,611	\$18,732	\$28,432
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits

Goal 3, Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

The district will support the translation of written and oral communication, meetings, presentations, and web applications to engage and empower parents/guardians.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The district will support the translation of written and oral communication, meetings, presentations, and web applications to engage and empower parents/guardians.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000	\$22,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Hourly Translations	2000-2999 Classified Salaries; Hourly Translations	2000-2999 Classified Salaries; Hourly Translations
Amount	\$5,250	\$7,040	\$4,694
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits

Goal 3, Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Empty selection box]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Empty selection box]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

The district will offer parent education classes on a range of topics, including i-Ready, curricular shifts and adoptions, Multi-Tiered 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.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The district will offer parent education classes on a range of topics, including i-Ready, curricular shifts and adoptions, Multi-Tiered 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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$109,429	\$40,115	\$42,475
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Salaries	2000-2999 Classified Salaries; Salaries	2000-2999 Classified Salaries; Salaries
Amount	\$0	\$50,003	\$45,587
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries; Classified Salaries
Amount	\$0	\$12,837	\$15,013
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits
Amount	\$0	\$16,001	\$13,614
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits

Goal 3, Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action	Modified Action	Unchanged Action
The District will work in collaboration with sites and their stakeholders in the development of plans in support of physical and socio/emotional safety across the district. These plans will be board approved and shared through school and district forums including websites and parent meetings.	In order to support students' physical and social-emotional safety, the district will collaborate with school sites to refine site safety plans annually, share them with the appropriate stakeholder groups, and present them to the Board of Education.	In order to support students' physical and social-emotional safety, the district will collaborate with school sites to refine site safety plans annually, share them with the appropriate stakeholder groups, and present them to the Board of Education.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$279,111	\$250,586	\$305,719
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Salaries	2000-2999 Classified Salaries; Salaries	2000-2999 Classified Salaries; Salaries
Amount	\$107,871	\$80,188	\$124,890
Source	LCFF	LCFF	LCFF

Budget
Reference

3000-3999 Employee Benefits;
Benefits

3000-3999 Employee Benefits;
Benefits

3000-3999 Employee Benefits;
Benefits

Goal 3, Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

The District will support opportunities for engagement and socio-emotional development through clubs or academic innovations such as STEAM extra-curricular events including competitions and VAPA to extend a sense of connection between the schools, home, and the community.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

The district will provide STEAM and VAPA enrichment opportunities, including clubs, competitive teams, and other extracurricular activities in order to promote student engagement and to support students' social-emotional development.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The district will provide STEAM and VAPA enrichment opportunities, including clubs, competitive teams, and other extracurricular activities in order to promote student engagement and to support students' social-emotional development.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$121,952	\$112,065	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Salaries	1000-1999 Certificated Salaries; Salaries	1000-1999 Certificated Salaries; Salaries
Amount	\$33,255	\$35,861	\$5,655
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits
Amount	\$5,500	\$5,500	\$5,500
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Salaries	2000-2999 Classified Salaries; Salaries	2000-2999 Classified Salaries; Salaries
Amount	\$46,000	\$46,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Materials and Supplies	4000-4999 Books and Supplies; Materials and Supplies	4000-4999 Books and Supplies; Materials and Supplies
Amount	\$98,900	\$98,900	\$123,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services	5000-5999 Services and Other Operating Expenses; Services	5000-5999 Services and Other Operating Expenses; Services
Amount	\$0	\$1,760	\$1,721
Source	LCFF	LCFF	LCFF

Budget Reference

3000-3999 Employee Benefits; Classified Benefits

3000-3999 Employee Benefits; Classified Benefits

3000-3999 Employee Benefits; Classified Benefits

Goal 3, Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

District staff will utilize multi-tiered intervention strategies to reduce chronic absenteeism, suspensions/expulsions, and secondary school drop out rates. By utilizing multi-tiered systems, we hope to keep all students meaningfully engaged thereby increasing attendance and bolstering graduation rates. The District fully expects all students to

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

The district will design and implement a Multi-Tiered System of Support (MTSS) initiative to target and reduce chronic absenteeism, suspensions and expulsions, and secondary school drop out rates.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The district will design and implement a Multi-Tiered System of Support (MTSS) initiative to target and reduce chronic absenteeism, suspensions and expulsions, and secondary school drop out rates.

graduate by meeting State requirements.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$146,030	\$28,112	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Salaries	1000-1999 Certificated Salaries; Salaries	1000-1999 Certificated Salaries; Salaries
Amount	\$27,177	\$94,951	\$127,081
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Salaries	2000-2999 Classified Salaries; Salaries	2000-2999 Classified Salaries; Salaries
Amount	\$43,457	\$8,996	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Certificated Benefits	3000-3999 Employee Benefits; Certificated Benefits
Amount	\$50,198	\$50,198	\$1,750
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Services & Other Operating EXPenses	5000-5999 Services and Other Operating Expenses; Services & Other Operating EXPenses	5000-5999 Services and Other Operating Expenses; Services & Other Operating EXPenses
Amount	\$3,188	\$3,000	\$1,250
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Materials & Supplies	4000-4999 Books and Supplies; Materials & Supplies	4000-4999 Books and Supplies; Materials & Supplies
Amount	\$0	\$30,384	\$57,755

Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Classified Benefits	3000-3999 Employee Benefits; Classified Benefits	3000-3999 Employee Benefits; Classified Benefits

Goal 3, Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Unchanged Action
The District shall maintain and expand "support" personnel to provide emotional, social, and academic support to students in meeting graduation requirements and promoting positive character education systems.	The district 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.	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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$858,871	\$984,105	\$879,937
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Salaries	1000-1999 Certificated Salaries; Certificated Salaries	1000-1999 Certificated Salaries; Certificated Salaries
Amount	\$241,956	\$254,360	\$372,242
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits	3000-3999 Employee Benefits; Benefits
Amount	\$0	\$224,163	\$202,911
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries	1000-1999 Certificated Salaries; Certificated Salaries	1000-1999 Certificated Salaries; Certificated Salaries
Amount	\$0	\$71,732	\$63,245
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III

Budget
Reference

3000-3999 Employee Benefits;
Certificated Benefits

3000-3999 Employee Benefits;
Certificated Benefits

3000-3999 Employee Benefits;
Certificated Benefits

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$4,654,651

Percentage to Increase or Improve Services:

9.75%

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

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

Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s).

Goal 2: Action 7, Action 8

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1: Action 6, Action 7, Action 8, Action 11

Goal 2: Action 2, Action 3, Action 5, Action 6

Goal 3: Action 2, Action 3, Action 6, Action 7

Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.

LEA-wide Actions and Services:

Goal 1, Action 6: K-3 Class Ratios: This goal is continued in support of the unduplicated student count because lower class sizes support language acquisition for English Learners (Garcia, 2016). Class size reduction also helps in developing academic mastery of the content knowledge and skills required to be successful in school and beyond. Teachers will support students through small group instructional practices and designated language support. Socioeconomically disadvantaged and historically underrepresented students of color also benefit from smaller class sizes (Whitmore-Schanzenbach, 2014).

Goal 1, Action 7 - New Teacher Induction: Induction informs new teachers about the best instructional strategies that promote student learning. Additionally, Induction includes targeted training, information, and structures for new teachers that are specifically designed to help them support at-risk student populations, including English Learners, Homeless Youth, Foster Youth, and Students with Disabilities. This training helps new teachers go above and beyond the everyday instruction they provide for all students. They learn to differentiate and scaffold instruction to meet the needs of--and improve learning outcomes for--unduplicated student populations. Embedded in the professional development provided by the Induction program are best practices in 21st Century teaching and learning, including strategies that promote critical thinking, creativity, collaboration, and communication. New Teacher Induction is required by the State of California and its efficacy is supported by research (Darling-Hammond, 2000).

Goal 1, Action 8 - Technology Support: Technology is an important part of teaching and learning. It permeates all parts of a student's school experience. Technology platforms provide the opportunity for collaboration with peers and teachers. Additionally, students can utilize various digital

tools that provide deeper understanding and support (Cheung and Slavin, 2012 and 2013). English Learners benefit from the reinforcement of vocabulary and concepts through pictures, graphics, and video. They also benefit from being able to use technology to express themselves. By providing technology resources and support, we help English Learners find a voice, which eases their transition to a new language (Brozek and Duckworth, 2011).

Goal 1, Action 11 - ELD & Sheltered Instruction: Research indicates that English Learners benefit from sheltered instruction in a K-12 setting. In particular, oral English Language Development can be accelerated (Goldenberg, 2008). ELD block scheduling and sheltered core content courses will support differentiated instruction, literacy and language support, and SDAIE strategies. Modifications will be made to grade-level texts and instructional delivery in order to support students who are at the Emerging and Expanding levels of language acquisition. These additional sections will increase and improve services for unduplicated students by providing access to the aforementioned supports and creating a more personalized educational experience.

Goal 2, Action 2 - i-Ready: i-Ready provides diagnostic data about student performance in Reading and Mathematics. Teachers use i-Ready performance data to make informed decisions about instruction, and district and site administrators use it to monitor student sub-groups and identify systematic, differentiated learning opportunities. As an instructional resource, i-Ready prescribes targeted math and reading lessons based on students' individual learning needs. These lessons provide strategic interventions to students who are struggling in order to close specific knowledge and skill gaps. i-Ready is beneficial for all students, but it is especially impactful for unduplicated students because it provides the foundation for in-school interventions.

Goal 2, Action 3 - Code to the Future (CTTF): Code to the Future (CTTF) is a program designed to link computer science to the core content areas. Students at all elementary schools participate in the program during the school day and receive instruction from their assigned classroom teacher. By integrating computer science and coding into the core curriculum during the school day, TCUSD has significantly increased STEAM opportunities for students who have been historically underrepresented in district STEAM programs. Furthermore, the technology-based lessons provided through the Code to the Future curriculum are inherently adaptive. They can be personalized based on individual or small group needs, which opens opportunities beyond the confines of a traditional classroom. This is especially important for our unduplicated students. The use of technology in combination with teacher expertise produces stronger outcomes than in classrooms without technology (Cheung and Slavin, 2012 and 2013).

Goal 2, Action 5 - Summer Learning Opportunities: The district provides summer school opportunities for students in need of intervention and support. These opportunities include ELD courses for high school students working to acquire the English language, math and ELA support classes for middle school students, and high school credit recovery options for the core content areas. Additionally, the district provides access to i-Ready throughout the summer months to support elementary students.

Goal 2, Action 6 - ELD Strategies Professional Development: ELD teachers are being trained use the Wonders ELD instructional program. Professional development was held for TK-5 teachers districtwide in Spring of 2019. Training will continue through the summer and 2019-2020 school year, with yearly refresher courses for all teachers and administrators on instructional materials and teaching strategies to meet the needs of our EL students. These strategies help teachers provide instruction that promotes academic language and literacy. Though they are intended for our newly arrived English Learners, these strategies will also benefit LEP and RFEP students.

Goal 3, Action 2 - Parent Communication: The district will support the translation of written and oral communication, meetings, presentations, and web applications to engage and empower parents/guardians. We have two district liaisons and site community liaisons that serve as support for our parents to provide current information and to serve as assistance whenever they need help and/or have questions.

Goal 3, Action 3 - Parent Education: Parent education opportunities are an effective means to engage parents and improve school-to-home connections. This year, the district has provided several parent workshops, many of which have been targeted toward the parents of unduplicated students. These learning opportunities have offered details about curriculum and instruction, state standards, best teaching practices, and district programs. They also helped to define student needs in a 21st Century learning environment, which allows parents to better understand how to best

support their children. Each one of our academies is developed with a focus on supporting the parents of unduplicated students and using the best practices to develop understanding and build relationships (Mapp, 2002).

Goal 3, Action 6 and Goal 3, Action 7- Multi-Tiered System of Support (MTSS): The district has taken steps to support all learners academically, behaviorally, and social-emotionally. This year, the district created an MTSS leadership team, which is working to identify universal screeners and best practices for intervention. The work of this team will culminate in a district-wide MTSS plan. In the interim, school sites across the district promote character development and teach behavioral norms for academic and non-academic settings, and provide the appropriate interventions for individual students when the need arises. These practices benefit all students but have a particular impact on unduplicated populations. MTSS is designed to provide resources and supports for unduplicated students that may not be available to them outside of school. The district program aims to provide--and continually expand--academic assistance and intervention, restorative discipline practices and character development, and social-emotional support and guidance. These systems will help the district monitor unduplicated students so they have the same opportunity to achieve as their peers.

Goal 3, Action 7 - Maintain Social-Emotional Support: See goal above.

Unduplicated Student Groups Actions and Services:

Goal 2, Action 7 - Instructional Supplies for At-Risk Students: Materials may support all students but the particular focus of this action is for unduplicated students. Peer modeling and materials such as manipulatives and visual supports accelerate English language acquisition. Therefore working with peers while using the materials will foster interaction such as collaboration and communication thus increasing opportunities for language success.

Goal 2, Action 8 - Paraprofessionals: Classified paraprofessionals support credentialed teachers in their work with unduplicated students. They provide direct support for state ELD testing and offer additional small group support for students who need it.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$4,609,935	9.70%

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

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

LEA-wide Actions and Services:

Goal 1, Action 6: K-3 Class Ratios: This goal is continued in support of the unduplicated student count because lower class sizes support language acquisition for English Learners (Garcia, 2016). Class size reduction also helps in developing academic mastery of the content knowledge and skills

required to be successful in school and beyond. Teachers will support students through small group instructional practices and designated language support. Socioeconomically disadvantaged and historically underrepresented students of color also benefit from smaller class sizes (Whitmore-Schanzenbach, 2014).

Goal 1, Action 7 - New Teacher Induction: Induction informs new teachers about the best instructional strategies that promote student learning. Additionally, Induction includes targeted training, information, and structures for new teachers that are specifically designed to help them support at-risk student populations, including English Learners, Homeless Youth, Foster Youth, and Students with Disabilities. This training helps new teachers go above and beyond the everyday instruction they provide for all students. They learn to differentiate and scaffold instruction to meet the needs of--and improve learning outcomes for--unduplicated student populations. Embedded in the professional development provided by the Induction program are best practices in 21st Century teaching and learning, including strategies that promote critical thinking, creativity, collaboration, and communication. New Teacher Induction is required by the State of California and its efficacy is supported by research (Darling-Hammond, 2000).

Goal 1, Action 8 - Technology Support: Technology is an important part of teaching and learning. It permeates all parts of a student's school experience. Technology platforms provide the opportunity for collaboration with peers and teachers. Additionally, students can utilize various digital tools that provide deeper understanding and support (Cheung and Slavin, 2012 and 2013). English Learners benefit from the reinforcement of vocabulary and concepts through pictures, graphics, and video. They also benefit from being able to use technology to express themselves. By providing technology resources and support, we help English Learners find a voice, which eases their transition to a new language (Brozek and Duckworth, 2011).

Goal 1, Action 11 - ELD & Sheltered Instruction: Research indicates that English Learners benefit from sheltered instruction in a K-12 setting. In particular, oral English Language Development can be accelerated (Goldenberg, 2008). ELD block scheduling and sheltered core content courses will support differentiated instruction, literacy and language support, and SDAIE strategies. Modifications will be made to grade-level texts and instructional delivery in order to support students who are at the Emerging and Expanding levels of language acquisition. These additional sections will increase and improve services for unduplicated students by providing access to the aforementioned supports and creating a more personalized educational experience.

Goal 2, Action 2 - i-Ready: i-Ready provides diagnostic data about student performance in Reading and Mathematics. Teachers use i-Ready performance data to make informed decisions about instruction, and district and site administrators use it to monitor student sub-groups and identify systematic, differentiated learning opportunities. As an instructional resource, i-Ready prescribes targeted math and reading lessons based on students' individual learning needs. These lessons provide strategic interventions to students who are struggling in order to close specific knowledge and skill gaps. i-Ready is beneficial for all students, but it is especially impactful for unduplicated students because it provides the foundation for in-school interventions.

Goal 2, Action 3 - Code to the Future (CTTF): Code to the Future (CTTF) is a program designed to link computer science to the core content areas. Students at all elementary schools participate in the program during the school day and receive instruction from their assigned classroom teacher. By integrating computer science and coding into the core curriculum during the school day, TCUSD has significantly increased STEAM opportunities for students who have been historically underrepresented in district STEAM programs. Furthermore, the technology-based lessons provided through the Code to the Future curriculum are inherently adaptive. They can be personalized based on individual or small group needs, which opens opportunities beyond the confines of a traditional classroom. This is especially important for our unduplicated students. The use of technology in combination with teacher expertise produces stronger outcomes than in classrooms without technology (Cheung and Slavin, 2012 and 2013).

Goal 2, Action 5 - Summer Learning Opportunities: The district provides summer school opportunities for students in need of intervention and support. These opportunities include ELD courses for high school students working to acquire the English language, math and ELA support classes for middle school students, and high school credit recovery options for the core content areas. Additionally, the district provides access to i-Ready

throughout the summer months to support elementary students.

Goal 2, Action 6 - ELD Strategies Professional Development: ELD teachers use an instructional program called iLit to supplement their instruction. Teachers, counselors, and administrators were trained to use the program in Fall 2017. Additionally, the district has begun training teachers and site administrators in Guided Language Acquisition and Support (GLAD) strategies. These strategies help teachers modify their instruction to promote academic language and literacy. Though they are intended for our newly arrived English Learners, these strategies will also benefit LEP and RFEP students. iLit and GLAD training will continue to expand to additional certificated and classified staff in the coming years.

Goal 2, Action 9 - Assessment and Data Support: The district employs a Curriculum Coordinator who supports sites in the gathering, analysis, and disaggregation of student performance data. The Curriculum Coordinator has led the adoption and rollout of i-Ready, an online adaptive diagnostic and instructional tool that pinpoints student needs down to the sub-skill level, offers ongoing progress monitoring to show whether students are on track to achieve learning objectives, and accurately predicts student performance on the SBAC. This tool has been especially effective in identifying and monitoring unduplicated students in need of support. The Curriculum Coordinator has facilitated discussions about data-driven interventions among site administrators, counselors, teachers, and support staff. Additionally, the Curriculum Coordinator has provided professional development opportunities for each of the four elementary sites and the middle school. These trainings have supported assessment administration, data analysis, progress monitoring, the cycle of inquiry, and teacher reflection around the particular needs of unduplicated student sub-groups.

Goal 2, Action 10 - Strategies to Support At-Risk Students: The district has provided training in Guided Language Acquisition and Development (GLAD) to help teachers modify their instruction in order to promote academic language and literacy. These strategies go above and beyond the strategies that are typically employed in the classroom by helping teachers address the specific needs of language learners. Additionally, the district has adopted i-Ready to provide structures and resources that help pinpoint student needs, offer ongoing progress monitoring, and accurately predict student performance. This is an especially valuable tool for our unduplicated students because teachers are better able to monitor their progress and provide appropriate interventions to meet their needs. For example, English Learners benefit from the reinforcement of vocabulary and concepts through pictures, graphics, and video (Brozek and Duckworth, 2011). Furthermore, there are intervention lessons and strategies embedded directly in the program. Students can work through an individually assigned lesson progression and/or receive one-on-one or small group instruction (with lessons taken directly from i-Ready) that will target specific knowledge and skill gaps.

Goal 3, Action 3 - Parent Education: Parent education opportunities are an effective means to engage parents and improve school-to-home connections. This year, the district has provided several parent workshops, many of which have been targeted toward the parents of unduplicated students. These learning opportunities have offered details about curriculum and instruction, state standards, best teaching practices, and district programs. They also helped to define student needs in a 21st Century learning environment, which allows parents to better understand how to best support their children. Each one of our academies is developed with a focus on supporting the parents of unduplicated students and using the best practices to develop understanding and build relationships (Mapp, 2002).

Goal 3, Action 6 and Goal 3, Action 7- Multi-Tiered System of Support (MTSS): The district has taken steps to support all learners academically, behaviorally, and social-emotionally. This year, the district created an MTSS leadership team, which is working to identify universal screeners and best practices for intervention. The work of this team will culminate in a district-wide MTSS plan. In the interim, school sites across the district promote character development and teach behavioral norms for academic and non-academic settings, and provide the appropriate interventions for individual students when the need arises. These practices benefit all students but have a particular impact on unduplicated populations. MTSS is designed to provide resources and supports for unduplicated students that may not be available to them outside of school. The district program aims to provide--and continually expand--academic assistance and intervention, restorative discipline practices and character development, and social-emotional support and guidance. These systems will help the district monitor unduplicated students so they have the same opportunity to achieve as their peers.

Goal 3, Action 7 - Maintain Social-Emotional Support: See goal above.

Unduplicated Student Groups Actions and Services:

Goal 2, Action 7 - Instructional Supplies for At-Risk Students: Materials may support all students but the particular focus of this action is for unduplicated students. Peer modeling and materials such as manipulatives and visual supports accelerate English language acquisition. Therefore working with peers while using the materials will foster interaction such as collaboration and communication thus increasing opportunities for language success.

Goal 2, Action 8 - Paraprofessionals: Classified paraprofessionals support credentialed teachers in their work with unduplicated students. They provide direct support for state ELD testing and offer additional small group support for students who need it.

Goal 3, Action 2 - Translation: The district works to build strong relationships with parents and families. Research suggests that a strong relationship between school and home has a direct impact on student performance (Sheldon, 2003). Translation services facilitate better communication and collaboration between schools, families, the community, and especially the parents of unduplicated students. The district offers translation at parent training and meetings, school-to-home mailers, school and district websites, and one-on-one interactions between parents and school and district staff.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

\$4,415,960

Percentage to Increase or Improve Services:

9.45%

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

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

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

LEA-wide Actions and Services

Goal 1: Action 6 K-3 Grade Span Adjustment

This goal is continued in support of the unduplicated student count because lower class sizes support language acquisition for English Language Learners as well as pre-achieving students. Class size reduction also helps in developing academic mastery of content/skills required to be successful in school and as an active community member. Teachers will support students through small group instructional practices and Tier 1 intervention. Low-income and minority children benefit from smaller class sizes. Increasing sizes may be harmful to these students (Whitmore-Schanzenbach, 2014).

Goal 1: Action 7 New Teacher Induction Program

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

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

Technology is a part of instruction and learning. It permeates all areas of the school day. Technology platforms provide the opportunity for collaboration with peers and teachers. Students can utilize electronic books and various digital tools provide visual understanding and support (Cheung and Slavin, 2012 and 2013).

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

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

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

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

Goal 2: Action 5 Summer Opportunities

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

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

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

Goal 3: Action 2 Translations

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

Goal 3: Action 3 Parent Education Academies

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

Goal 3: Action 6 Positive Behavior Support

TCUSD believes in the development of the whole child and has incorporated Positive Behavior Support (PBS) to promote character development while teaching behavioral norms in and around school environments (CDE, 2017). These practices apply particularly to unduplicated populations and pre-achieving students. These student groups may struggle while learning new cultural concepts and expectations on top of academic content. These variables require persistence and resilience. While some students are learning to cope with all of these elements, they may demonstrate behaviors outside of the expected norms for students. PBS strategies will incorporate persistence and resilience along with other coping mechanisms in supportive environments.

Goal 3: Action 7 Maintain Social/ Emotional Support

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

Unduplicated Student Group Actions and Services

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

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

Goal 2 Action 8 Classified Paraprofessional support for at risk students

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

Expenditure Summary

Expenditures by Budget Category					
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	\$37,138,152	\$38,090,705	\$34,579,173	\$37,138,152	\$34,950,875
1000-1999 Certificated Salaries	23,068,766	23,277,173	21,221,932	23,068,766	21,759,557
2000-2999 Classified Salaries	2,914,078	2,975,452	3,847,819	2,914,078	3,106,559
3000-3999 Employee Benefits	8,252,421	8,694,185	7,489,144	8,252,421	8,535,701
4000-4999 Books and Supplies	1,157,385	1,228,846	506,404	1,157,385	600,000
5000-5999 Services and Other Operating Expenses	1,736,502	1,906,049	1,493,874	1,736,502	940,058
6000-6999 Capital Outlay	9,000	9,000	20,000	9,000	9,000

Expenditures by Funding Source					
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Funding Sources	\$37,138,152	\$38,090,705	\$34,579,173	\$37,138,152	\$34,950,875
Teacher Effectiveness	0	3,143,087	0	0	0
Federal Revenues - Title I	364,364	393,709	0	364,364	498,954
Federal Revenues - Title II	0	232,996	0	0	0
Federal Revenues - Title III	385,201	128,497	0	385,201	296,156
Other State Revenues	2,158,325	2,321,978	646,504	2,158,325	984,221
LCFF Base/Not Contributing to Increased or Improved Services	28,879,342	26,491,185	23,042,796	28,879,342	27,874,019

LCFF S & C/Contributing to Increased or Improved Services	5,350,920	5,379,253	10,889,873	5,350,920	5,297,525
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Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	All Funding Sources	\$37,138,152	\$38,090,705	\$34,579,173	\$37,138,152	\$34,950,875
1000-1999 Certificated Salaries	Teacher Effectiveness	0	3,143,087	0	0	0
1000-1999 Certificated Salaries	Federal Revenues - Title II	0	232,996	0	0	0
1000-1999 Certificated Salaries	Federal Revenues - Title III	240,163	16,000	0	240,163	202,911
1000-1999 Certificated Salaries	Other State Revenues	435,918	452,635	429,123	435,918	297,342
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	19,913,781	17,050,422	13,950,426	19,913,781	18,830,925
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	2,478,904	2,382,033	6,842,383	2,478,904	2,428,379
2000-2999 Classified Salaries	Federal Revenues - Title I	276,033	284,682	0	276,033	357,589
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,284,276	1,364,059	2,740,074	1,284,276	1,540,676
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	1,353,769	1,326,711	1,107,745	1,353,769	1,208,294
3000-3999 Employee Benefits	Federal Revenues - Title I	88,331	109,027	0	88,331	141,365
3000-3999 Employee Benefits	Federal Revenues - Title III	79,992	75,463	0	79,992	63,245
3000-3999 Employee Benefits	Other State Revenues	139,494	143,017	125,869	139,494	88,060

3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	6,783,378	7,103,514	5,081,330	6,783,378	6,905,679
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	1,161,226	1,263,164	2,281,945	1,161,226	1,337,352
4000-4999 Books and Supplies	Federal Revenues - Title III	20,000	0	0	20,000	0
4000-4999 Books and Supplies	Other State Revenues	795,113	884,023	91,512	795,113	332,000
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	293,110	287,119	296,155	293,110	266,250
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	49,162	57,704	118,737	49,162	1,750
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title III	45,046	37,034	0	45,046	30,000
5000-5999 Services and Other Operating Expenses	Other State Revenues	787,800	842,303	0	787,800	266,819
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	595,797	677,071	954,811	595,797	321,489
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	307,859	349,641	539,063	307,859	321,750
6000-6999 Capital Outlay	LCFF Base/Not Contributing to Increased or Improved Services	9,000	9,000	20,000	9,000	9,000

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Expenditures by Goal and Funding Source			
Funding Source	2017	2018	2019

Basic Services:

Temple City Unified School District will provide the appropriate conditions for learning by: 1) placing fully credentialed teachers into the 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.

All Funding Sources	\$30,556,374	\$32,080,912	\$30,953,232
Federal Revenues - Title I	0	187,567	308,260
Other State Revenues	0	1,262,913	598,819
LCFF Base/Not Contributing to Increased or Improved Services	22,061,316	27,728,549	26,957,514
LCFF S & C/Contributing to Increased or Improved Services	8,495,058	2,901,883	3,088,639

Pupil Achievement and Other Outcomes:

Temple City Unified School District will increase pupil achievement levels for all students with attention paid to each significant student sub-group 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.

All Funding Sources	\$1,747,334	\$2,451,112	\$1,445,961
Federal Revenues - Title I	0	110,793	131,493
Federal Revenues - Title III	0	89,306	30,000
Other State Revenues	646,504	895,412	385,402
LCFF Base/Not Contributing to Increased or Improved Services	211,571	442,662	222,377
LCFF S & C/Contributing to Increased or Improved Services	889,259	912,939	676,689

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 social-emotional support systems that promote safe, positive learning environments. The district will also build a Multi-tiered System of Supports (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.

All Funding Sources	\$2,275,465	\$2,606,128	\$2,551,682
Federal Revenues - Title I	0	66,004	59,201
Federal Revenues - Title III	0	295,895	266,156
LCFF Base/Not Contributing to Increased or Improved Services	769,909	708,131	694,128
LCFF S & C/Contributing to Increased or Improved Services	1,505,556	1,536,098	1,532,197

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual

Basic Services:

Temple City Unified School District will provide the appropriate conditions for learning by: 1) placing fully credentialed teachers into the 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.

All Funding Sources	\$32,080,912	\$32,968,471
Teacher Effectiveness	0	3,143,087
Federal Revenues - Title I	187,567	202,046
Other State Revenues	1,262,913	1,352,016
LCFF Base/Not Contributing to Increased or Improved Services	27,728,549	25,280,596
LCFF S & C/Contributing to Increased or Improved Services	2,901,883	2,990,726

Pupil Achievement and Other Outcomes:

Temple City Unified School District will increase pupil achievement levels for all students with attention paid to each significant student sub-group 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.

All Funding Sources	\$2,451,112	\$2,482,959
Federal Revenues - Title I	110,793	126,944
Federal Revenues - Title III	89,306	53,034
Other State Revenues	895,412	969,962
LCFF Base/Not Contributing to Increased or Improved Services	442,662	451,604
LCFF S & C/Contributing to Increased or Improved Services	912,939	881,415

Parent Involvement:

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All Funding Sources	\$2,606,128	\$2,639,275
Federal Revenues - Title I	66,004	64,719
Federal Revenues - Title II	0	232,996
Federal Revenues - Title III	295,895	75,463
LCFF Base/Not Contributing to Increased or Improved Services	708,131	758,985
LCFF S & C/Contributing to Increased or Improved Services	1,536,098	1,507,112

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