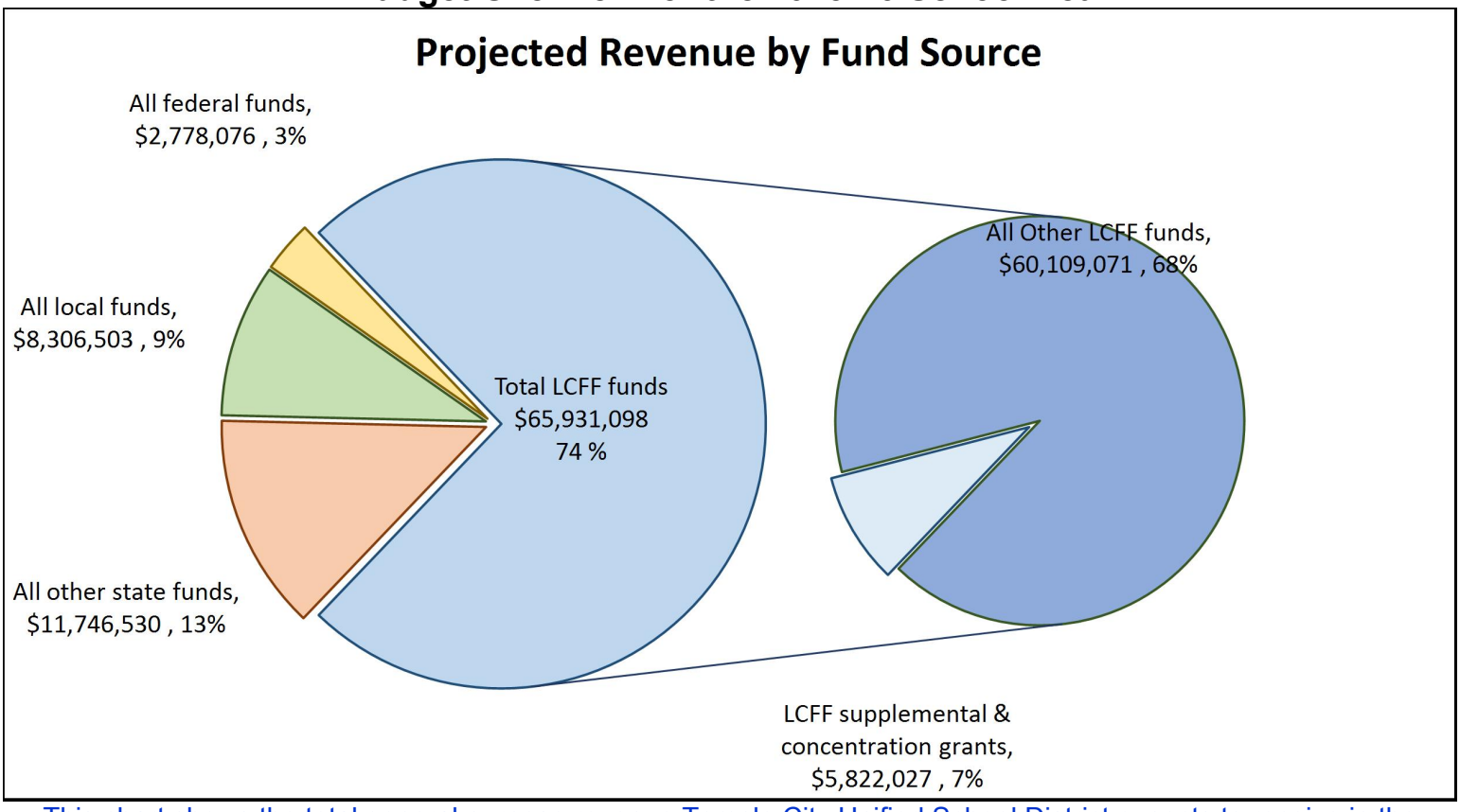
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Temple City Unified School District
CDS Code: 19650520000000
School Year: 2025-26
LEA contact information:
Richard Lohman
Assistant Superintendent Educational Services
rlohman@tcusd.net
626-548-5023

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 2025-26 School Year

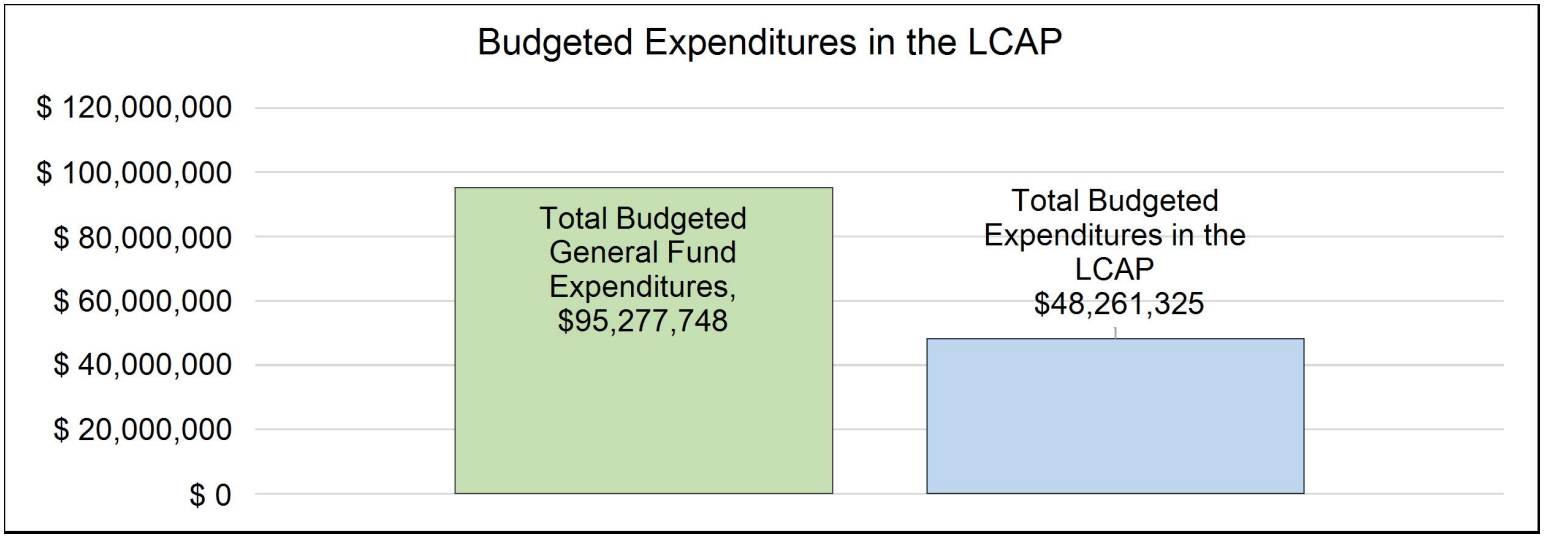


This chart shows the total general purpose revenue Temple City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Temple City Unified School District is $88,762,207, of which $65,931,098 is Local Control Funding Formula (LCFF), $11,746,530 is other state funds, $8,306,503 is local funds, and $2,778,076 is federal funds. Of the $65,931,098 in LCFF Funds, $5,822,027 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Temple City Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Temple City Unified School District plans to spend $95,277,748 for the 2025-26 school year. Of that amount, $48,261,325 is tied to actions/services in the LCAP and $47,016,423 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

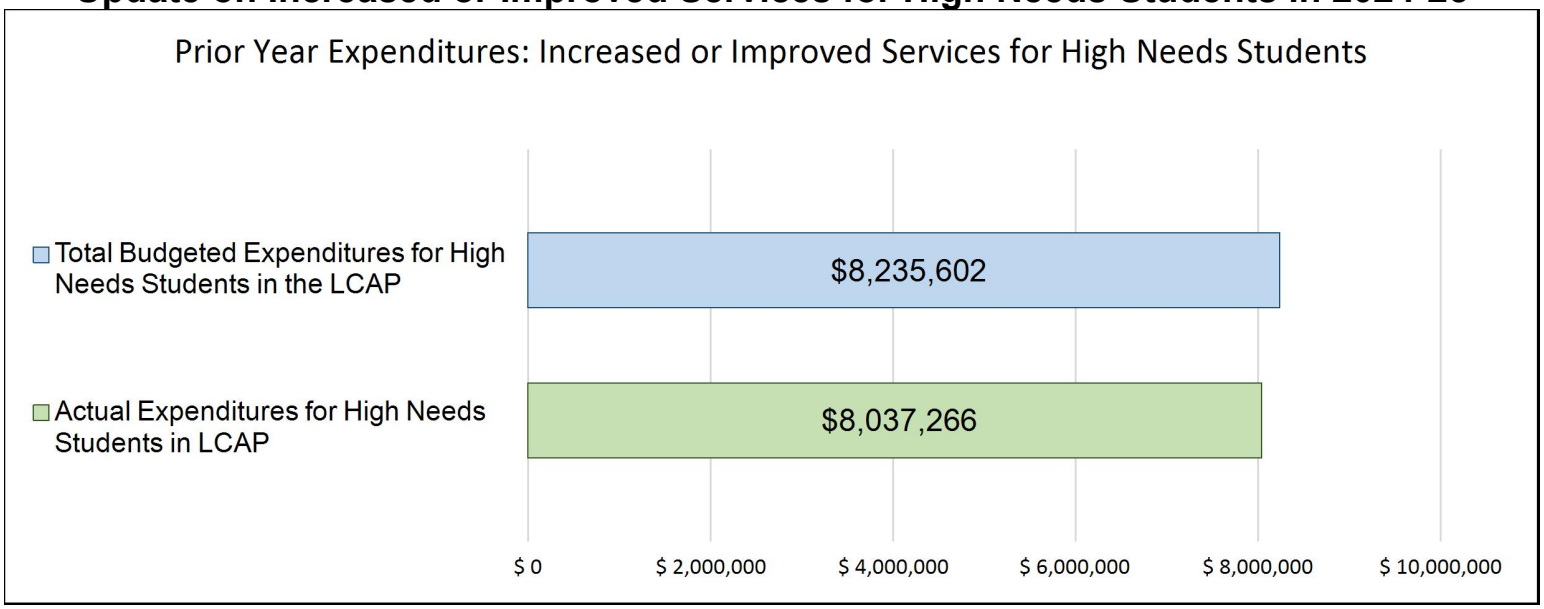
The budgeted expenditures that are not included in the LCAP include salaries and benefits costs for administrators and support staff, such as clerical support and custodians; along with basic supplies and operating expenses such as utilities (water, electricity, stc.) as well as required professional services such as auditing and legal services; capital outlay for equipment and facilities improvements.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Temple City Unified School District is projecting it will receive $5,822,027 based on the enrollment of foster youth, English learner, and low-income students. Temple City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Temple City Unified School District plans to spend $8,811,856 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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.

The text description of the above chart is as follows: In 2024-25, Temple City Unified School District's LCAP budgeted $8,235,602 for planned actions to increase or improve services for high needs students. Temple City Unified School District actually spent $8,037,266 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $198,336 had the following impact on Temple City Unified School District's ability to increase or improve services for high needs students:

Even though the actual expenditures are less than the budgeted expenditures in 24-25, this difference did not negatively impact the actions and services. Overall, the increased and improved services for our high needs students were achieved and fully implemented in the 2024-25 school year.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Temple City Unified School District	Richard Lohman Assistant Superintendent Educational Services	rlohman@tcusd.net 626-548-5023

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Temple City Unified School District (TCUSD) has proudly educated students since 1954. In partnership with our surrounding community, we provide meaningful opportunities to all students while maintaining a nurturing and safe learning environment in which we embrace diversity and collaboration. Temple City Unified School District strives to provide a rigorous comprehensive education in a nurturing school environment 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 5,298 students in Transitional kindergarten through adulthood (2025 CALPADS 1.17 Report). The School enrollment mirrors the ethnic diversity present in the community. Our students are 64.8% Asian, 23.3% Hispanic or Latino, 4.7% White, 4.2% Two or More Races, 1.7% Filipino, 0.6% African American, 0.2% Pacific Islander, and 0.1% American Indian or Alaska Native (2024 CA Dashboard). According to the CALPADS 2025 1.17 report, the unduplicated pupils represent 48.13% of our population. According to the 2024 California Dashboard, 43.9% of students in the district are Socioeconomically Disadvantaged, 9.9% are Students with Disabilities, 22.2% are English Learners, 0.3% are Foster Youth, and 0.7% are Homeless.

TCUSD encompasses four elementary schools, one intermediate school, one comprehensive high school, and one alternative high school/adult education center that incorporates a virtual academy. The district is well known for its longstanding history of academic excellence and small-town pride. It offers a rich academic program that includes Science, Technology, Engineering, Arts and Mathematics (STEAM) opportunities, computer science, Visual and Performing Arts, and Career Technical Education (CTE) courses. The district takes pride in offering many extra-curricular opportunities for students. Students can experience award-winning music courses with Choir/Drama and three levels of both Band and Orchestra in our Intermediate and High School, as well as competitive athletic programs for our

Intermediate and High School. The district takes pride in serving the community and has a strong focus of civic learning at each of the schools.

Temple City Unified School District has garnered prestigious accolades, underscoring its commitment to excellence in education. Among its notable achievements are the California Distinguished School Award, recognizing schools that exhibit exemplary performance and progress in narrowing the achievement gap. Such recognition reaffirms the district's status as a leader in educational innovation and student achievement within the state of California. These awards serve as a testament to TCUSD's dedication to providing a high-quality and inclusive learning environment, where students are empowered to thrive academically, socially, and emotionally:
LA ROSA: California Distinguished School, PBIS Gold Award, Niche A School
CLOVERLY: California Distinguished School, Science Olympiad First Place, Niche A School
EMPEROR: PBIS Silver Award, California Distinguished School, Niche A School
LONGDEN: California Distinguished School, PBIS Bronze Award, Niche A School
OAK: California Distinguished School, U.S. News Best Middle School, National Science Bowl Competitors #22 in the nation, Gold Ribbon School, PBIS Platinum Award, Niche A School
TCHS: California Distinguished School, U.S. News Best High School, SkillsUSA Champions, Science Olympiad Award Winners, Gold Ribbon School, Niche A+ School, 2023 CIF Champions - Softball, 2024 CIF Champions - Volleyball, 2023 Edison Scholar Pupil Award, 2024-25 ROTC Full Ride Scholarship Recipient (three students)

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The success of the Temple City Unified School District shines brightly through the lens of California Dashboard data and local data. With an unwavering commitment to academic excellence and student well-being, TCUSD has consistently achieved remarkable outcomes across various metrics. From high graduation rates to proficient performance in English language arts and mathematics, the district exemplifies a dedication to nurturing student potential. Moreover, TCUSD's focus on equity is evident in its efforts to address achievement gaps and ensure every student receives the support they need to thrive. Through collaborative partnerships, innovative teaching practices, and a supportive community, Temple City Unified School District continues to set a standard of success that inspires and empowers students to reach their fullest potential.

While the Temple City Unified School District has achieved notable success overall, it's crucial to acknowledge the challenges faced by specific student groups, as revealed by California Dashboard data. Despite the district's commitment to equity, disparities persist among certain demographics. For instance, data may indicate achievement gaps for students from low-income backgrounds, homeless, foster, English language learners, or students with disabilities. These disparities may stem from various factors, including socioeconomic barriers, language barriers, or insufficient support systems. Recognizing and addressing these challenges requires targeted interventions, such as tailored academic support programs, culturally responsive teaching practices, and community partnerships aimed at providing holistic support to students facing unique obstacles. By confronting these challenges head-on and implementing strategies to foster inclusivity and support

for all students, Temple City Unified School District can strive towards a more equitable educational landscape where every student has the opportunity to succeed.

The California Dashboard provides a comprehensive overview of Temple City Unified School District's performance across six key areas. The Academic Indicators, represented by blue tiles, indicates the district's proficiency in English language arts and mathematics, reflecting solid student achievement. The English Learner Progress Indicator, represented by a yellow tile, measures the progress of English language learners, indicating the district's efforts in supporting language acquisition. The Chronic Absenteeism Indicator, shown by a green tile, highlights attendance rates, ensuring consistent student engagement. The Graduation Rate Indicator, represented by a blue tile, reflects the district's success in graduating students on time, a critical milestone for student success. The Suspension Rate Indicator, depicted by a green tile, provides insight into disciplinary practices, signaling growth in fostering a positive school climate. The College/Career Indicator, represented by an orange tile, signals the need to have more students meet the criteria to be prepared for post-secondary education and careers. Overall, Temple City Unified School District demonstrates strengths in graduation rate, academic achievement, chronic absenteeism and suspension on the 2024 Dashboard. There are areas, such as college and career readiness, where targeted interventions may be needed to ensure the holistic success and well-being of all students.

The Temple City Virtual Academy received the lowest performance level on the 2023 Dashboard, represented by a red tile, for having 31.1% of the students chronically absent; however, this is a 13.8% improvement from the previous year. This data includes a total of 45 students, and student groups are not reported due to their small size. On the 2024 Dashboard, this school had fewer than 11 students enrolled in the program, and therefore did not receive a color.

On the 2023 California Dashboard data for Temple City Unified School District, there was one student group that received the lowest performance level or "red" level on one or more state indicators: Students with Disabilities. This student group faced challenges in achieving proficiency in English language arts and mathematics, as indicated by the Academic Indicator. While efforts are in place to support the diverse needs of students with disabilities, the data suggests a need for more targeted interventions and resources to address the unique learning needs of this student population, ensuring equitable access to high-quality education and opportunities for success within Temple City Unified School District. On the 2024 California Dashboard, students with disabilities only received a red level for the College and Career indicator; therefore, showing steady improvement in the other indicators.

Here is the data by school for the student groups that were reported in the lowest category (red) on the 2023 California Dashboard:
Cloverly Elementary: Chronic absenteeism for Hispanic and Students with Disabilities, Math - Students with Disabilities, ELA - Students with Disabilities
Dr. Doug Sears Learning Center: Suspension rate - Hispanic,
Longden Elementary: chronic absenteeism - Students with Disabilities
Oak Avenue: chronic absenteeism - White, Hispanic, and Students with disabilities, Math - Students with Disabilities ELA - Students with Disabilities
Temple City High: Math - Hispanic, ELA - Students with Disabilities, College and Career - Students with Disabilities
For 2024, this data improved significantly with the following schools having one red student group:
Cloverly Elementary: Suspension - Students with Disabilities
Temple City High School - English Learners

The red indicators from the 2023 Dashboard are addressed in this plan for Chronic Absenteeism in Goal 2, Action 1; College and Career and ELA in Goal 1, Action 4; Math in Goal 1, Action 4 and 5; and Suspension rate in Goal 3, Action 1.

TCUSD does not have any remaining Learning Recovery Emergency Block Grant (LREBG) funds for the 2025-26 year as of June 30, 2025; however, based on the May revise more funds may be allocated to the district based on the Enacted Budget. If more funds are received for the 25-26 school year, the district has completed a needs assessment and determined that the following Goals and Actions will be funded by LREBG:
Goal 1.1, 1.2, 1.6, and 1.8 will be fully or partially funded by LREBG depending on the amount of the funding allocation that is received by TCUSD. Each investment area—Common Core materials, supplemental resources, student technology, software tools, and local performance assessments—contributes to a multi-pronged strategy for accelerating learning and restoring academic progress. These uses are fully aligned with the purpose of the Learning Recovery Emergency Block Grant and will have an immediate and sustained impact on student achievement and equity. The Learning Recovery Emergency Block Grant provides critical resources to accelerate student learning and close gaps exacerbated by the COVID-19 pandemic and supported by educational partner feedback that was received through the district needs assessment process. Funds may be used to support standards-aligned instructional resources, supplemental materials, educational technology, and data-driven practices that directly address students' academic and social-emotional needs.

The following areas of investment reflect allowable and strategic uses of the funds:
1.1 Common Core Materials
Purpose and Justification:
Acquiring high-quality, standards-aligned instructional materials ensures that all students receive a rigorous, coherent education based on the Common Core State Standards (CCSS).

Addressing Student Needs:
Equitable Instruction: Provides consistent, grade-level curriculum across classrooms and schools.
Accelerated Learning: Emphasizes deeper understanding of key concepts, helping students regain academic ground.
Support for Educators: Offers a well-structured framework for effective, standards-based instruction and lesson planning.

1.2 Supplemental Common Core Materials
Purpose and Justification:
Supplemental materials serve to reinforce or extend learning beyond the core curriculum. These include intervention resources, enrichment activities, hands-on tools, and materials adapted for English learners and students with disabilities.

Addressing Student Needs:
Personalized Learning: Enables targeted support for students at different performance levels.
Academic Reinforcement: Helps students solidify foundational skills and accelerate progress toward grade-level proficiency.
Enhanced Engagement: Provides diverse and interactive materials that stimulate interest and improve retention.

1.6 Local Performance Assessments
Purpose and Justification:

Locally developed or adopted performance assessments allow districts to monitor student progress more effectively and inform instructional decisions. These assessments are designed to align with local curriculum and reflect the specific needs of the student population.

Addressing Student Needs:
Timely Data: Provides immediate and actionable insight into student understanding and learning gaps.
Instructional Alignment: Helps educators refine instruction and group students for intervention or enrichment.
Targeted Support: Identifies learning needs early, enabling faster, more focused intervention efforts.
Equity in Assessment: Ensures all students are assessed fairly and consistently within the context of their local learning environment.

1.8 Technology and Software Supports
Purpose and Justification:
Investing in student-facing devices (e.g., Chromebooks, tablets, assistive technology) ensures all students can fully participate in digital learning environments. Educational software platforms support instruction, practice, intervention, and assessment. These tools are essential for real-time learning insights and differentiated instruction.

Addressing Student Needs:
Access for All: Eliminates barriers to learning caused by lack of access to reliable technology.
Learning Flexibility: Supports in-class, hybrid, and distance learning models, ensuring continuity during interruptions.
College and Career Readiness: Builds digital fluency necessary for modern academic and professional environments.
Formative Feedback: Provides immediate, individualized feedback to students and teachers.
Progress Monitoring: Allows educators to track student growth and adjust instruction accordingly.
Engagement: Interactive and adaptive programs increase motivation and participation.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

This section is not applicable to Temple City Unified School District.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Temple City Unified does not have any schools identified for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	The California School Staff Survey was distributed to teachers, and we had 129 certificated staff members respond. Teachers were also given the opportunity to give input into a Professional Development Survey, and there were 168 certificated staff members who responded. School site LCAP/SPSA needs assessment engagement meetings were held with opportunity for teachers to participate. The District provided various opportunities for survey input through the districtwide calling system, e-mails, paper and electronic posters/flyers, social media, and the District website. The LCAP Needs Assessment Survey was distributed to all participants who attended the site engagement meetings held by the principal.
Principals	Principals participated in all input activities during PAC and DELAC meetings. They participated in the California School Staff Survey and the LCAP Needs Assessment survey. Principals were also participated in the LCAP Ranking Survey, where they were asked to give input into existing LCAP programs that should remain or be eliminated. Principals facilitated the LCAP/SPSA Site Needs Assessment Engagement meetings.
Administrators	Administrators participated in all input activities during PAC and DELAC meetings. They participated in the California School Staff Survey and the LCAP Needs Assessment survey. Administrators were also participated in the LCAP Ranking Survey, where they were asked to give input into existing LCAP programs that should remain or be eliminated. The Superintendent’s Cabinet held weekly meetings to discuss the development and the progress of LCAP goals were

Educational Partner(s)	Process for Engagement
	reviewed. Likewise, the discussion on the progress and the input on the LCAP development was agendized for an Educational Services meeting that were held from October 2024 through June 2025. Administration meetings to include school site (principals and assistant principals) and District administrators were agendized from October 2024 through April 2025 to discuss the progress of the LCAP development.
Other School Personnel	The California School Staff Survey was distributed to all staff, and we had 129 staff members respond. School site LCAP/SPSA needs assessment engagement meetings were held with opportunity for teachers, counselors, classified staff, principals, assistant principals, students, parents and community organizations to participate. The District provided various opportunities for survey input through the districtwide calling system, e-mails, paper and electronic posters/flyers, social media, and the District website. The LCAP Needs Assessment Survey was distributed to all participants who attended the site engagement meetings held by the principal.
Temple City Educator Association (TCEA)	The teacher association rep participated in all input activities during PAC meetings. Teacher association members participated in the California School Staff Survey and the LCAP Needs Assessment survey. TCEA members were also invited to participate in the LCAP Ranking Survey, where they were asked to give input into existing LCAP programs that should remain or be eliminated. The TCEA rep met with Ed Services Staff to discuss needs and give input into LCAP programs.
Classified School Employees Association (CSEA) #105 - Union for Business Services; Secretarial/Clerical; Instructional Assistance/Media; Health Aides and Child Care.	The classified rep for CSEA #105 participated in all input activities during PAC meetings. CSEA #105 members participated in California School Staff Survey and the LCAP Needs Assessment survey. CSEA #105 members were also invited to participate in the LCAP Ranking Survey, where they were asked to give input into existing LCAP programs that should remain or be eliminated. The CSEA #105 rep met with Ed Services Staff to discuss needs and give input into LCAP programs.
CSEA #823 - Union for Maintenance and Operations	The classified rep for CSEA #823 was invited to participate in all input activities during PAC meetings. CSEA #105 members participated in the California School Staff Survey and the LCAP Needs Assessment survey. CSEA #823 rep was also invited to participate in the LCAP

Educational Partner(s)	Process for Engagement
	Ranking Survey, where they were asked to give input into existing LCAP programs that should remain or be eliminated. The CSEA #823 rep met with Ed Services Staff to discuss needs and give input into LCAP programs.
Parents and Community	School site LCAP/SPSA needs assessment engagement meetings were held with opportunity for teachers, counselors, classified staff, principals, assistant principals, students, parents and community organizations to participate. The District provided various opportunities for survey input through the districtwide calling system, e-mails, paper and electronic posters/flyers, social media, and the District website. The Local Climate Survey and the California School Parent Survey were distributed to all families. We had 507 families participate in the California School Parent Survey and 535 families participate in the Local Climate Survey. The LCAP Site Engagement Survey was distributed to all participants who attended the site engagement meetings held by the principal.
Parent Advisory Council (PAC)	The Parent Advisory Committee (PAC) includes parents and guardians representing English Learners, low-income students, foster youth, and students with disabilities. The committee also includes staff representatives such as counselors, classified staff, credentialed and classified staff association representatives, principals, site and district administrators, SELPA representatives, and members of community organizations. Throughout the year, participants engaged in several “Spend the Dot” activities during meetings and had the opportunity to complete the LCAP Needs Assessment Survey. Five in-person meetings were held, including a joint meeting with the District English Learner Advisory Committee (DELAC), where both committees had the opportunity to ask the Superintendent questions about the LCAP.
District English Learner Advisory Council (DELAC)	The District English Language Advisory Council (DELAC) includes parents/guardians representing English Learners from each school site in the district, site administration, EL Coordinators, our Language and Literacy TOSA, and Educational Services staff. Participants gave input during meeting activities that gave input into programs for English Learners and Family Engagement programs. They were also given the opportunity to complete the LCAP Needs Assessment Survey. Five in-person meetings were held throughout the year,

Educational Partner(s)	Process for Engagement
	including a combined meeting with PAC where the committees were able to address questions about the LCAP to the Superintendent. Superintendent responded in writing.
Students	The District provided various opportunities for survey input through the districtwide calling system, e-mails, paper and electronic posters/flyers, social media, and the District website. The Local Climate Survey was distributed to all students in grades 3-12 and the California Healthy Kids Survey was distributed to students in 5th, 7th, 9th, and 11th grade. We had the following participation rates for our surveys: California Healthy Kids Survey: 298 5th graders, 536 7th graders, 419 9th graders, and 425 11th graders, which is equal to 1678 students Local Climate Survey: 2215 students in grades 4-12.
School Level Advisory Groups	The Educational Services Staff held Talking Tours to meet with the Student Advisory Councils at each school site to discuss survey results and to get more input into LCAP programs. The Student Advisory Councils consisted of 10-15 students who are English Learners, Foster Youth, Low Income, and representatives from school leadership programs. The District provided various opportunities for survey input through the districtwide calling system, e-mails, paper and electronic posters/flyers, social media, and the District website. School site LCAP/SPSA needs assessment engagement meetings were held with opportunity for teachers, counselors, classified staff, principals, assistant principals, students, parents and community organizations to participate. The LCAP Site Engagement Survey was distributed to all participants who attended the site engagement meetings held by the principal.
SELPA	The superintendent consulted with the special education local plan area administrator to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan and annual update to the local control and accountability plan. SELPA administrators are invited to attend the Parent Advisory Committee (PAC) and a draft of the LCAP is provided to the SELPA staff via email to give input on the proposed goals and actions.

Educational Partner(s)	Process for Engagement
Board of Education	The Board received an annual midyear update on January 22, 2025, and the California Dashboard Data including state and local indicators. The Board notified the public through the local newspaper, Parent Square, and the district website that they could give written comments related to specific actions and expenditures in the LCAP by visiting the district website. On June 11, 2025, a public hearing was held to allow members of the public the opportunity to submit comments regarding specific actions and expenditures proposed in the LCAP and the LCAP budget. A presentation was provided to the Board at this time to summarize what is included in the new LCAP. On June 25, 2025, the Board adopted the 25-26 Budget and LCAP and a report of the Local Indicators was provided to the Board at the same meeting. These meetings meet compliance with the instructions for Engaging Educational Partners for this section d) Held at least one public hearing in accordance with EC section 52062(b)(1) and e) Adopted the LCAP in a public meeting in accordance with EC section 52062(b)(2) or 52068(b)(2) and in accordance with EC section 52062(b)(1) 52068(a)(3).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The following themes listed under their respective Goals were prevalent as priorities for the various educational partner groups through qualitative and quantitative data:

STUDENTS
Goal 1: Student Outcomes (State Priorities 1, 2, 4, & 7)
1. Offer more enrichment opportunities (STEAM, specialty programs, encourage creativity, etc.)
2. Support technology needs of staff and students
3. Provide materials and lessons that are engaging to the implementation of the Common Core standards
Goal 2: Engagement (State Priorities 1, 3, 5, & 7)
1. Increase the amount of Family Engagement opportunities
2. Broaden opportunities for Professional Development for staff that aligns with the District's vision
3. Improve translation opportunities for parents of English Learners to freely participate in the school system
Goal 3: School Climate (State Priorities 1, 5, & 6)
1. Offer programs that will enhance student safety

2. Improve campus culture to incorporate a positive and respectful environment among staff and students
3. Maintain and fix facilities that need attention in our schools

PARENTS/GUARDIANS/COMMUNITY
Goal 1: Student Outcomes (State Priorities 1, 2, 4, & 7)
1. Expand resources and materials to support English Language monitoring and support
2. Initiatives to support K-3 Reading
3. Support technology needs of staff and students
Goal 2: Engagement (State Priorities 1, 3, 5, & 7)
1. Broaden opportunities for Professional Development for staff that aligns with the District's vision
2. Initiative to enhance communication with families and the staff
3. Increase the amount of Family Engagement opportunities
Goal 3: School Climate (State Priorities 1, 5, & 6)
1. Improve campus culture to incorporate a positive and respectful environment among staff and students
2. Support a safe and bully-free campus environment
3. Update the facilities that are in disrepair and maintain quality facilities for our students

PARENT ADVISORY COUNCIL (PAC)
Goal 1: Student Outcomes (State Priorities 1, 2, 4, & 7)
1. Initiatives to support K-3 Reading
2. Offer programs to support world languages
3. Offer more enrichment opportunities (STEAM, specialty programs, encourage creativity, etc.)
Goal 2: Engagement (State Priorities 1, 3, 5, & 7)
1. Hire highly qualified, credentialed, and effective teaching staff
2. Increase the amount of Family Engagement opportunities
3. Broaden opportunities for Professional Development for staff that aligns with the District's vision
Goal 3: School Climate (State Priorities 1, 5, & 6)
1. Maintain the level of counselors to support social-emotional learning at each school
2. Improve campus culture to incorporate a positive and respectful environment among staff and students
3. Maintain and fix facilities that need attention in our schools

DELAC COMMITTEE
Goal 1: Student Outcomes (State Priorities 1, 2, 4, & 7)
1. Initiatives to support K-3 Reading
2. Staff in educational services to support curriculum, instruction, assessment, innovations implementation
3. Expand resources and materials to support English Language Development and language acquisition
Goal 2: Engagement (State Priorities 1, 3, 5, & 7)
1. Improve translation opportunities for parents of English Learners to freely participate in the school system
2. Initiative to enhance communication with families and the staff
3. Broaden opportunities for Professional Development for staff that support English Language Development

Goal 3: School Climate (State Priorities 1, 5, & 6)
1. Offer mental health and behavioral supports for students
2. Maintain the level of counselors to support social-emotional learning at each school
3. Offer programs that will enhance student safety

TCEA
Goal 1: Student Outcomes (State Priorities 1, 2, 4, & 7)
1. Provide interventions to support academic success for all students
2. Initiatives to support K-3 Reading
3. Expand resources and materials to support English Language monitoring and support
Goal 2: Engagement (State Priorities 1, 3, 5, & 7)
1. Provide interventions to support academic success for all students
2. Broaden opportunities for Professional Development for staff that aligns with the District's vision
3. Increase the amount of Family Engagement opportunities
Goal 3: School Climate (State Priorities 1, 5, & 6)
1. Maintain the level of counselors to support social-emotional learning at each school
2. Offer programs that will enhance student safety
3. Offer mental health and behavioral supports for students

CSEA
Goal 1: Student Outcomes (State Priorities 1, 2, 4, & 7)
1. Expand resources and materials to support English Language monitoring and support
2. Provide materials and lessons that are engaging to the implementation of the Common Core standards
3. Staff to support technology needs and implementation at the site
Goal 2: Engagement (State Priorities 1, 3, 5, & 7)
1. Hire highly qualified, credentialed, and effective teaching staff
2. Broaden opportunities for Professional Development for staff that aligns with the District's vision
3. Improve translation opportunities for parents of English Learners to freely participate in the school system
Goal 3: School Climate (State Priorities 1, 5, & 6)
1. Maintain the level of counselors to support social-emotional learning at each school
2. Offer programs that will enhance student safety
3. Offer mental health and behavioral supports for students

PRINCIPALS
Goal 1: Student Outcomes (State Priorities 1, 2, 4, & 7)
1. Supports to continue to offer intervention supports at all schools
2. Staff in educational services to support curriculum, instruction, assessment, innovations implementation
3. Expand resources and materials to support English Language monitoring and support
Goal 2: Engagement (State Priorities 1, 3, 5, & 7)
1.Broaden opportunities for Professional Development for staff that aligns with the District's vision

2. Staff to support the student services and engagement
3. Initiative to enhance communication with families and the staff
Goal 3: School Climate (State Priorities 1, 5, & 6)
1. Maintain the level of counselors to support social-emotional learning at each school
2. Offer programs that will enhance student safety
3. Improve campus culture to incorporate a positive and respectful environment among staff and students

DISTRICT ADMINISTRATION
Goal 1: Student Outcomes (State Priorities 1, 2, 4, & 7)
1. Provide local assessments to monitor the growth of students
2. Staff in educational services to support curriculum, instruction, assessment, innovations implementation
3. Provide materials and lessons that are engaging to the implementation of the Common Core standards
Goal 2: Engagement (State Priorities 1, 3, 5, & 7)
1. Increase the amount of Family Engagement opportunities
2. Provide an induction program and mentor for new teachers within the district
3. Expand resources and materials to support English Language Development and language acquisition
Goal 3: School Climate (State Priorities 1, 5, & 6)
1. Maintain the level of counselors to support social-emotional learning at each school
2. Offer programs that will enhance student safety
3. Improve campus culture to incorporate a positive and respectful environment among staff and students

Educational partners gave good insight into the language in our current goals and were able to provide guidance in some important changes to Goal 1, 2 and 3. Many of the themes in the qualitative and quantitative data that was collected validated the actions and services that were currently provided in the LCAP. However, the input also resulted in need to enhance some current practices within our current actions.
Goal 1: Continue to enhance how English learner progress is monitored and utilize staff to offer the proper supports throughout the school year.
Goal 2: Continue to offer more parent workshops utilizing the topics that they have recommended in order to increase family engagement.
Goal 3: Continue to utilize school counselors and grow supports to offer a healthier and safer environment on our school sites.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Support high-quality learning in the 21st century through the implementation of a tech-enriching, articulated standards-based curriculum, instruction, and assessment to ensure multiple pathways to college and career readiness and life-long success for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District, along with the District's educational partners, looked at a variety of data/information to develop this goal. This goal focuses on the academic needs of students in order to achieve academic success. As such, core instructional materials have been deemed prerequisites for learning. Common core state standards and newly acquired textbooks are required to meet the rigorous academic expectations for each student. Educational partner input has suggested an emphasis on a broad course of study for students, which includes Career Technical Education courses, visual and performing arts, multilingual supports and additional activities for students. Educational partners also expressed the need to expand updated technology tools and technological advancements for our students.

In addition to surveys given to the District's students, staff, and parents, staff also looked at the State Reflection Tool for Implementation of State Board of Education Adopted Standards. The District is at full implementation and sustainability for ELA, ELD, and Math. However, there is a need to provide additional supplementary materials to support ELD at all grade levels. Science and History-Social Science is in Beginning Development of instructional materials implementation. There was a focus on providing support in the 2024-25 school year for science professional development to support the new textbook adoption, which resulted in growth on the reflection tool from beginning development to full implementation. The District also be offering support for the future implementation of Ethnic Studies at Temple City High School, a dual language immersion mandarin curriculum, social studies resources, and a mathematics adoption. The District's California Healthy Kids Survey (2025) revealed that District schools provide high expectations for students with 87% of parents (up 3% from 2024) and 98% of staff rating (up 2% from 2024) agree or strongly agree.

This goal was created with the mindset of students receiving instruction in an environment where the focus is on learning through high quality teaching. These actions and metrics grouped together will build teacher capacity and ensure students are well equipped with capabilities needed to become productive citizens, hold sustainable careers/employment, and enhance individual well-being. Monitoring tools for Goal 1 include the Williams Reports, Academic Indicators on the California Dashboard, Broad Coarse of Study Reflection Tool, State Standards

Reflection Tool, FIT Reports, i-Ready Scores, Graduation Rate, State Seal of Biliteracy Awards, ELPAC growth, AP scores, and A-G Completion rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to Standards–Aligned Instructional Materials (Williams' Textbook Sufficiency Report)	Fall 2023: 100% of our students have access to standards aligned instructional materials as evidenced by Williams Compliance.	Fall 2024: 100% of our students have access to standards aligned instructional materials as evidenced by Williams Compliance.		100% of our students have access to standards aligned instructional materials as evidenced by Williams Compliance.	0
1.2	Implementation of State Standards (Self-Reflection Survey Instructional Materials)	Implementation of Academic Standards Local Indicator Self Reflection Survey Instructional Materials for 2024 Self Reflection: ELA: 5 Sustainable Math: 4 Full Implementation History: 3 Beginning Development NGSS: 3 Beginning Development ELD: 5 Sustainable	Instructional Materials for 2025 Self Reflection: ELA: 5 Sustainable Math: 5 Sustainable History: 3 Beginning Development NGSS: 4 Full Implementation ELD: 5 Sustainable		Instructional Materials for 2027 Self-Reflection: ELA: 5 Math: 5 History: 5 NGSS: 5 ELD: 5	ELA: 0 Math: +1 History: 0 NGSS: +1 ELD: 0
1.3	CAASPP ELA (California Dashboard, ELA Academic Indicator)	2023 ELA CAASPP scores for Distance above or below standard:	2024 ELA CAASPP scores for Distance above or below standard:		2027 ELA CAASPP scores for points above or below standard:	ELA CAASPP scores for Distance above or below standard:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students; 47.5 points distance above standard (Blue) Students with Disabilities: 74.3 points distance below standard (Red) English Learners: 1.5 points distance above standard (Yellow) Low-Income: 14.7 points distance above standard (Green) Foster: No data reported on the CA Dashboard	All students; 47.7 points distance above standard (Blue) Students with Disabilities: 64.1 points distance below standard (Yellow) English Learners: 4.7 points distance below standard (Yellow) Low-Income: 16.2 points distance above standard (Green) Foster: No data reported on the CA Dashboard		All students: 50 above (Blue) Students with Disabilities: 1.5 above (Green) English Learners: 50 above (Blue) Low-Income: 50 above (Green) Foster: 50 above (Green) (2027 California Dashboard)	All students; +.2 Students with Disabilities:+10.2 English Learners: -6.2 Low-Income: +1.5 Foster: No data reported on the CA Dashboard
1.4	CAASPP Math (California Dashboard, Math Academic Indicator)	2023 Math CAASPP scores for points above or below standard: All students: 31.6 points distance above standard (Green) Students with Disabilities: 111.4 points distance below standard (Red) English Learners: 2 points distance above standard (Green) Low-Income: .3 points distance below standard (Yellow)	2024 Math CAASPP scores for points above or below standard: All students: 37.3 points distance above standard (Blue) Students with Disabilities: 93.9 points distance below standard (Yellow) English Learners: 5.3 points distance		2027 Math CAASPP scores for points above or below standard: All students: 50 above (Blue) Students with Disabilities: 1.5 above (Green) English Learners: 50 above (Blue) Low-Income: 50 above (Green) Foster: 50 above (Green)	Math CAASPP scores for points above or below standard: All students: +5.7 Students with Disabilities: +17.5 English Learners: +3.3 Low-Income: +7 Foster: No data reported on the CA Dashboard Hispanic: +11.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: No data reported on the CA Dashboard Hispanic: 66 points distance below standard (Orange)* *Incorrectly reported in 2023 as 17.4 points distance below standard (Orange)	above standard (Green) Low-Income: 6.7 points distance above standard (Green) Foster: No data reported on the CA Dashboard Hispanic: 54.5 points distance below standard (Yellow)		Hispanic: 5 points above (Green) (2027 California Dashboard)	
1.5	i-Ready Predictive Reports	In the Winter of 2023 i-Ready diagnostic test #2, Predictive Proficiency reports. These reports predict the percentage of students that will be proficient on the CAASPP. ELA All students: 74% EL: 25% Low-Income: 63% Math All students: 72% EL: 43% Low-income: 61%	In the Winter of 2024 i-Ready diagnostic test #2, Predictive Proficiency reports. These reports predict the percentage of students that will be proficient on the CAASPP. ELA All students: 70% EL: 19% Low-Income: 58% Math All students: 72% EL: 46% Low-income: 60%		ELA All students: 80% EL: 40% Low-Income:70% Math All students: 80% EL: 50% Low-income: 70%	ELA All students: -4% EL: -6% Low-Income: -5% Math All students: 0% EL: +3% Low-income: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC (California Dashboard)	2023 All EL students making progress on the ELPAC: 54.2% Broken down by ELPAC test - 2023 Summative: 45.6% 2023 Summative Alternative: 25%	2024 All EL students making progress on the ELPAC: 54% Broken down by ELPAC test - 2024 Summative: 52.5% 2024 Summative Alternative: 14.3%		2027 All EL students making progress on the ELPAC: 60% Broken down by ELPAC test - 2027 Summative: 60% 2027 Summative Alternative: 60%	All EL students making progress on the ELPAC: -.2% Broken down by ELPAC test - 2024 Summative: +6.9% 2024 Summative Alternative: -10.7%
1.7	CTE Pathway Completion (CA School Dashboard, Additional Reports and Data)	2023 CTE Pathway Completion All students: 20.8% EL: 17.6% Low-Income: 17%	2024 CTE Pathway Completion All students: 16.3% EL: 9.1% Low-Income: 16.9%		CTE Pathway Completion All students: 50% EL: 50% Low-Income: 50%	CTE Pathway Completion All students: -4.5% EL: -8.5% Low-Income: -.1%
1.8	Other pupil outcomes: State Seal of Biliteracy (California Dashboard: Additional Reports and Data - College/Career Levels and Measures Report and Data)	2023 All students: 14.1% (46 students) EL: 14.7% (5 students) Low-Income: 13.75% (21 students)	2024 All students: 20.3% (56 students) EL: 22.7% (5 students) Low-Income: 20.8% (27 students)		All students: 20% EL: 20% Low-Income: 20%	All students: +6.2% EL: 22.7%: +8% Low-Income: +7.05%
1.9	a-g Completion (CA School Dashboard, Additional Reports and Data)	2023 Met UC/CSU Requirements All students: 64.1% (316 students) EL: 29.3% (27 students) Low-Income: 54.5% (145 students)	2024 Met UC/CSU Requirements All students: 56.6% (275 students) EL: 31.3% (25 students)		All students: 95% EL: 95% Low-Income: 95%	Met UC/CSU Requirements All students: -7.5% EL: +2% Low-Income: -7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster youth: Population too small to report	Low-Income: 47% (126 students) Foster youth: Population too small to report			Foster youth: Population too small to report
1.10	California Science Test (CAASPP-ELPAC Public Reporting Site -caaspp-elpac.cde.org)	2023 54.8% Met or Exceeded EL: 6.67% Met or Exceeded Low-Income: 43.21% Met or Exceeded Foster: not available	2024 51.82% Met or Exceeded EL: 3.76% Met or Exceeded Low-Income: 40.9% Met or Exceeded Foster: not available		70% Met or Exceeded EL: 20% Met or Exceeded Low-Income: 50% Met or Exceeded Foster: not available	-2.98% Met or Exceeded EL: -2.91% Met or Exceeded Low-Income: -2.31% Met or Exceeded
1.11	High School Graduation Rate (California Dashboard)	2023 California Dashboard Graduation Rate All students: 97% English Learners: 89.1% Low-Income: 95.5%	2024 California Dashboard Graduation Rate All students: 96.7% English Learners: 95% Low-Income: 97%		All students: 98% English Learners: 98% Low-Income: 98%	California Dashboard Graduation Rate All students: -.3% English Learners: +5.9% Low-Income: +1.5%
1.12	AP Exams (College Board Report)	For the 2022-2023 school year, there was a total of 1306 AP exams taken with a pass rate of 3 or higher of 77.8%. EL: .01% pass rate (3 tests) Low-Income: 19% (247 tests)	For the 2023-2024 school year, there was a total of 1913 AP exams taken with a pass rate of 3 or higher of 81.34%. EL: 1.3% pass rate (30 tests) Low-Income: 24.4% (576 tests)		All students: 80% EL: 15% Low-Income: 25%	There was a total of 607 more AP exams taken. All students: +3.54% EL: +1.29% Low-Income: +5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Fully Credentialed and Appropriately Assigned Teachers (Data Quest)	2021-22 Teaching Assignment Monitoring Outcomes by FTE Clear: 92.4% Out of Field: 3.0% Intern: 0% Ineffective: 1.1% Incomplete: 3.4%	2022-23 Teaching Assignment Monitoring Outcomes by FTE Clear: 93.3% Out of Field: 2.3% Intern: 0% Ineffective: 2.1% Incomplete: 2.3%		Clear: 100% Out of Field: 0% Intern: 0% Ineffective: 0% Incomplete: 0%	Clear: +.9% Out of Field: -.7% Intern: 0% Ineffective: +1% Incomplete: +1.1%
1.14	Both CTE & a-g Completion (Calpads 15.1 report)	2023: Cohort: 492 Students CTE and a-g: 63 12.8%	2024: Cohort: 481 Students CTE and a-g: 40 8.3%		Cohort: 500 Students CTE and a-g: 250 50%	Cohort: -11 CTE and a-g: 23 -4.5%
1.15	Reclassification Rate (Aeries Query, Ellevation Report)	Annual Reclassification (RFEP) Counts and Rate 2023-24 14.9%	Annual Reclassification (RFEP) Counts and Rate 2024-25 26.8%		18.48%	+11.9%
1.16	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (CAASPP-ELPAC Public Reporting Site)	2023 11th Grade Math All students: 26.17% Standard Exceeded (Ready) and 26.62% Met (Conditionally Ready) EL: 4.26% Standard Exceeded (Ready) and 17.02% Met (Conditionally Ready)	2024 11th Grade Math All students: 32.31% Standard Exceeded (Ready) and 25.49% Met (Conditionally Ready) EL: 4.17% Standard Exceeded (Ready) and 18.75% Met		11th Grade Math All students: 30% Standard Exceeded (Ready) and 30% Met (Conditionally Ready) EL: 10% Standard Exceeded (Ready) and 20% Met (Conditionally Ready)	11th Grade Math All students: +6.14% Standard Exceeded (Ready) and -1.13% Met (Conditionally Ready) EL: +0.09% Standard Exceeded (Ready) and +1.73% Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-Income: 17.78% Standard Exceeded (Ready) and 31.67% Met (Conditionally Ready) 11th Grade ELA All students: 40.67% Standard Exceeded (Ready) and 30.22% Met (Conditionally Ready) EL: 2.13% Standard Exceeded (Ready) and 10.64% Met (Conditionally Ready) Low-income: 33.33% Standard Exceeded (Ready) and 30.51% Met (Conditionally Ready) Foster not available	(Conditionally Ready) Low-Income: 26.20% Standard Exceeded (Ready) and 21.93% Met (Conditionally Ready) 11th Grade ELA All students: 43.30% Standard Exceeded (Ready) and 30.55% Met (Conditionally Ready) EL: 0% Standard Exceeded (Ready) and 12.77% Met (Conditionally Ready) Low-income: 35.29% Standard Exceeded (Ready) and 27.27% Met (Conditionally Ready) Foster not available		Low-Income: 30% Standard Exceeded (Ready) and 35% Met (Conditionally Ready) 11th Grade ELA All students: 45% Standard Exceeded (Ready) and 40% Met (Conditionally Ready) EL: 10% Standard Exceeded (Ready) and 20% Met (Conditionally Ready) Low-income: 45% Standard Exceeded (Ready) and 40% Met (Conditionally Ready)	(Conditionally Ready) Low-Income: +8.42% Standard Exceeded (Ready) and -9.74% Met (Conditionally Ready) 11th Grade ELA All students: +2.63% Standard Exceeded (Ready) and +.33% Met (Conditionally Ready) EL: -2.13% Standard Exceeded (Ready) and -2.13% Met (Conditionally Ready) Low-income: +1.96% Standard Exceeded (Ready) and -3.24% Met (Conditionally Ready) Foster not available
1.17	Access to and enrollment in a broad course of study (Master Schedule)	# of VAPA classes in 2023 at: Elementary: 5 Intermediate School: 12 High School: 15	# of VAPA classes in 2024 at: Elementary: 8 Intermediate School: 12 High School: 19		# of VAPA classes at: Elementary: 8 Intermediate School: 14 High School: 23	# of VAPA classes at: Elementary: +3 Intermediate School: 0 High School: +4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	K-3 i-Ready	2023-24 i-Ready Diagnostic #2, Tier 1 Proficient: All K: 59% All 1st grade: 53% All 2nd grade: 69% All 3rd grade: 74% EL K: 40% EL1st grade: 27% EL 2nd grade: 38% EL 3rd grade: 37% Low-Income not available by grade	2024-25 i-Ready ELA Diagnostic #2, Tier 1 Proficient: All K: 60% All 1st grade: 55% All 2nd grade: 61% All 3rd grade: 72% EL K: 48% EL1st grade: 30% EL 2nd grade: 32% EL 3rd grade: 34% Low-Income not available by grade		All K: 65% All 1st grade: 60% All 2nd grade: 80% All 3rd grade: 80% EL K: 50% EL1st grade: 40% EL 2nd grade: 50% EL 3rd grade: 50%	All K: +1% All 1st grade: +2% All 2nd grade: -8% All 3rd grade: -2% EL K: +8% EL1st grade: +3% EL 2nd grade: -6% EL 3rd grade: -3%
1.19	Parent Perception on College Preparation (California Healthy Kids Survey 2024)	Percentage of parents that indicate that the school provides information on how to help your child plan for college or vocational school (very well and Ok) All: 64% EL: 63% Low-Income & Foster not available	Percentage of parents that indicate that the school provides information on how to help your child plan for college or vocational school (very well and Ok) All: 66% EL: 63%		All: 70% EL: 70%	All: +2% EL: 0%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The following planned actions were fully implemented in the 2024-25 school year and had successful outcomes for students:

1.1 Common Core Materials
1.2 Common Core Supplemental Supports
1.4 Instructional Technology Supports for Students with Disabilities
1.5 Instructional Technology Supports
1.6. Local Performance Assessment
1.7 Summer School
1.8 Technology and Software Supports
1.9 Technology, Library, and Media Staff
1.10 English Learner Monitoring and Supports
1.11 Supplemental Educational Services Staff
1.12 Career Pathway Programs
1.13 Multilingual Pathways
1.14 Visual and Performing Arts
1.16 Enrichment Offerings
1.18 Advanced Placement Exam Fees
1.19 Advanced Placement Programs

The successful implementation of these initiatives has significantly bolstered the district's educational quality and student outcomes. The District demonstrated significant successes across a wide range of instructional and support initiatives aimed at improving student achievement and engagement. Investments in Common Core-aligned materials (Actions 1.1 and 1.2) ensured students had access to rigorous curriculum supporting the implementation of a Dual Language immersion program in Mandarin, new science curriculum, and supplemental resources, enhancing their academic readiness. Instructional technology supports (Actions 1.4, 1.5, 1.8) played a pivotal role in increasing access and equity, particularly for students with disabilities, by providing adaptive tools and platforms to support diverse learning needs. Summer School (Action 1.7) expanded learning opportunities, helping students close achievement gaps and recover credits. Local performance assessments (Action 1.6) offered valuable insight into student progress, enabling more responsive instruction. Staffing investments in technology, libraries, and media (Action 1.9), along with supplemental education staff (Action 1.11), enhanced both academic, social emotional, and enrichment offerings. Targeted support for English learners (Action 1.10) and multilingual pathways (Action 1.13) promoted language development and academic success. Career pathway programs (Action 1.12) prepared students for college and career readiness through hands-on, real-world experiences. Visual and performing arts programs (Action 1.14) and enrichment opportunities (Action 1.16) supported well-rounded student development. Finally, the support for Advanced Placement (AP) programs and exam fees (Actions 1.18 and 1.19) expanded access to rigorous coursework, helping more students prepare for post-secondary success.

The following planned actions were partially implemented in the 2024-25 school year:
1.3 TK-3 Reading Initiative - The district paused offering additional professional development for teachers beyond Getting Reading Right training and did not purchase supplementary materials because of the interest in wanting to support the implementation of the Reading Difficulties Risk Screener supports that will further support our unduplicated youth.
1.15 Multitiered Intervention Supports - The principals are working together to create a plan with their leadership teams on how to offer intervention between the bells to support a multitiered system of support within the school day. The challenges related to implementation relate to grade levels not having common ELA, Math, and ELD time blocks. Principals are working to align these schedules for 25-26.

1.17 Career Exploration Opportunities - New activities for career exploration opportunities are still be developed due to a transition period involving new leadership. A newly hired teacher will be responsible for overseeing the planning and implementation of these activities. Earlier in the year, full implementation was delayed due to temporary staffing arrangements and changes in site administration.

All actions were implemented fully or partially for Goal 1.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A material difference between the budgeted expenditures and estimated actual expenditures is defined as a 15% or more difference.
The actions that were overbudget by 15% or more were the following:
1.1 Common Core Materials - We expended more money in this fiscal year due to the science adoption in 2023-24 due to purchases placed during the summer were rolled into this year's fiscal budget.
1.16 Enrichment Offerings - We underestimated the number of field trip opportunities and increased transportation costs.
1.18 Advanced Placement Exam Fees - We underestimated the costs of AP Exam Fees due to increased number of EL and Low-income students who participated in multiple AP exams.

The actions that were underbudget by 15% or more were the following:
1.6. Local Performance Assessment - By bundling some contracts with venders, we were able to receive more discounts on our annual costs for the third-party contracts.
1.10 English Learner Monitoring and Supports - We overestimated the cost of the EL Coordinator salaries as well as the cost of the implementation of the new Ellevation program.
1.11 Supplemental Educational Services Staff - We overestimated to the cost of the salaries due to a coordinator taking a position as an assistant principal at the high school.
1.13 Multilingual Pathways - We overestimated the cost of the salaries for a Teacher on Special Assignment because the position was not filled until January of 2025.
1.15 Multi-tiered Intervention Supports - We overestimated the cost of the salaries related to the intervention teachers due to the fact that not all of the schools utilized this resource for the entire school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The combined impact of the actions in Goal 1 effectively improved the outcomes of the related metrics associated with showing growth and improvement in students' academic outcomes. The 2024–2025 LCAP goal 1 actions showed a mix of progress and persistent challenges, as evidenced by outcome data compared to baseline measures.

Standards-Aligned Curriculum and Instructional Materials (Actions 1.1–1.2)
These actions were effective in ensuring foundational access to high-quality instructional materials. As verified by 100% Williams Compliance in both 2023 and 2024, all students had access to Common Core-aligned curriculum. Local Implementation Survey results also show growth

in standards implementation, with Math increasing from a level 4 to 5 (Sustainable) and NGSS from a 3 to 4. These materials supported slight gains in CAASPP ELA and Math scores for all students, though subgroup disparities remained.

Early Literacy and Foundational Skills (Actions 1.3, 1.6)
Efforts to support early literacy through the TK–3 Reading Initiative and local performance assessments produced mixed results. i-Ready data showed general gains for K–1 students in Tier 1 proficiency, but EL performance in 2nd and 3rd grade declined. CAASPP ELA scores for EL students decreased from 1.5 points above to 4.7 below standard, suggesting the reading initiative was less effective for English learners. However, low-income students improved in ELA from 14.7 to 16.2 points above standard, indicating targeted early literacy supports had a positive impact for that group.

Instructional Technology and Academic Interventions (Actions 1.4, 1.5, 1.7, 1.8, 1.9, 1.15)
The district invested in instructional technology, summer learning, software tools, library/media staffing, and multi-tiered interventions. These actions collectively contributed to measurable academic growth, particularly in Math, where all students improved from 31.6 to 37.3 points above standard. Students with disabilities showed the most dramatic gain, improving from 111.4 to 93.9 points below standard. EL students improved in Math from 2 to 5.3 points above standard, and low-income students gained from 0.3 below to 6.7 above standard. CAASPP ELA results for EL students declined, but remained stable for low-income students, indicating that interventions like Summer School (Action 1.7) and library/media staff support (Action 1.9) helped mitigate learning loss. i-Ready data showed general gains for K–1 students in Tier 1 proficiency, but EL performance in 2nd and 3rd grade declined. Graduation rates improved significantly among ELs (from 89.1% to 95%) and low-income students (from 95.5% to 97%), indicating Action 1.15 (MTSS supports) were effective in keeping high-need students on track to graduate.

Supports for English Learners and Multilingual Students (Actions 1.10, 1.13)
These actions showed partial effectiveness. ELD instruction maintained a “Sustainable” level on the local implementation rubric, and the percentage of EL students earning the State Seal of Biliteracy remained steady, with gains among low-income students (21 to 27 students). However, only 54% of EL students made progress on the ELPAC, the same rate as the previous year. This stagnation, coupled with CAASPP ELA declines and low a–g completion (31.3%), shows that despite structural supports, outcomes for English learners remain a significant area of need.

Supplemental Services and College/Career Readiness (Actions 1.11, 1.12, 1.17)
Action 1.11 (Supplemental Educational Services Staff) supported high graduation rates (EL: 95%, Low-income: 97%) but did not translate to increases in a–g completion, which dropped among all students (64.1% to 56.6%), and low-income students (54.5% to 47%), but increased for ELs (29.3% to 31.3%). CTE pathway completion also declined, from 20.8% to 16.3% overall, and from 17.6% to 9.1% for ELs. Students completing both CTE and a–g requirements dropped to just 8.3%. Parent perception data (66% satisfaction on college/career info) indicates moderate support, but more robust guidance and pathway integration are needed.

Enrichment, Visual and Performing Arts, and Advanced Coursework (Actions 1.14, 1.16, 1.18, 1.19)
The district expanded Visual and Performing Arts (Action 1.14) offerings from 32 to 39 classes and increased enrichment opportunities. Advanced Placement access and outcomes improved significantly. The number of AP exams taken rose from 1306 to 1913, with pass rates increasing from 77.8% to 81.34%. EL test participation increased from 3 to 30 exams, and low-income students from 247 to 576 exams, with corresponding pass rate improvements (EL: 1.3%, Low-income: 24.4%). This demonstrates that Actions 1.18 and 1.19 effectively reduced

barriers to rigorous coursework and expanded equity in advanced learning. Educational partners have shared that they would like to see more enrichment opportunities for students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following changes were made to the planned goal, metrics, target outcomes, or actions for the 25-26 school year that results from reflection on prior practice:

Goal Development: This section includes updates to the 2025–26 LCAP, incorporating revised data based on the 2024 Dashboard results and current district offerings.
Metric 1.4: The metric for 2023 Math CAASPP scores for points above or below standard was Incorrectly reported in 2023 as 17.4 points distance below standard (Orange) for the Hispanic group; whereas it should have been reported as Hispanic: 66 points distance below standard (Orange).
Metric 1.10: The metric baseline, Year 1, and targeted outcome was revised to include EL, Low-income, and Foster Youth data to support a change in Action 1.16 towards contributing.
Action 1.1: Funds have been increased to support a math adoption pilot and adding a new Dual Language Immersion class.
Action 1.2: Funds have been increased to support implementation of science curriculum, the new Dual language immersion class, and a growing Visual and performing arts program.
Action 1.3: This action will include an updated description that will now include supports for students with reading difficulties.
Action 1.5: Description now includes the name of specific software.
Action 1.6: Assessment names updated for accuracy in the description.
Action 1.8: Funds have been increased to support a rise on the cost of the 1:1 devices and increased costs of third-party contracts to support the growing technological needs of the district. The description now includes the specific name of the metric/report name.
Action 1.9: Funds have been increased to support an additional staff member who will help manage the educational technology programs in the district.
Action 1.10: Funds will be decreased to reflect a more accurate estimate for salaries and a more accurate estimate for the Ellevation contract.
Action 1.12: Funds will be increased to fund an additional Career Technical Education pathway that will be added for the 25-26 school year.
Action 1.13: Funds will be increased to fund the growing dual language immersion program.
Action 1.16: This action will include an updated description with the intent to increase and improve services for unduplicated students (EL, Foster, and Low-Income) and funds will be increased to support additional enrichment opportunities.
Action 1.18: Funds will be increased to support the growing number of EL and Low-income students who are accessing the AP Exams.
Action 1.19: Funds will be decreased to more accurately support the salary cost of the Advance Placement Programs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Common Core Materials	Teachers will pilot and adopt instructional materials aligned to current frameworks and state standards (e.g., Ethnic Studies, Social Studies, World Language, Math, on-going consumable for core curriculum, etc.) as determined by the adoption cycle and/or District need. This action will be monitored by Elementary and Secondary Curriculum.	$700,000.00	No
1.2	Common Core Supplemental Supports	Teachers will use supplemental Common Core materials, assessments, and training aligned to state standards on an ongoing basis to improve a well-rounded education, safe and health schools, and the effective use of technology. This action will be monitored by State and Federal Programs.	$400,000.00	No
1.3	TK-3 Reading Initiative	Teachers will receive the necessary supports to supplement our adopted ELA curriculum, support students with reading difficulties, and reach the State superintendent's goal to have all California third graders reading by 2026. This initiative will include targeted interventions, professional development for teachers, additional staff, and the provision of engaging reading materials that will support our unduplicated students. These supplementary materials and supports will benefit our English Learners, Low-income students, and foster students. This action will be monitored by Elementary Curriculum.	$200,000.00	Yes
1.4	Instructional Technology Supports for Students with Disabilities	The Special Education staff will receive supplemental Common Core materials, assessments, and training aligned to state standards on an ongoing basis to improve quality of instruction and support to students with disabilities, which is a target student group on for the academic indicator for College and Career, English Language Art, and Math on the California Dashboard. Our visually impaired students will receive the technological resources necessary to support academic success. This action will be monitored by Special Education.	$50,000.00	No
1.5	Instructional Technology Supports	Teachers will receive supplemental instructional technology supports and resources for English Learners, Foster youth, and Low-income students.	$440,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Examples are instructional software and licenses such as Apex/Edmentum, Khanmigo, Canvas, BrainPop, Seesaw and Blooket, along with the professional development to support these tech tools. Because our Hispanic students and students with disabilities are also student groups that are identified on the California Dashboard for needing mathematics supports, these groups and all students will also benefit from this action. This action will be monitored by Elementary and Secondary Education.		
1.6	Local Performance Assessments	The teachers will implement a system of local performance assessments: Renaissance, i-Ready (K-8), StudySync, HMH, Mastery Connect, Giselle, Reading Difficulties Screeners, and ESGI. This action will be monitored by Elementary and Secondary Curriculum, along with State and Federal Programs.	$356,000.00	No
1.7	Summer School	The certificated and classified staff will provide a summer school program and other summer learning opportunities to our English Learners, Foster youth and Low-Income students who are in need of additional time to close achievement gaps with the intention of focusing the supports to our unduplicated pupils. This action will be monitored by Elementary and Secondary Curriculum.	$200,000.00	Yes
1.8	Technology and Software Supports	Technology staff will upgrade and replace student devices to support the 1:1 device initiative and will refresh staff technology as needed. The district will utilize software programs to maintain the safety of the students and tools that will improve the effectiveness of working systems for the employees. Technology tools will be used to support instructional programs for all students.	$1,700,000.00	No
1.9	Technology, Library, and Media Staff	Library Media and site tech staff will provide site-based technology and media support to improve implementation of new technology literacy and tools that will improve classroom instruction and digital literacy for our English Learners, Low-Income, and Foster Youth students. Staff will	$1,653,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide differentiation to support the academic and language development needs and support the implementation of 1:1 computer literacy and foundational literacy of unduplicated pupils. This action will be monitored by Technology Services.		
1.10	English Learner Monitoring and Supports	In addition to the base language acquisition program, the district will use EL Coordinators who provide increased services beyond the base level of service to support the teachers with data review in Ellevation. They will support the teachers in making academic decisions for their students. With the support of Ellevation, the teachers will implement strategies to support language acquisition. Supplementary materials and professional development will be provided based on the needs of the students. EL students will get the necessary attention to move towards reclassification before becoming a Long-Term English Learner. This action will be monitored by State and Federal Programs.	$450,000.00	Yes
1.11	Supplemental Educational Services Staff	The Assistant Superintendent of Educational Services will oversee staff that will provide increased services beyond the base level of service to support our English Learners, Foster youth, and Low-income students to achieve academic success. The additional staff will assist with providing additional family engagement programs at the district level targeted specifically to our unduplicated families. These focus groups, town halls, committees, written communications, and workshops will provide families with a sense of inclusivity among unduplicated groups which will provide an increase of parent involvement as part of the school community. Staff will focus on a multi-tiered system of support for our families and increasing access to college.	$446,900.00	Yes
1.12	Career Pathway Programs	The high school principal will increase the overall percentage of unduplicated student groups participating in and completing at least one of the six CTE Pathways in the district. Towards this end, CTE teachers will be provided professional learning. Systemwide, the high school will reach out via the counseling department and career center to make sure unduplicated student groups are aware of programs and that the recruitment and maintenance into CTE programs is strategic and	$883,339.00	No

Action #	Title	Description	Total Funds	Contributing
		supported by data. The Intermediate school will work towards early implementation of career pathways as part of the master schedule to support unduplicated students. This action will be monitored by State and Federal Programs.		
1.13	Multilingual Pathways	Site administration will be monitoring the implementation of a new dual language immersion program, foreign language exploration programs, and the biliteracy pathways. This will include additional certificated staff to support the implementation of world language programs at the elementary level and the cost of materials and assessments to increase the number of students who can receive the State Seal of Biliteracy. This action is principally directed towards our English Learners, Foster Youth, and Low-Income students. This action will be monitored by State and Federal Programs.	$323,807.00	Yes
1.14	Visual and Performing Arts	VAPA teachers will enhance music operations at schools to increase enrichment opportunities for unduplicated student groups. Because of the research-based connection with music and math, we anticipate that our student groups who are scoring the lowest level on the California Dashboard for Math will benefit from this initiative. This action will be monitored by Elementary and Secondary Curriculum.	$950,000.00	No
1.15	Multi-Tiered Intervention Supports	Additional certificated staff will provide direct, specialized instructional support, which actively increases access to curriculum for our English Learners, Foster Youth, and Low-Income students. Third-parties will provide contracted services and temporary staff for these additional positions will increase the number of unduplicated students who can receive services and broaden our instructional support systems. This action will be monitored by Elementary and Secondary Curriculum.	$530,000.00	Yes
1.16	Enrichment Offerings	TCUSD staff will offer expanded enrichment opportunities to help close equity gaps for English Learners, low-income students, and foster youth. These opportunities may include academic and college field trips, student	$78,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leadership clubs, STEM-focused activities, academic competitions, and other extracurricular programs. Extra hours will be provided for staff who will supervise students participating in these enrichment activities in order to promote increased academic achievement and exposure to programs that will enhance the curricular environment, increase attendance, engagement, and student achievement. This action will be monitored by Elementary and Secondary Curriculum.		
1.17	Career Exploration Opportunities	Teachers will support students with disabilities to participate in career exploration programs. Secondary sites will expand course offerings, increasing student efficacy in career exploration opportunities, provide training, and resources for career exploration.	$8,000.00	No
1.18	Advanced Placement Exam Fees	TCHS administration will subsidize advanced placement fees principally directed for English Learners, Low-income and Foster Youth student groups. This action will be monitored by Secondary Curriculum.	$38,395.00	Yes
1.19	Advanced Placement Programs	Additional Advanced Placement teachers will expand the access of AP courses to our unduplicated students at the high school by providing additional AP courses above the base program. This additional staff will provide additional AP programs to support equitable preparation for assessments principally directed for expanding access opportunities for our low-income, English Learners, and Foster Youth students which will expand course offerings, increase student efficacy in taking exams, and receiving training. This action will be monitored by Secondary Curriculum.	$310,634.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create equitable engagement opportunities for rigorous academic and social-emotional success for all students through innovative, inclusive, and responsive instruction and support.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The genesis of this initiative stemmed from a persistent need to foster a sense of engagement on our school campuses. Recognizing the paramount importance of family involvement, the district has prioritized enhancing partnerships with parents and guardians to actively engage them in their children's educational journey. Data analysis has underscored the imperative need to address equity gaps, particularly evident in chronic attendance and local survey results. Upon thorough review of metrics pertaining to school connectedness, both the District and its educational partners have affirmed the necessity to sustain current efforts for continued academic success. Insights gleaned from the Local Climate Survey reveal that 84% of parents believe that they are given multiple opportunities to engage in two-way communication with the staff. Educational partners have advocated for promoting existing programs and growing family engagement opportunities to bolster student well-being within a nurturing learning environment. Furthermore, they stress the importance of supplemental education to foster student engagement and academic improvement. Recognizing the pivotal role of civic engagement in student well-being, efforts are underway to cultivate empathy, consideration, and support for social-emotional learning within the school community. By aligning actions and metrics with these objectives, the district aims to enhance connectedness within the school community, ultimately leading to positive academic outcomes and fortifying student achievement and persistence. Monitoring tools for Goal 2 encompass a comprehensive array, including attendance rates, the Local Climate Survey, the California Healthy Kids Survey, Parent Square reports, professional development survey, Local Indicator for Implementation of Academic Standards, and McKinney Vento Data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate (California Dashboard and DataQuest)	12.8% chronically absent students for the 2022-23 school year as	8.8% chronically absent students for the 2023-24 school year as reflected		5% chronically absent EL: 5% Low-income: 5%	-4% chronically absent EL: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reflected on the 2023 CA Dashboard (Yellow). EL: 11.3% Low-income:17.8% Foster Youth: 17.6% Hispanic: 30.3% White: 22.1% SWD: 28%	on the 2024 CA Dashboard (Green). EL: 6.3% Low-income:13% Foster Youth: no color Hispanic: 23.1% White: 15.7% SWD: 20.9%		Foster Youth:5% Hispanic: 5% White: 5% SWD: 5%	Low-income: -4.8% Foster Youth: N/A Hispanic: -7.2% White: -6.4% SWD: -7.1%
2.2	Attendance Rate (Aeries report)	95.46%. (2022-23 Aeries report)	96.3%. (2023-24 Aeries report)		98%	+-0.84%
2.3	Local Climate Survey: Communication	2023-24: I am confident that I know how to support my child's learning at home: 87% of all families agree or strongly agree with this statement 87% of low-income families agree or strongly agree with this statement 80% of the EL Newcomer families agree or strongly agree with this statement The foster youth sampling is too small to report.	2024-25: I am confident that I know how to support my child's learning at home: 89% of all families agree or strongly agree with this statement 87% of low-income families agree or strongly agree with this statement 83% of the EL Newcomer families agree or strongly agree with this statement The foster youth sampling is too small to report.		I am confident that I know how to support my child's learning at home: 95% of all families agree or strongly agree with this statement 95% of low-income families agree or strongly agree with this statement 95% of the EL Newcomer families agree or strongly agree with this statement The foster youth sampling is too small to report.	I am confident that I know how to support my child's learning at home: +2% of all families agree or strongly agree with this statement 0% of low-income families agree or strongly agree with this statement +3% of the EL Newcomer families agree or strongly agree with this statement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Parent Input in Decision Making (California School Parent Survey)	In 2024: 77% of parents agreed or strongly agreed with the statement "This school actively seeks the input of parents before making important decisions."	In 2025: 80% of parents agreed or strongly agreed with the statement "This school actively seeks the input of parents before making important decisions."		85%	+3%
2.5	Professional Development Survey Results (Professional Development Survey)	2024 How would you improve district-sponsored professional development? Certificated - 47% more ongoing training opportunities Classified - 58% more ongoing training opportunities and individualized training opportunities funded by the district	2025 How would you improve district-sponsored professional development? Certificated - 40% more ongoing training opportunities Classified - 52% more ongoing training opportunities and individualized training opportunities funded by the district		How would you improve district-sponsored professional development? Certificated - 20% more ongoing training opportunities Classified - 20% more ongoing training opportunities and individualized training opportunities funded by the district	Certificated: -7% Classified: -6%
2.6	Implementation of Academic Standards Local Indicator	Self-Reflection Tool 2024, Professional Development ELA; 4 Full Implementation Math: 4 Full Implementation	Self-Reflection Tool 2025, Professional Development ELA; 4 Full Implementation		Professional Development ELA - 5 Math - 5 Social Science - 3 NGSS - 5 ELD - 5	Professional Development ELA: 0 Math: 0 Social Science: 0 NGSS: +1 ELD: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Social Science: 1 Exploration NGSS: 3 Full Implementations ELD: 2 Beginning Development	Math: 4 Full Implementation Social Science: 1 Exploration NGSS: 4 Full Implementations ELD: 3 Partial Implementations			
2.7	Parent Participation in Programs for Unduplicated Pupils (Local Climate Survey)	2023-24 Local Climate Survey results to the question "I participated in regularly scheduled parent conference with my child's teacher" All students: 85% (strongly agree or agree) EL: 94% Low-Income: 94%	2024-25 Local Climate Survey results to the question "I participated in regularly scheduled parent conference with my child's teacher" All students: 87% (strongly agree or agree) EL: 90% Low-Income: 89%		All students: 95% (strongly agree or agree) EL: 95% Low-Income: 95%	All students: +2% (strongly agree or agree) EL: -4% Low-Income: -5%
2.8	Communication (California School Parent Survey)	On the 2024 CHKS Parent Survey, we asked the following question: "I am kept well informed about school activities" Percentage of all families that agreed with this statement: 94% Percentage of EL families that agreed	On the 2025 CHKS Parent Survey, we asked the following question: "I am kept well informed about school activities" Percentage of all families that agreed with this statement: 96%		Percentage of all families that agreed with this statement: 100% Percentage of EL families that agreed with this statement: 100%	Percentage of all families that agreed with this statement: +2% Percentage of EL families that agreed with this statement: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with this statement: 93%	Percentage of EL families that agreed with this statement: 97%			
2.9	Homeless and Foster Attendance (Dataquest)	Per the Dataquest report titled "Absenteeism by Reason"' our average days absent for 22-23 was: All students - 10.0 Homeless - 27.9 Foster- 11.3	Per the Dataquest report titled "Absenteeism by Reason"' our average days absent for 23-24 was: All students - 8.6 Homeless - 22.1 Foster- 11.9		All students: 8 Homeless: 8 Foster: 8	All students: -1.4 Homeless: -5.8 Foster: +.6
2.10	Temple City Virtual Academy Chronic Absence Rate (California Dashboard)	31.1% and scored in red on the 2023 California Dashboard.	Indicator not reported on the Dashboard in 2024.		10%	N/A
2.11	Middle School Dropout Rate (Calpads Fall1 Report 8.1C)	2022-23 0% - (0 students)	2023-24 .11% - (1 student)		0% - 0 students	+.11% - (1 student)
2.12	High School Dropout Rate (DataQuest)	2022-23: 2.8% (10 students)	2023-24: 1.8% (9 students)		0% - 0 students	-1% - -1 student
2.13	Long Term English Learners (DataQuest)	2023-24 Percentage of LTELS: 6.9% Percentage of At-Risk: 3.9%	2024-25 Percentage of LTELS: 4.1% Percentage of At-Risk: 3.8%		Percentage of LTELS: 3% Percentage of At-Risk: 3%	Percentage of LTELS: -2.8% Percentage of At-Risk: -.1%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The following planned actions were fully implemented in the 2024-25 school year and had successful outcomes for students:
2.2 Supplemental Student Engagement Staff
2.3 Communication and Marketing
2.4 School to Home Connection
2.5 Educational Partner Engagement
2.6 Family Engagement
2.10 New Teacher Induction
2.11 Language Acquisition and ELD Professional Development
2.12 Inclusion Focused Collaborations
2.13 Translation Supports
2.14 Homeless and Foster Youth Supports
2.15 Alternative Programs Staff
2.16 Effective and Credentialed Teaching Staff

The district demonstrated a range of successes through its comprehensive focus on student engagement, family involvement, staff development, and inclusive supports. Chronic absenteeism interventions (Action 2.1) and supplemental engagement staff (Action 2.2) played a key role in reducing student absences and strengthening school connections, especially for at-risk populations. Strategic communication, marketing (Action 2.3), and school-to-home initiatives (Action 2.4) enhanced transparency and promoted parent awareness, while educational partner and family engagement efforts (Actions 2.5 and 2.6) ensured that community voices were heard in shaping district goals. Robust investments in professional development (Actions 2.7–2.9) and new teacher induction (Action 2.10) supported staff capacity in implementing Multi-Tiered Systems of Support (MTSS), Common Core instruction, and collaborative teaching practices. Targeted ELD and language acquisition training (Action 2.11) and inclusion-focused collaborations (Action 2.12) contributed to more equitable learning environments for English learners and students with disabilities. Translation supports (Action 2.13) ensured accessibility for multilingual families, while dedicated supports for homeless and foster youth (Action 2.14) addressed barriers to enrollment, attendance, and stability. Alternative programs staff (Action 2.15) offered flexible pathways for students needing non-traditional support, and the district maintained a high percentage of effective and credentialed teachers (Action 2.16), further supporting quality instruction and continuity of learning across all schools.

The following planned actions were partially implemented in the 2024-25 school year:
2.1 Chronic Absenteeism Interventions - the district did not contract with any third party supports as planned to help with chronic absenteeism. We focused more on internal processes and systems in place during the 24-25 school year.
2.7 Professional Development to support MTSS and Common Core implementation - the district planned to hold a Professional Development Mini-Conference for certificated and classified staff; however, this was canceled due to school closures related to the Eaton fire.

2.8 Professional Learning Opportunities - the district planned to hold a Professional Development Mini-Conference for certificated and classified staff; however, this was canceled due to school closures related to the Eaton fire.
2.9 Professional Development to Support Collaborations - the district planned to hold a Professional Development Mini-Conference for certificated and classified staff; however, this was canceled due to school closures related to the Eaton fire.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A material difference between the budgeted expenditures and estimated actual expenditures is defined as a 15% or more difference.
The actions that were overbudget by 15% or more were the following:
2.10 New Teacher Induction - We are overbudget in this area because we gained more teacher mentors throughout the year as positions needed to be filled.

The actions that were underbudget by 15% or more were the following:
2.1 Chronic Absenteeism Interventions - The district did not spend the allocated amount because we did not contract with a third party to support chronic absenteeism as planned.
2.3 Communication and Marketing - A portion of the funding remains unspent due to an employee being out on leave during this fiscal year and therefore salary expenses were not as high as we had anticipated.
2.4 School to Home Connection - A portion of this allocation remains unspent since we overbudgeted on the cost of third party contracts that came in lower than anticipated.
2.6 Family Engagement - We overestimated the amount of parent workshops that we would offer this school year and therefore did not have as many third-party costs.
2.8 Professional Learning Opportunities - Due to the Eaton Fire, we had to cancel our professional development day to recoup a school day. This significantly decreased the amount of third-party contracts that we had anticipated for this school year.
2.9 Professional Development to support collaborations - Due to the Eaton Fire, we had to cancel our professional development day to recoup a school day. This significantly decreased the amount of third-party contracts that we had anticipated for this school year.
2.12 Inclusion Focused Collaboration for Teachers of Students with Disabilities - We overestimated the cost of the subs need for the teachers to collaborate. This amount will be decreased in the 25-26 LCAP to align with more accurate estimates.
2.14 Homeless and Foster Youth Supports - The district did not spend the allocated amount because not as many families needed access to hotspots this year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The district has made measurable progress toward its goal of improving student attendance, engagement, instructional quality, and family-school partnerships through the strategic implementation of Actions 2.1 through 2.16. By leveraging local and state data sources—such as the California Dashboard, Aeries attendance reports, family and staff surveys, and professional development self-reflection tools—the district was able to assess both the strengths and areas needing improvement within its approach.

Chronic Absenteeism (Action 2.1, 2.2, and 2.15)

A key area of success was reducing chronic absenteeism through Actions 2.1 and 2.2 and 2.15. in tandem, these actions proved to be effective. Overall, the chronic absenteeism rate decreased significantly, from 12.8% in 2022–23 to 8.8% in 2023–24. Subgroup data show strong improvements: low-income students declined from 17.8% to 13%, English learners (ELs) from 11.3% to 6.3%, and students with disabilities from 28% to 20.9%. These improvements correlate directly with expanded outreach and intervention efforts, as well as the deployment of alternative program staff and supplemental student engagement staff who provided targeted support and follow-up. While foster youth remained a focus area, the chronic absenteeism rate was not reported for this group in 2023–24; however, their average days absent slightly increased from 11.3 to 11.9, indicating the need for additional, individualized supports.

Similarly, homeless students saw a meaningful reduction in average days absent, from 27.9 to 22.1, suggesting that supports provided through Action 2.14 were effective in improving school connection for this vulnerable population. The middle school dropout remained at 0%, and high school dropout improved from 2.8% (10 students) in 2022–23 to 1.8% (9 students) in 2023–24. These reductions reflect success in engaging at-risk students in alternative settings and ensuring they remain on track.

Family Engagement (Actions 2.3, 2.4, 2.5, 2.6, and 2.13)
The district also prioritized family engagement and communication through Actions 2.3 to 2.6 and 2.13. A notable highlight came from the California School Parent Survey (CSPS), where the percentage of all families who felt well informed about school activities rose from 94% in 2024 to 96% in 2025. Among English learner families, this figure rose from 93% to 97%, demonstrating the effectiveness of enhanced communication strategies and translation supports. These efforts also correlated with strong results from the local climate survey, which showed that 89% of all families, 87% of low-income families, and 83% of EL newcomer families reported feeling confident in supporting their child's learning at home—an increase from 80% for EL newcomers the year before. Participation in parent-teacher conferences remained high, though slightly decreased, with 87% of all families, 89% of low-income families, and 90% of EL families indicating participation—down slightly from 94% the previous year for EL and low-income families. Still, these figures reflect a strong foundation of engagement. Additionally, parent voice and input increased, as evidenced by a rise from 77% to 80% of families agreeing that schools seek their input before making important decisions.

Professional Development (Actions 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, and 2.16)
In the area of professional development and educator support, Actions 2.7 through 2.12 and Action 2.16 supported the growth and stability of the teaching staff making these actions effective. The district maintained full implementation in English Language Arts and Math professional development across both years, and NGSS training improved from level 3 to level 4. While staff feedback showed that the need for more tailored and ongoing professional development remains—with 40% of certificated and 52% of classified staff still requesting more personalized options—there was a modest decline in these requests compared to the previous year, suggesting some improvement in access or relevance. Action 2.12 supported inclusion-focused collaboration, and while not measured with a dedicated metric, its impact is reflected in improved attendance for students with disabilities.

Action 2.11 was effective and specifically targeted language acquisition and ELD professional development and showed moderate growth. The implementation level for ELD professional development increased from "Beginning Development" (level 2) to "Partial Implementation" (level 3), signaling movement in the right direction. However, this area still lags behind others, and given the performance disparities for EL students, this remains a priority for continued investment.

Finally Action 2.16 was effective since the district continued to employ a highly credentialed and stable teaching staff, ensuring consistent instructional quality across campuses. This, paired with the successful induction of new teachers under Action 2.10, helped support implementation of instructional standards and contributed to the academic growth and engagement gains seen across key student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal implementation: added the most recent data updates.
Metric 2.4 - Language updated with the correct name of the survey.
Metric 2.8 - Language updated with the correct name of the survey.
Metric 2.13 - This is a new metric added to support Action 2.18.
Action 2.2 - Funds are being decreased to more accurately reflect the salary costs associated with the student engagement staff.
Action 2.4 - Removed out of date information in the action description.
Action 2.5 - Language updated with the correct names of the surveys.
Action 2.11 - Funds are bring increase to more accurately reflect the costs associated with our ongoing ELD professional development.
Action 2.12- Funds are being decreased to more accurately reflect the cost associated with securing a sub for collaboration between gen ed and special ed teachers.
Action 2.13 - Funds are being increased to more accurately reflect the cost associated with translators' salaries.
Action 2.15 - Funds are increasing to align with salary costs of the alternative program staff.
Action 2.16 - Funds are increasing to align with salary costs of the certificated teaching staff.
Action 2.17 - Added a new action.
Action 2.18 - Added a new action.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Chronic Absenteeism Interventions	Student Support and Engagement Services will work collaboratively and support school sites to monitor EL, low-income, and foster youth who display chronic absenteeism. This action will help build relationships and connections with our unduplicated students and our students who are also a targeted student group on the California Dashboard for the Chronic Absenteeism indicator. Staff will monitor attendance at the school sites and provide appropriate interventions.	$738,752.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Supplemental Student Engagement Staff	Student Support and Engagement staff members will coordinate services and appropriate program placement principally directed for unduplicated student groups in order to address academic, social-emotional, and behavioral needs. Student Engagement Staff will provide support beyond the base level of service for our at-risk low-income and more specifically homeless. Student engagement staff will build relationships with each family in the district at the moment of enrollment and will support our site staff to provide individualized support to engage the low-income and foster families.	$398,676.00	Yes
2.3	Communication and Marketing	A Public Information Officer (PIO) who is responsible for communicating with educational partners, media, and/or coordinating with other agencies, as necessary, to ensure our unduplicated community is up to date on all relevant information about Temple City Unified in multiple languages. Our base program requires us to communicate in Mandarin; however, our district represents 36 different languages. The PIO is responsible for the oversight and upkeep of all district social media and internal communications that inform our educational partners and the Temple City community at large in multiple languages. The Public Information Officer will utilize other materials and resources to reach our low-income families through banners, post-cards, and other written communications. The PIO will target communications to our English Learner families to help them access materials in their own language.	$147,146.00	Yes
2.4	School to Home Connection	Technology will oversee and enhance the school to home communication and connections through Parent Square. TCUSD will monitor and maintain all of the district and site websites, the Aeries SIS Parent Portal, Zoom platform for parent events, printing costs, volunteer software, and the district smartphone application to maximize school to home communication and connections.	$200,000.00	No
2.5	Educational Partner Engagement	Student Support and Engagement Services works with site staff to administer the California Healthy Kids Survey (CHKS) every year to grades	$11,929.00	No

Action #	Title	Description	Total Funds	Contributing
		5, 7, 9, and 11 to assess students' health habits and perceptions. Staff and Parents are also given the opportunity to participate in the California School Parent Survey and the California School Staff Survey. State and Federal Programs uses the K12 Insight platform to offer a variety of opportunities for students, staff and parents to participate in survey to help encourage educational partner input on a variety of topics, including the annual Local School Climate Survey and Professional Development Survey. The purpose of the survey is to analyze the data by student groups so that TCUSD can better understand how to support our unduplicated students. Staff will meet with educational partners to help interpret the survey results and light refreshments will be served during these meetings.		
2.6	Family Engagement	State and Federal Programs will work with staff and third-party providers to provide workshops to parents and staff during the school year which are principally directed to support achievement for English Learners, Low-Income families, and Foster youth student groups, through increasing partnerships between home and school connections.	$29,000.00	Yes
2.7	Professional Development to support MTSS and Common Core Implementation	Educational Services will provide access to professional development for school site teams consisting of administrator, counselor, psychologist, and lead teachers to learn about Multi-Tiered System of Support (MTSS) to ensure shared understanding of these supports and how they can be used to support students' academic and behavioral success. School site teams will develop Tier 1, Tier 2 and Tier 3 support protocols at each site. They will learn how to effectively analyze student data, identify student needs, develop a plan, provide support and progressively monitor data. Staff will attend conferences to support the implementation of the Common Core Standards and LCAP initiatives.	$113,500.00	No
2.8	Professional Learning Opportunities	Staff will be provided with learning opportunities to support professional growth within their positions with a focus on the following areas: coaching, mentoring, self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning	$22,500.00	No

Action #	Title	Description	Total Funds	Contributing
		communities for educators to engage in a meaningful classroom teaching experience.		
2.9	Professional Development to Support Collaborations	State and Federal programs will work with site administration on the implementation of grade level collaboration meetings at the elementary school and department meetings at the middle and high school level to monitor and support student performance in common core standards and research-based student engagement strategies. This will include time for reviewing student data, sharing best practices, learning walks, and planning instructional strategies to address student needs.	$143,000.00	No
2.10	New Teacher Induction	Elementary Curriculum will support teachers without a clear credential and will support them as they participate in the TCUSD New Teachers Induction Program which provides training, coaching, and evaluation on standards- based instruction and assessments, differentiation of instruction and technology integration. This action will cover the cost of the third-party contract and the stipends for the mentors.	$72,000.00	No
2.11	Language Acquisition and ELD Professional Development	Teachers will receive professional development and supplementary resources (such as Be Glad to support language acquisition) to ensure that all English learners attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. A third-party provider will assist teachers in implementing and coordinating an effective Designated and Integrated ELD program, which is principally directed to support our English Learners.	$148,443.00	Yes
2.12	Inclusion Focused Collaboration for Teachers of Students with Disabilities	Special Education will work with site administrators to offer collaboration time for general education teachers to differentiate instruction to increase opportunities for all students at the secondary school sites. Inclusion opportunities are to benefit from instruction for all students.	$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Translation Supports	District translators will support school sites in Mandarin and Spanish to increase parent engagement of our Low-income, foster youth, and English Learners. Additionally, beyond the base program, TCUSD will offer contracts to third-party providers to help fill the need for translation and interpretation in the district by creating activities, spaces, and opportunities to connect with parents of our EL students as partners in their children's education. Translation devices and technology resources will be offered to help with in-person translation in meetings and in-class for our English Learners students.	$213,000.00	Yes
2.14	Homeless and Foster Youth Support	Student Support and Engagement Services will continue to support our families who are low-income and experiencing homelessness by providing support for school, referrals to community agencies and additional resources as determined. TCUSD will continue to support our Foster Youth by providing necessary transportation to school, referrals to community agencies, and tutoring services. In order to increase and improve access for our low-income families, TCUSD will provide hotspots to low-income and foster families that need internet connectivity at home.	$40,000.00	Yes
2.15	Alternative Programs Staff	Human Resources will augment teaching staff beyond base school allocation to improve student connectedness with school personnel by reducing class sizes, which is principally directed for unduplicated students in order to improve chronic absenteeism for our English Learners, Foster Youth, and Low-Income students.	$320,500.00	Yes
2.16	Effective and Credentialed Teaching Staff	TCUSD will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by the annual CALPADS and SARC reporting.	$30,500,000.00	No
2.17	Healthy Schools	A licensed vocational nurse and school health assistant will be added as district oversight and support all of the school sites that need the most support with chronic absenteeism and are principally directed to provide support for English Learners, Low-Income, and Foster Youth students.	$114,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
		They will address the common reasons for absences and work with the designated school staff to create a realistic plan to combat absences related to illness or unexcused absences.		
2.18	Professional Development and Language Acquisition Supports for LTELs	Teachers will receive professional development and supplementary resources (such as EL Achieve) to ensure that Long Term English Learners will attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. A third-party provider will assist teachers in implementing a peer mentoring program that will support language acquisition for Long Term English Learners.	$141,577.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create innovative learning environments that are safe, healthy, positive, welcoming, and attractive for all learners that fosters a sense of belonging and accessibility for the entire school and community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal was developed due to the continued need to promote students' request to feel safe and connected to school campuses. Educational Partners spurred an ongoing imperative to prioritize the emotional and psychological well-being of students, fostering an environment where they feel both safe and deeply connected to their school campuses. Highlighting the significance of this endeavor, data underscores the pressing need to bridge equity gaps in student outcomes, particularly evident in suspension and expulsion rates. Delving deeper into the metrics pertaining to school connectedness, such as the suspension rate, the District, in collaboration with educational partner groups, has reached a consensus that the current strategies must be sustained to uphold the trajectory of strong academic success. Insight garnered from the Local Climate Survey further bolsters this endeavor, revealing that 79% of students and 89% of parents affirm feeling a sense of safety within the school environment. Building upon these findings, educational partners advocate for heightened awareness of existing programs aimed at supporting students and families, recognizing the pivotal role of mental health services and social-emotional support in cultivating a nurturing learning environment. Additionally, there's a firm commitment from TCUSD to deliver an educational experience rooted in empathy, consideration, and comprehensive support for social-emotional learning. Educational partners also expressed the need to continue to maintain and upgrade facilities.

This goal was created to deliver high quality instruction in a safe, healthy, positive, and welcoming learning environment. These actions and metrics grouped together will ensure students are well equipped with capabilities needed to become productive citizens, hold sustainable careers/employment, and enhance individual well-being in a safe environment. Through a strategic alignment of actions and metrics, the district endeavors to deepen the sense of connectedness within the school community, thereby fostering positive academic outcomes, bolstering achievement, and nurturing academic persistence. Monitoring tools for Goal 3 include the California Dashboard Suspension Indicator, the expulsion rate, facilities Inspection tool, Local Climate Survey, California health kids survey, and CCEIS referral data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate (California Dashboard)	2023 California Dashboard reported 81 student suspensions or 1.5% for all students EL: 1.7% Low-income: 2.4% Hispanic: 3.5%	2024 California Dashboard reported 77 student suspensions or 1.4% for all students EL: 2% Low-income: 2.3% Hispanic: 3.1%		All students: 0.5% EL: 0.5% Low-Income: 0.5% Hispanic: 0.5%	All students: -.1% EL: +.3% Low-Income: -.1% Hispanic: -.4%
3.2	Expulsion Rate (DataQuest)	Dataquest reported 9 students were expelled for the 2022-23 school year, which is equivalent to .2%.	Dataquest reported 0 students were expelled for the 2023-24 school year, which is equivalent to 0%.		0%	-.2%
3.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Facilities Inspection Tool - SARCs)	100% of school facilities were reported as having an "exemplary" or "good repair" marks in 23-24.	100% of school facilities were reported as having an "exemplary" or "good repair" marks in 24-25.		100% of school facilities were reported as having an "exemplary" or "good repair" marks in 23-24.	0%
3.4	Local Climate Survey: Safety	On the 23-24 Local School Climate Survey, 79% of students reported that they agreed with the statement "I feel safe at school"	On the 24-25 Local School Climate Survey, 82% of students reported that they agreed with the statement "I feel safe at school"		90% of students will agree with the statement "I feel safe at school"	+3%
3.5	Student Perception of School Safety and Connectedness	On the 23-24 CHKS, students reported that they feel safe at school:	On the 24-25 CHKS, students		5th grade - 90% (all or most of the time)	5th grade: +8% (all or most of the time)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(California Healthy Kids Survey and California School Staff Survey)	5th grade - 81% (all or most of the time) 7th grade - 61% (agree or strongly agree) 9th grade - 65% (agree or strongly agree) 11th grade - 57% (agree or strongly agree) Parents reported that school is a safe place for their child: 94% (agree or strongly agree) Staff reported that school is a safe place for students: 97% (agree or strongly agree)	reported that they feel safe at school: 5th grade - 89% (all or most of the time) 7th grade - 71% (agree or strongly agree) 9th grade - 61% (agree or strongly agree) 11th grade - 64% (agree or strongly agree) Parents reported that school is a safe place for their child: 96% (agree or strongly agree) Staff reported that school is a safe place for students: 97% (agree or strongly agree)		7th grade -80% (agree or strongly agree) 9th grade - 80% (agree or strongly agree) 11th grade - 80% (agree or strongly agree) Parents: 95% Staff: 98%	7th grade: +10% (agree or strongly agree) 9th grade: -4% (agree or strongly agree) 11th grade: +7% (agree or strongly agree) Parents: +2% Staff: 0%
3.6	Local Climate Survey: Mental Health	2023-24 "I have one staff member that I can go to if I need to talk about something or get help" (Often or Always) All students - 63% EL - 67% Low-Income - 64%	2024-25 "I have one staff member that I can go to if I need to talk about something or get help" (Often or Always) All students - 61% EL - 66% Low-Income - 60%		"I have one staff member that I can go to if I need to talk about something or get help" (Often or Always) All students - 80% EL - 80% Low-Income - 80%	All students: -2% EL: -1% Low-Income: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	California Healthy Kids Survey: Mental Health	2023-24 Percentage of students that responded yes to this statement - "Past 12 months, did you ever feel so sad or hopeless almost every day for 2 weeks or more that you stopped doing some usual activities" 7th grade all: 23% 7th grade EL: 25% 9th grade all: 26% 9th grade EL: 25% 11th grade all: 29% 11th grade EL: 34%	2024-25 Percentage of students that responded yes to this statement - "Past 12 months, did you ever feel so sad or hopeless almost every day for 2 weeks or more that you stopped doing some usual activities" 7th grade all: 18% 7th grade EL: 14% 9th grade all: 21% 9th grade EL: 13% 11th grade all: 23% 11th grade EL: 22%		7th grade all: 20% 7th grade EL: 20% 9th grade all: 20% 9th grade EL: 20% 11th grade all: 20% 11th grade EL: 20%	7th grade all: -5% 7th grade EL: -11% 9th grade all: -5% 9th grade EL: -12% 11th grade all: -6% 11th grade EL: -12%
3.8	CCEIS referral data: Significantly Disproportional	In 2022-23 our Hispanic students were 6.49 times more likely to qualify for special education services with a specific learning disability.	In 2023-24 our Hispanic students were 6.64 times more likely to qualify for special education services with a specific learning disability.		Our Hispanic students will 3 times more likely to qualify for special education services with a specific learning disability.	-0.15
3.9	Teacher Perception of School Safety and Connectedness (California School Staff Survey)	In 23-24, 95% of staff believed that school was a safe place for staff.	In 24-25, 98% of staff believed that school was a safe place for staff.		98% will believe that the school is a staff place for staff.	+3% +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		90% of the staff stated that they agree or strongly agree with the statement "Adults who work at this school feel a responsibility to improve this school."	98% of the staff stated that they agree or strongly agree with the statement "Adults who work at this school feel a responsibility to improve this school."		95% will agree that adults who work at this school feel a responsibility to improve this school.	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The following planned actions were fully implemented in the 2024-25 school year and had successful outcomes for students:
3.1 Positive Behavior Intervention and Supports
3.2 School Counselors
3.3 Facilities
3.4 Student Safety
3.5 Mental Health Supports
3.7 Behavior Health Resources

The District reflects notable successes in promoting safe, supportive, and inclusive learning environments through a combination of behavioral, social-emotional, and facilities-based strategies. Action 3.1 (Positive Behavior Intervention and Supports) helped reinforce consistent school-wide expectations and proactive discipline approaches, contributing to improved school climate and reductions in disruptive behavior. School counselors (Action 3.2) played a key role in supporting students' academic and emotional well-being, offering targeted interventions and guidance aligned with MTSS frameworks. Investments in facilities (Action 3.3) ensured clean, well-maintained, and safe learning spaces, contributing to student pride and engagement. Student safety initiatives (Action 3.4) enhanced preparedness and prevention through supervision, emergency protocols, and campus monitoring, helping schools maintain a welcoming and secure atmosphere. The expansion of mental health supports (Action 3.5) and behavioral health resources (Action 3.7) further strengthened the district's capacity to respond to student needs, offering accessible services and referrals for those experiencing stress, trauma, or mental health challenges. Together, these actions created a more supportive and responsive school environment where students feel safe, connected, and ready to learn.

The following planned actions were partially implemented in the 2024-25 school year:
3.6 Social Emotional Learning Resources - We are researching which materials and resources will benefit our students the most based on their needs; therefore, our purchases were minimal, and we are still looking to implement new materials to support our staff with social emotional learning resources.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A material difference between the budgeted expenditures and estimated actual expenditures is defined as a 15% or more difference.
The actions that were overbudget by 15% or more were the following:
3.1 Positive Behavior Intervention and Supports - The cost of LACOE PBIS training increased and a growing need of PBIS resources to support implementation.
3.2 School Counselors - The cost of salaries for the counselors was not accurately budgeted.

The actions that were underbudget by 15% or more were the following:
3.6 Social Emotional Resources - District is still investigating what materials to purchase to support the teachers and the counselors.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

School Climate, Behavior, and Discipline (Actions 3.1, 3.2, and 3.7)
The district's investment in school-wide behavior systems and student support personnel has led to meaningful improvements in student behavior and discipline outcomes. Through the implementation of Positive Behavior Interventions and Supports (PBIS) and the strategic deployment of school counselors, schools maintained a clear and proactive approach to supporting student behavior. Suspension rates declined overall, from 1.5% in 2022–23 to 1.4% in 2023–24, signaling greater consistency in classroom behavior expectations and stronger preventative interventions. Notable reductions occurred for low-income students, whose suspension rate decreased from 2.4% to 2.3%, and for Hispanic students, whose rate dropped from 3.5% to 3.1%. However, the suspension rate for English learners (ELs) rose slightly, from 1.7% to 2%, highlighting an area in need of more targeted, culturally responsive supports. Most significantly, the expulsion rate dropped to 0% in 2023–24, down from 0.2% the year prior. This reduction reflects the district's successful shift toward restorative practices and the effective role of school counselors in de-escalation and intervention. In tandem, Behavioral Health Resources (Action 3.7) played a key role in addressing the root causes of behavioral challenges through counseling and early intervention services. These supports particularly benefited low-income and EL students, helping reduce behavioral incidents that might otherwise lead to disciplinary action. The data confirms the effectiveness and the importance of aligning behavioral and mental health resources as a strategy to reduce exclusionary discipline practices, especially for historically underserved populations.

Student Safety and Facilities (Action 3.3 and 3.4)
Efforts to provide safe, well-maintained, and welcoming campuses continued to show strong outcomes. and effectiveness in these actions. For the second consecutive year, 100% of schools were rated in "good" or "exemplary" repair according to the state's facilities inspection data, demonstrating the district's commitment to ensuring physical environments support student safety and wellness. Student perception of safety also improved. In the 2023–24 Local School Climate Survey, 79% of students agreed with the statement, "I feel safe at school." This

increased to 82% in 2024–25. Results from the California Healthy Kids Survey (CHKS) showed even more detailed improvements across grade levels. For example, 5th-grade students reporting that they felt safe “all or most of the time” rose from 81% to 89%, while 7th graders increased from 61% to 71%, and 11th graders improved from 57% to 64%. While 9th-grade student perception dipped slightly from 65% to 61%, the overall trend shows increased feelings of security among most students. Parent and staff perceptions remained consistently high. In 2024–25, 96% of parents agreed that school is a safe place for their child, and 97% of staff reported that school is a safe place for students—matching the previous year’s strong results. Staff perceptions of their own safety improved notably from 95% in 2023–24 to 98% in 2024–25, and the belief in shared responsibility among adults on campus rose to 98%, reflecting a positive school culture and collective investment in safety and continuous improvement.

Mental, Emotional, and Social Health (Action 3.5, 3.6, and 3.7)
The district’s comprehensive mental health strategy, including school-based mental health supports (Action 3.5), SEL resources (Action 3.6), and Behavioral Health Resources (Action 3.7), has had a measurable impact on student well-being—particularly for high-need groups such as English learners, low-income students, and foster youth and are therefore effective. According to CHKS data, the percentage of students experiencing prolonged sadness or hopelessness—a key indicator of depression—decreased significantly across all surveyed grades between 2023–24 and 2024–25.For 7th-grade English learners, the rate fell from 25% to 14%; among 9th-grade ELs, it dropped from 25% to 13%; and for 11th-grade ELs, it decreased from 34% to 22%. These declines reflect the accessibility and responsiveness of mental health services available to students and the impact of school counselors and behavioral health teams in recognizing and responding to early signs of emotional distress. Low-income students showed similarly positive declines across grade levels. While foster-specific percentages weren’t disaggregated, these students continue to be prioritized in service coordination and access to supports. Despite these mental health gains, there was a slight drop in students’ reported access to trusted adults on campus—a concern linked to Action 3.6 (SEL resources). The percentage of students who reported that they “often or always” had one staff member they could talk to decreased from 63% to 61% overall. Among ELs, this figure dipped from 67% to 66%, and for low-income students, it dropped from 64% to 60%. These numbers, while still relatively high, suggest a need to strengthen adult-student connections, especially for students most at risk of emotional isolation.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metric 3.5 - Language updated to reflect the correct name of the survey.
Metric 3.9 - Language updated to reflect the correct name of the survey.
Action 3.1 - Funds will be increased to account for rising costs of PBIS training and the need for more PBIS resources.
Action 3.2 - Funds will be accurately adjusted to account for salary increases.
Action 3.3 - Funds will be accurately adjusted to account for projected expenses.
Action 3.6 - Description updated to include "wellness rooms".
Action 3.7 - Funds will be decreased to accurately reflect salaries for the current staff.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behavior Intervention and Supports (PBIS)	Student Support and Engagement will support the implementation and maintenance of the Multi-Tiered Systems of Support as it relates Positive Behavior Intervention and Supports to improve the achievement of individualized behavior/social-emotional goals by providing materials, technology platforms, measurement tools for PBIS, and training. This initiative will also support our Hispanic student group that scored at the lowest level at one of our school sites per the 2023California Dashboard related to suspensions.	$43,000.00	No
3.2	School Counselors	Student Services and Engagement will oversee counselors at all elementary schools, Oak Intermediate, alternative program, and additional support at the high school to provide direct social and emotional support for all students, with specific focus on the needs of our Low-Income, English Learners, and Foster Youth, which is beyond the base program. It is reflective of the district's efforts to provide comprehensive support that extends beyond academic interventions. These specialized systems of support create a college and career- ready culture.	$1,515,552.00	Yes
3.3	Facilities	Maintenance and Operations will provide students with a physically safe environment that meets the needs of 21st century learning, including but not limited to upgrades, technology, infrastructure, and equipment installation. Likewise, through routine restricted maintenance, facilities upkeep and small capital improvements provide opportunities to improve the student and community experience and increase access to basic services.	$2,800,000.00	No
3.4	Student Safety	Student Services and Engagement will work with the principals to maintain an anti-bullying prevention program and safety protocols to ensure that our campuses are clean, accessible, and safe at all times.	$125,000.00	No
3.5	Mental Health Supports	Student Services and Engagement will provide individual counseling services through additional staff and third-party contracted providers to	$60,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support students' social emotional development principally directed for K-12 English Learners, Foster Youth, and Low-Income student groups in order to improve student connectedness.		
3.6	Social Emotional Learning Resources	Elementary and Secondary Curriculum will provide resources for all staff on the science of learning and development, and social emotional learning (SEL) strategies, wellness rooms, and structures for relationship building and safe and supportive environments in order to reinforce the social and emotional capacities of all adults who work with students.	$75,000.00	No
3.7	Behavior Health Resources	Certificated and classified staff trained with specific behavior intervention and support strategies will improve student engagement by offering MTSS tier 2 and 3 behavior supports that are principally directed to provide support for English Learners and Low-Income students.	$562,380.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,822,027.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.777%	0.000%	$0.00	9.777%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** TK-3 Reading Initiative **Need:** On the 2023 ELA CAASPP there was a gap in achievement with our English learners performing 45 points below the ELA scores of all students and our Low-income students show a 32-points achievement gap. In 2024-25, i-Ready data showed general gains for K–1 students in Tier 1 proficiency, but EL	This action will address the early literacy gaps of our youngest unduplicated students. This initiative will include targeted interventions, professional development for teachers, and the provision of engaging reading materials. The improved focus on reading instruction in the early years will lay a strong foundation for future academic success. This action will provide a LEA-wide focus to purchase additional materials and staff supports that are principally directed at our unduplicated	The ELA CAASPP scores will be reviewed annually to monitor the growth of our unduplicated students. We will monitor the progress of our unduplicated students in this assessment and compare the results to the progress of all students who take ELA CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance in 2nd and 3rd grade declined. 2024 CAASPP ELA scores for EL students decreased from 1.5 points above to 4.7 below standard, suggesting a greater need for English learners. However, low-income students improved in ELA from 14.7 to 16.2 points above standard, indicating targeted early literacy supports had a positive impact for that group. Based on this information, we need to offer early interventions to our unduplicated students prior to taking the CAASPP assessment. In 2024 Educational partner feedback, specifically from the Parent Advisory Council, TCEA, and District Administration, indicated that this is a high-priority area of focus to offer early interventions within our schools. Teachers indicated that they need training and supplementary supports to increase their capacity to provide reading intervention. **Scope:** LEA-wide	students; however, this action will benefit all students within the district. Research has shown that early intervention and targeted reading instruction positively impacts the reading level of all students, especially our unduplicated students. John Hattie's Visible Learning Research shows a .72 effect size in favor of comprehensive instructional programs for teachers. Likewise, his research shows a .60 effect size for phonic programs.	within the district. (Metric 1.3) Likewise, teachers will monitor students reading utilizing various curriculum-based assessments, such as i-Ready scores by grade level and student groups in K-8th grade. (Metric 1.5 and 1.18)
1.5	**Action:** Instructional Technology Supports **Need:** On the 2023 Math CAASPP there is a gap in achievement with our English learners performing 29 points below the Math scores of all students and our Low-income students show a 31-points achievement gap. This	This LEA-wide action will address the achievement gap challenges, and therefore our mathematical challenges that face our unduplicated students. This initiative will include targeted interventions through technological tools and professional development for teachers. Examples are instructional software and licenses such as Apex, Frax, Khanmigo, and Seesaw, along with the professional development to support these tech	The Math CAASPP scores will be reviewed annually to monitor the growth of our unduplicated and all students. We will monitor the progress of our unduplicated students on this assessment and compare the results to the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	action contributed to measurable academic growth in 2024, particularly in Math, where all students improved from 31.6 to 37.3 points above standard. EL students improved in Math from 2 to 5.3 points above standard, and low-income students gained from 0.3 below to 6.7 above standard. Because our district has moved to 1:1 student devices, we can leverage the technology to help minimize the achievement gaps. English learners and Low-income students need additional academic supports that enhance and extend learning opportunities during and outside of the school day. In 2024, Educational partner feedback, specifically from our DELAC, CSEA #105, CSEA #823, and site principals, indicated that this is a high priority area of focus to offer and expand the available resources to support our unduplicated students. Our DELAC indicated that virtual platforms do help the students continue to access content outside of the school day to extend their learning time opportunities. **Scope:** LEA-wide	tools. The improved focus on mathematics through technological supports will provide a strong foundation for future academic success. This action will provide an LEA-wide focus that are principally directed to our unduplicated students; however, this action will benefit all students within the district. 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). Murphy et al. (2014) showed how instructional technology supports help English Learners and Low-Income students with understanding math concepts by using personalized learning and support diverse instructional strategies.	progress of all students who take Math CAASPP within the district. (Metric 1.4) Some of these purchased technology supports will also come with monitoring and assessments that be utilized. Teachers will use i-Ready data to monitor the progress of students in Math and Reading. (Metric 1.5)
1.7	**Action:** Summer School **Need:** On the 2023 Math CAASPP there is a gap in achievement with our English learners	This action will address the academic challenges that face our unduplicated students during extended learning time during the summer months. This initiative will include the cost of staff to run summer school. The improved focus extra time to focus on academics will provide a strong	We will offer summer school to the lowest bands of students as evidenced by district benchmark i-Ready assessments, state test scores (CAASPP &

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performing 29 points below the Math scores of all students and our Low-income students show a 31-points achievement gap. Likewise on the 2023 ELA CAASPP, there is a gap in achievement with our English learners performing 45 points below the ELA scores of all students and our Low-income students show a 32-points achievement gap. This action contributed to measurable academic growth, particularly in Math, where all students improved in 2024 from 31.6 to 37.3 points above standard. EL students improved in Math from 2 to 5.3 points above standard, and low-income students gained from 0.3 below to 6.7 above standard. On the 2024 CAASPP ELA results for EL students declined, but remained stable for low-income students, indicating that interventions like Summer School helped mitigate learning loss. In 2024 Educational partner feedback, specifically from the Parent Advisory Council and CSEA #105, indicated that this is a high-priority area of focus to offer and expand summer learning through summer school opportunities. Summer school and other summer learning opportunities provide unduplicated students with additional learning time who are in need of support extra learning options. **Scope:** LEA-wide	foundation for future academic success of all students, but specifically for our unduplicated students. This action will provide an LEA-wide focus which is principally directed to our unduplicated students; however, this action will benefit all "at-promise" students within the district. Research has shown that summer school positively impacts the achievement growth of students, especially our unduplicated students. John Hattie's Visible Learning Research shows a .19 effect size in favor of summer school programs.	ELPAC), and teacher input. The Math and ELA CAASPP scores will be reviewed annually to monitor the growth of our unduplicated students. We will monitor the progress of our unduplicated students on this assessment and compare the results to the progress of all students who take ELA and Math CAASPP within the district. (Metric 1.3, 1.4, 1.5, and 1.6)

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1.9	**Action:** Technology, Library, and Media Staff **Need:** On the 2023 ELA CAASPP, there is a gap in achievement with our English learners performing 45 points below the ELA scores of all students and our Low-income students show a 32-points achievement gap. In 2024, CAASPP ELA results for EL students declined, but remained stable for low-income students. There is a need to have staff that will support the students with implementation of the 1:1 devices, computer literacy, and foundational literacy. In 2024, Educational partner feedback CSEA#105, CSEA #823, and Principals indicated that need to have site media and tech support in our libraries. **Scope:** LEA-wide	Through the use of Technology, Library, and Media Staff this will ensure that our unduplicated students have access to a trained adult that can help ensure that they can have access to the technology necessary to access textbooks, online interventions, access to internet, digital programs, and their 1:1 devices. Librarians and media technicians help bridge the resource gap that often exists for EL and low-income students. They provide access to a wide range of educational materials, including books, digital resources, and specialized tools that students might not have at home. All of our unduplicated students will have access to the books, research materials, and resources that they need during the school day and after school to support their success in computer literacy and how that relates to academic success. Staff will be available to provide resources within our library during school hours to support the unduplicated students and their families with access to print and digital materials. Librarians often curate collections that reflect the diverse cultural and linguistic backgrounds of the student body, helping EL students feel represented and valued. This action will be provided with an LEA-wide focus which is principally directed to our unduplicated students; however, this action will benefit all students within the district. According to the Association of College Research (2017), it outlines the values of academic libraries within institutions. By utilizing this research, TCUSD will provide library and media support to our unduplicated students. Increasing library and media support is well-researched practice that	The ELA CAASPP scores will be reviewed annually to monitor the growth of our unduplicated students. We will monitor the progress of our unduplicated students on this assessment and compare the results to the progress of all students who take ELA CAASPP within the district. (Metric 1.3)

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		meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Technology platforms provide the opportunity for collaboration with peers and teachers.	
1.11	**Action:** Supplemental Educational Services Staff **Need:** When reviewing the students that are meeting UC/CSU Requirements in 2023, 64.1% of our graduates are meeting this; however, 29.3% (27 students) of our English Learners and 54.5% (145 students) of our low-income students are meeting UC/CSU Requirements. In 2024, this dropped among all students (64.1% to 56.6%), and low-income students (54.5% to 47%) but increased for ELs (29.3% to 31.3%). It is the intent to offer early services beginning in elementary to offer MTSS supports and engage our families early in the expectations to support college requirements. In 2025, the percentage of parents that indicate that the school provides information on how to help your child plan for college or vocational school (very well and Ok) for all students is at 66%, which is 2% higher than last year, but remained the same for EL students at 63%. in 2024, Educational partner feedback, specifically from our site principals, indicated that this is a high-priority area of focus to have	The Education Services coordinators will work closely with the site administration to support family engagement by increasing knowledge around a college-going culture. These focus groups, town halls, committees, written communications, and workshops will provide families with a sense of inclusivity among unduplicated groups which will provide an increase of parent involvement as part of the school community. Staff will focus on a multi-tiered system of support for our families and increasing access to college to meet families where they are with understanding the school and college systems. We expect that with proper staff in place, we will see a significant increase in unduplicated students meeting UC/CSU requirements. On an LEA-wide basis, the additional staff will provide increased and improved services at all our sites and all students with our multitiered system of support and enhance family engagement programs by providing a sense of inclusivity to promote a school-wide and district-wide culture of engagement, which will provide an increase of parent involvement as part of the school community. The study by Naoom, S. F., VanDerHeyden, A. M., & Allinder, R. M. (2009). titled "The role of	The College and Career Indicator will be analyzed yearly to monitor the growth of our unduplicated students toward meeting college requirements. (Metric 1.9) Percentage of parents that indicate that the school provides information on how to help your child plan for college or vocational school will be measured annually on the CHKS (Metric 1.19)

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	staff in place that can support site administration with analyzing and monitoring the progress of their unduplicated student groups to help them prepare to meet college requirements. **Scope:** LEA-wide	leadership in the implementation of multitiered support systems" identifies key leadership practices and strategies that contribute to successful MTSS implementation, such as establishing a shared vision and goals, providing resources and support for staff, fostering collaboration and communication among stakeholders, and using data to inform decision-making. This will help shape how staff will work with site leadership to implement MTSS and therefore increase students meeting UC/CSU requirements.	
1.13	**Action:** Multilingual Pathways **Need:** In 2023, only 14.1% of the students (46 students) received the State Seal of Biliteracy at graduation. There were only 5 EL students and 13.75% (21 students) of low-Income students. In 2024, the percentage of EL students earning the State Seal of Biliteracy remained steady; however, there were gains among low-income students (21 to 27 students). This shows the need to support multilingual programs and improve mindset around English Learners as part of an asset-based culture related to language. In 2024, Educational partner feedback, specifically from our parents/community and our Board of Education, indicated that this is a high-priority area of focus to have a focus to expand our multilingual programs within the district and to promote and assets- based	Multi-lingual programs are designed to capture the strengths of our English learners. Through this assets-based approach to language, we can support an EL student's primary language at a young age in elementary school. The certificated staff will be hired prior to their teaching year to plan and prepare the curriculum and receive professional development for successful implementation. We can likewise focus on alternate method for awarding students who have a native language other than English at the high school level, even if they do not take the four-year coursework. The Avant assessments will also be used at the high school level to increase the number of native speakers that are able to qualify for the State Seal of Biliteracy in lieu of coursework. It is the intent to open a Dual Language Immersion Mandarin class at Longden Elementary; however, all schools will focus on the need to celebrate language and biliteracy programs across the district by offering foreign language enrichment opportunities. This action will create an opportunity for our English Learners to	As additional world language assessments are put in place, we will have the opportunity to monitor proficiency within a language other than English in the future and will develop biliteracy pathway awards at the elementary and intermediate levels. The College and Career Indicator will be analyzed yearly to monitor the growth of our unduplicated students that complete the requirement for a State Seal of Biliteracy upon graduation. (Metric 1.8) Reclassification rate (Metric 1.15)

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	model around acquiring language to improve perceptions around students with a primary language other than English. **Scope:** LEA-wide	succeed in their primary language and will offer additional opportunities for our low-income and foster youth to have open access to these programs to learn a second language. This action will provide an LEA-wide focus which is principally directed to our unduplicated students; however, this action will benefit all "at-promise" students within the district. This action will include additional certificated staff to support the implementation of world language programs at the elementary level and the cost of materials and assessments. Numerous studies have shown that multilingual education can positively impact academic achievement. For example, research conducted by Virginia Collier and Wayne Thomas (2009) has demonstrated that students in dual-language immersion programs often outperform their peers academically, particularly in subjects like mathematics and language arts. By utilizing their research around Two-way immersion, the English Learners will thrive in an environment where their home language is shared and valued. Likewise, research by Kathryn Lindholm-Leary (2022) has shown that ELs in dual language programs not only achieve academic success but also develop strong language skills in both their native language and English, often outperforming ELs in traditional English-only programs.	
1.15	**Action:** Multi-Tiered Intervention Supports **Need:** On the 2023 California Dashboard, 97% of our students graduated. However, when looking at	In order to graduate, our English Learners, Foster Youth, and Low-Income students need interventions during the school day to help them pass their course work, access the curriculum with primary language supports, and support to meet the rigorous academic standards in English. By	We will also discuss the interventions offered at each site with the students during our annual Talking Tour visits, when visiting the Student Advisory

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	our rates of our English Learners (89.1%) and Low-income students (95.5%), these rates were lower. In 2024, CAASPP ELA results for EL students declined, but remained stable for low-income students. Graduation rates improved significantly among ELs (from 89.1% to 95%) and low-income students (from 95.5% to 97%). EL students improved in Math from 2 to 5.3 points above standard, and low-income students gained from 0.3 below to 6.7 above standard. In 2024, Educational partner feedback, specifically from students, TCEA, PAC, and DELAC, indicated that this is a high-priority area of focus to continue to offer interventions supports to our unduplicated students at all schools to ensure that students meet the requirements to graduate and meet state standards. **Scope:** LEA-wide	providing interventions and supports early in elementary school, this will provide future support for success later once the students are in middle school and high school. Interventions at the middle school will focus on supporting students with D's and F's; whereas at the high school and comprehensive high school, there will be a focus on credit recovery and homework help to help student meet graduation requirements. By offering intervention supports, this will increase the number of students who meet graduation requirements and therefore increase the number of unduplicated students who have met graduation requirements as well. This action will provide an LEA-wide focus which is principally directed to our unduplicated students; however, this action will benefit all "at-promise" students within the district. When looking at John Hattie's research on Visible Learning, there is a 1.29 effect size for using Response to Intervention. An effect size of 1.29, as identified in John Hattie's research, is a statistical measure indicating a substantial impact of a particular intervention on student outcomes. In educational research, effect size quantifies the effectiveness of a teaching strategy or intervention, with larger values representing greater impact. An effect size of 0.2 is considered small, 0.5 medium, and 0.8 large. Therefore, an effect size of 1.29 is exceptionally large, suggesting that Response to Intervention (RTI) significantly enhances student learning and performance. This means that students receiving RTI are likely to show considerable improvement in their academic achievements compared to those who do not receive such interventions.	Councils at each school site. This action will be measured by reviewing the graduation rates and CAASPP scores annually. (Metric 1.3, 1.4, 1.16 and 1.11)

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1.16	**Action:** Enrichment Offerings **Need:** On the California Science Test, our overall scores dropped from 54.8% met or exceeded in 22-23 to 51.82% met or exceed in 23-24. There is a current gap in achievement with our English learners performing 48.05 percentage points below the CAST scores of all students and our Low-income students show a 10.92 percentage points achievement gap. There is a need to provide STEM opportunities and enrichment opportunities to fill an equity gap with our students. In 2025, Educational partner feedback from students and our PAC committee indicated that there is a need to support our unduplicated students with more enriching opportunities. **Scope:** LEA-wide	Learning beyond the classroom is a valuable tool for engaging students and provides opportunities for them to explore unfamiliar career paths, interact with the world in new ways, and participate in experiences not found in their communities. For students who are in foster care, English learners, and low-income, these opportunities provided by the school are essential to their personal development, as they may otherwise be cost prohibitive or present transportation challenges. Presenting students with culturally-engaging educational experiences outside of the classroom opens doors to possibilities and gives students who are foster youth, English learners, and low-income equitable access to advanced technology, activities, services, events, and field trips that reveal a world they did not know existed where they are empowered to create new dreams for themselves and begin to write their next chapter. This action will be provided with an LEA-wide focus which is principally directed to our unduplicated students; however, this action will benefit all students within the district. According to research provided by Whitesell (2016) in the Journal of Research in Science Teaching, field trips are an important feature of the United States' education system, although in the current context of high-stakes tests and school accountability, many schools are shifting resources away from enrichment. The evidence in this journal states that field trips can contribute positively to student achievement is meaningful for policymakers and administrators, as it suggests schools can provide enrichment experiences that	The California Science Test CAASPP scores will be reviewed annually to monitor the growth of our unduplicated students. We will monitor the progress of our unduplicated students on this assessment and compare the results to the progress of all students who take California Science Test CAASPP within the district. (Metric 1.10)

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		families desire without sacrificing student test scores. The study suggests that field trips might be an effective tool for reducing achievement gaps.	
1.19	**Action:** Advanced Placement Programs **Need:** In 2023, we had 758 students attempt an AP test, but of those 758 only 9 of them were English Learners, 247 were low-income students and 3 were foster youth. Based on this data there is a clear need to support an increased number of AP courses to widen the interest and access to our unduplicated students. In 2024, EL test participation increased from 3 to 30 exams, and low-income students from 247 to 576 exams, with corresponding pass rate improvements (EL: 1.3%, Low-income: 24.4%). Educational partner feedback, specifically from our parents/community, students, PAC, and DELAC, indicated that this is a high-priority area of focus to have a focus on expanding our college and career programs and access to more AP programs for our unduplicated students at the high school. **Scope:** Schoolwide	Because we are going to subsidize the costs for unduplicated students to take AP courses, there is a need to add more course sections based on the demand. Additional Advanced Placement teachers will expand the access of AP courses to our unduplicated students at the high school by providing more AP courses above the base program to support native speakers and World Languages. The district expects that this action will increase the number of EL students who may want to take the AP course without taking the 4-year requirement. These teachers will also ensure that EL students have access to AP study materials, practice exams, and additional tutoring or study sessions. Providing these resources can help level the playing field and give EL students the tools they need to succeed. For our low-income and foster youth students this will create more seats available for them since the cost will be subsidized as mentioned in Action 1.18. This action will principally directed to our unduplicated students; however, this action will benefit all students at the high school. In the research by Corwin & Tierney (2007), one overarching conclusion is that students are best served by schools that exhibit a strong "college culture." Culture is the intersection of beliefs and practices. By creating a college awareness campaign this practice is grounded in research meets the criteria for “evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as	The District plans to measure the effectiveness of this action by analyzing the data received from College Board each year for the number of tests attempted and cross reference this by looking at the student groups that are taking the AP tests. We would expect to see an increase in the number of EL, low-income, and foster youth attempting the AP exams. (Metric 1.12)

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		both an effective and principally directed action to support improved outcomes for our unduplicated student groups.	
2.1	**Action:** Chronic Absenteeism Interventions **Need:** On the 2023 California Dashboard, 12.8% of the students in Temple City Unified were chronically absent. This resulted in a yellow tile on the Dashboard. Our Low-income students were also noted in the Yellow category at 17.8% chronically absent and foster youth at 17.6%. There is clear disparity with our low-income student group. In 2024, the chronic absenteeism rate decreased significantly, from 12.8% in 2022–23 to 8.8% in 2023–24. Subgroup data show strong improvements: low-income students declined from 17.8% to 13%, English learners (ELs) from 11.3% to 6.3%, and students with disabilities from 28% to 20.9% Based on educational partner feedback in 2024, our site principals indicated that it has been a challenge to communicate the importance of attending school. The additional staff above the base program, would allow more connections with families to discuss their needs and additional supports. **Scope:** LEA-wide	Based on the fact that our low-income students have a chronically absent rate of 17.8% and our Foster youth is at 17.6% on the 2023 Dashboard, the district will address this condition of absenteeism for our low-income and foster youth by hiring staff that will monitor attendance at the school sites and provide appropriate interventions by connecting the families resources based on the need. Third-party providers will also be contracted to support attendance interventions and supports. The district will develop, implement, and maintain an LEA-wide program that is designed to address some of the major causes of absenteeism for our low-income student, which is related to coordinating services for appropriate program placement in order to meet academic and behavioral needs (e.g. SART, SARB, student awards/recognition, Community Resources, Community Awareness) and monitoring independent study contracts. This action will be provided on an LEA-wide basis to help all students who are struggling with chronic absenteeism. These additional supports will benefit all families to access student support resources across the LEA, as well as a districtwide educational campaign to focus on regular school attendance and decrease absenteeism to benefit all students. By adding attendance clerks, we will provide increased and improved services to our low-income and foster students by providing resources and services to students and their families to	Annually the district will review chronic absenteeism data on the California Dashboard. By doing this Lea-wide action, the district expects that the chronically absent attendance rates of the low-income students will decrease. (Metric 2.1)

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		support them with a coming to school initiative such as connecting them to resources related to transportation, nutrition, vaccinations, healthy choices, and social-emotional resources. This action will build relationships with families while offering support. The resource by Sheldon, S. B., & Epstein, J. L. (2004), titled "Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism," published in The School Community Journal, explores the impact of family and community engagement on reducing chronic absenteeism in schools. There is a positive correlation between family and community involvement and improved student attendance. Schools that actively engaged families and communities reported lower rates of chronic absenteeism.	
2.2	**Action:** Supplemental Student Engagement Staff **Need:** On the 2023 California Dashboard, 12.8% of the students in Temple City Unified were chronically absent. This resulted in a yellow tile on the Dashboard. Our Low-income students were also noted in the Yellow category at 17.8% chronically absent and Foster youth at 17.6%. There is clear disparity with our low-income and foster student group in comparison to all students. More specifically, our homeless population has a chronically absent rate of 60.5%. In 2024, the chronic absenteeism rate decreased significantly, from 12.8% in 2022–23 to 8.8% in 2023–24. Subgroup data show strong	Based on the fact that there is a disparity in low-income students and foster youth in chronically absent rates in comparison to all students, low-income students and foster youth require additional services at the district level to decrease absentee rates. In order to address this condition of absenteeism for our low-income students and foster youth, the district will develop, implement, and maintain an LEA-wide program that is designed to address some of the major causes of absenteeism, which is related to coordinating services for appropriate program placement in order to meet academic and behavioral needs (e.g. SARB, counseling, and parent engagement programs) and monitoring independent study contracts. This action which will be provided on an LEA-wide basis, which will provide additional supports for families to access student support	Annually the district will review chronic absenteeism data on the California Dashboard and DataQuest. By doing this LEA-wide action, the district expects that the chronically absent rates of the low-income and foster youth students will decrease. (Metric 2.1)

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	improvements: low-income students declined from 17.8% to 13%, English learners (ELs) from 11.3% to 6.3%, and students with disabilities from 28% to 20.9% Based on educational partner feedback in 2024, our site principals indicated that it has been a challenge to communicate the importance of attending school. The additional staff above the base program, would allow more connections with families to discuss their needs and additional supports. **Scope:** LEA-wide	resources across the LEA. This action will provide a districtwide educational campaign to focus on regular school attendance and decrease absenteeism to ensure that all students will benefit from this action. Research consistently shows that positive school climate, characterized by supportive relationships, clear expectations, and a sense of belonging, is associated with higher attendance rates and greater student engagement. Studies by researchers like Ron Astor (1995) and Linda Jacobson (1991) have explored the impact of school climate on attendance and other academic outcomes. Likewise, Building strong partnerships between schools and families is critical for promoting positive attendance behavior. Research by Joyce L. Epstein (1991) and colleagues emphasizes the importance of family involvement in supporting students' attendance and academic success.	
2.3	**Action:** Communication and Marketing **Need:** When families were asked the following question in 2023, "I am kept well informed about school activities" 94% of all families agree or strongly agree with this statement. Similarly, 93% of EL families agree or strongly agree with this statement. It is important to have a communications and marketing position that can help with ongoing communication to our diverse community, in a language that they can understand. A notable	The Public Information Officer (PIO) will address the needs to communicate with our families of English Learners, educational partners, media, and/or coordinating with other agencies, as necessary, to ensure our community is up to date on all relevant information about Temple City Unified. The public information officer will work closely with the site principals to oversee the publication of their weekly newsletters so that they can be viewed in multiple languages. This position goes beyond the base level of service as it relates to family engagement programs in our district to target communication with our parents of English Learners. This action will provide an LEA-wide	The California School Parent Survey will be used annually to gauge the amount of influence this position has on supporting our unduplicated families. (Metric 2.8)

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	highlight came from the California School Parent Survey, where the percentage of all families who felt well informed about school activities rose from 94% in 2024 to 96% in 2025. Among English learner families, this figure rose from 93% to 97%. Educational partner feedback in 2024, specifically from the parents/community, Parent Advisory Council, DELAC, and the students, indicated that this is a high-priority area of focus on increased communications and parent engagement opportunities offered by the district. **Scope:** LEA-wide	focus that is principally directed to our English Learners; however, this action will benefit all students within the district. Studies have examined the role of communication and outreach efforts in reaching low-income families and fostering their engagement in schools. Research by Karen Mapp (2002) highlights the importance of using multiple channels of communication, such as newsletters, social media, and community events, to effectively reach families and keep them informed about school-related information and opportunities.	
2.6	**Action:** Family Engagement **Need:** When families were asked the following question in 2023, "I am confident that I know how to support my child's learning at home," 87% of all families agree or strongly agree with this statement. Similarly, 87% of low-income families agree or strongly agree with this statement, but 80% of the EL Newcomer families agree or strongly agree with this statement. Likewise, when asked the question "I participated in regularly scheduled parent conference with my child's teacher", 85% of parents of all students strongly agreed or agreed with that statement. The parents of	In order to support our EL and low-income parents in supporting their child's learning at home, parent workshops will be provided. A variety of topics will be offered through the workshops that will help low-income families and parents of ELs learn strategies they can use at home with their child. In addition, the parent workshops will help parents build relationships with other families which in turn will positively impact our students. These workshops are being provided on an LEA-wide basis as we expect that all parents and students can benefit from the sessions, topics, and positive interactions. Research on parent workshops to help parents support their child at home underscores the importance of collaboration between schools,	The Local Climate Survey will be used annually to gauge the amount of influence this action has on supporting our unduplicated families. We expect that this action will increase the number of unduplicated families that feel like they have the necessary tools to support their child's learning at home and parents will find value in attending the parent conferences. (Metric 2.3 and 2.7)

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	English learners and low-income students were even higher reporting at 94%. Although EL and low-income parents attend regularly scheduled parent conferences with their child's teacher at a higher rate than all parents, they do not feel as confident in knowing how to support their child's learning at home. In 2024, results from the local climate survey, which showed that 89% of all families, 87% of low-income families, and 83% of EL newcomer families reported feeling confident in supporting their child's learning at home—an increase from 80% for EL newcomers the year before. likewise in 2024, participation in parent-teacher conferences remained high, though slightly decreased, with 87% of all families, 89% of low-income families, and 90% of EL families indicating participation—down slightly from 94% the previous year for EL and low-income families. In 2024 Educational partner feedback, specifically from the Parent Advisory Council, DELAC, and the students, indicated that this is a high-priority area of focus on increased communications and parent engagement opportunities offered by the district. **Scope:** LEA-wide	families, and communities in promoting student success. By providing parents with knowledge, skills, and resources to support their child's learning, these workshops can empower families to become active partners in the education process and contribute to positive educational outcomes for all students. Dombek, B., & Stipek, D.(2016) examines the effectiveness of parent education interventions in promoting early literacy skills among young children. It evaluates various types of parent education programs, including workshops, and assesses their impact on parents' knowledge, attitudes, and behaviors related to literacy development. Likewise, Mejia, A., Calam, R., & Sanders, M. R. (2017) conducted a meta-analysis that examines the efficacy of parenting programs, including workshops, in low- and middle-income countries. It synthesizes findings from multiple studies to assess the impact of these programs on parent and child outcomes, including academic development, socio-emotional skills, and family functioning.	
2.15	**Action:** Alternative Programs Staff **Need:**	Based on the fact that TCVA chronically absent rate is red on the Dashboard, the District surmises that unduplicated students in the program can benefit from additional services at the site level to	Annually the district will evaluate the chronic absent rate of each school on the California

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	Temple City Virtual Academy has a chronic absent rate of 31.1% and scored in red on the 2023 California Dashboard. Unduplicated student groups are not reported due to small sizes of the groups; however, we know that are our English Learners, low-Income, and Foster youth are included in this count based on local data. Likewise, we had 10 students drop out at the high school level. It is important for us to build relationships in the alternative high school setting to increase the engagement of the students. in 2023-2024, the chronic absenteeism rate was not reported on the Dashboard due to a low number of students. TCUSD did maintain very low dropout rates in 2024: middle school dropout remained at 0%, and high school dropout improved from 2.8% (10 students) in 2022–23 to 1.8% (9 students) in 2023–24. Educational partner feedback in 2024, specifically from District administration, indicated that this is a high-priority area of focus on providing increased supports for our low-income, and therefore homeless, and foster students. **Scope:** Schoolwide	decrease absentee rates. In order to address this condition of absenteeism for our unduplicated students in alternative programs, the district will develop, implement, and maintain an school-wide program that is designed to address some of the major causes of absenteeism, which is related to coordinating services for appropriate program placement in order to meet academic and behavioral needs (e.g. SART, SARB, student awards/recognition, Community Resources, Community Awareness) and monitoring independent study contracts. This action will provide additional supports on a schoolwide basis for staff to monitor and connect with students and families on a personal level. Lower class sizes will be provided on a schoolwide basis to help build relationships, which will positively impact all students that are enrolled due to the decreased student-to-teacher ratios. In his book "Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement" (2009), Hattie provides effect sizes for a wide range of educational interventions and practices. While he doesn't isolate a specific effect size for building relationships, he does discuss the importance of teacher-student relationships in several meta-analyses. For example, Hattie found that teacher-student relationships have a positive impact on student achievement, with an effect size of around 0.52. This suggests that strong teacher-student relationships contribute significantly to students' academic success. Hattie emphasizes the importance of fostering positive relationships	Dashboard but will also help the principals to monitor the rates monthly throughout the school year by utilizing Aeries reports. (Metric 2.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		characterized by trust, respect, and support in order to maximize learning outcomes for all students.	
2.17	**Action:** Healthy Schools **Need:** In TCUSD, there were 12.8% chronically absent students for the 2022-23 school year as reflected on the 2023 CA Dashboard (Yellow). Of those students our Low-Income students had a higher chronically absent rate at 17.8%. When looking deeper at this low-income data population, per the Dataquest report titled "Absenteeism by Reason"' our homeless students' average days absent for 22-23 was 27.9 days. This is higher than the state average at 20.2 and the county average at 18.6. Our Foster youth's average days absent for 2022-23 was 11.3 days, which is higher than the average days absent for all TCUSD students at 10.0. In 2024, the chronic absenteeism rate decreased significantly, from 12.8% in 2022–23 to 8.8% in 2023–24. Subgroup data show strong improvements: low-income students declined from 17.8% to 13%. While foster youth remained a focus area, the chronic absenteeism rate was not reported for this group in 2023–24; however, their average days absent slightly increased from 11.3 to 11.9, indicating the need for additional, individualized supports. Similarly, homeless students saw a meaningful reduction in average days absent, from 27.9 to 22.1.	Licensed Vocational Nurses (LVNs) and health assistants can play a pivotal role in addressing chronic absenteeism across a school district by actively supporting student health and wellness at every campus. They can identify and monitor students with chronic health conditions that may contribute to frequent absences, provide timely medical care or referrals, and communicate with families to develop health plans that support regular attendance. Additionally, by educating students and parents on preventive care and the importance of consistent school attendance, LVNs and health assistants help reduce unnecessary absences. Their collaboration with school staff, counselors, and community health providers ensures a coordinated approach to overcoming health-related barriers to learning, thereby fostering a healthier, more engaged student population across all schools in the district. This action is being provided on an LEA-wide basis as we expect that all students can benefit from the support, but is clearly intended to improve the attendance rates of foster and low-income. Research has consistently shown that health issues—particularly unmanaged chronic conditions like asthma, diabetes, and mental health challenges—are significant contributors to absenteeism (Centers for Disease Control and Prevention [CDC], 2017). School-based health services, including those provided by LVNs and health assistants, have been linked to improved	Annually the district will monitor the attendance rates of our low-income and foster youth through the CA Dashboard and Dataquest reporting to determine if this action is positively impacting the attendance of our homeless and foster populations. (Metric 2.1 and 2.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In 2024, Educational partner feedback, specifically from CSEA #105 and District administration, indicated that this is a high-priority area of focus on providing increased supports for our low-income, and therefore homeless, and foster students. **Scope:** LEA-wide	attendance and academic performance. A study published in The Journal of School Nursing found that schools with full-time nurses reported fewer early dismissals and higher rates of return to class after health visits, directly reducing absenteeism (Wang et al., 2014). Additionally, the CDC's Whole School, Whole Community, Whole Child (WSCC) model emphasizes that coordinated health services play a crucial role in student engagement and attendance. By providing preventive care, managing chronic conditions, and educating families, LVNs and health assistants help remove barriers to consistent attendance, supporting all schools in creating healthier and more equitable learning environments.	
3.2	**Action:** School Counselors **Need:** Based on data from the 2023 California Dashboard, it was reported that 81 student suspensions or 1.5% of TCUSD students occurred in TCUSD. In comparison, there is a disparity for our English Learners with a suspension rate of 1.7% and our Low-income students at 2.4%. There is a need to offer other means of corrections for our unduplicated students and this additional staff could support the unique needs for unduplicated students. In 2024, suspension rates declined overall, from 1.5% in 2022–23 to 1.4% in 2023–24, signaling greater consistency in classroom behavior expectations and stronger preventative interventions. Notable reductions occurred for	The district is offering initiative to provide school counseling programs at each school site, which will minimize the suspensions of our unduplicated students and offer other means of correction to address the disparity that exists. Counselors are essential for the unduplicated students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize full academic potential to become productive, contributing members of the world community in order to meet the needs of our unduplicated students. Counselors provide services to and address the unique needs and target low income, foster youth, and English Learners across all grade levels. The counselors for students in the alternative programs will provide extra support for EL and Foster Youth addressing their unique needs as they prepare to transition from high school to postsecondary options. This counseling component is essential in	Annually the district would review the data on the California Dashboard and Dataquest and will measure effectiveness by a decrease in suspensions of our unduplicated students over time. (Metric 3.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low-income students, whose suspension rate decreased from 2.4% to 2.3%, and for Hispanic students, whose rate dropped from 3.5% to 3.1%. However, the suspension rate for English learners (ELs) rose slightly, from 1.7% to 2%, highlighting an area in need of more targeted, culturally responsive supports. Most significantly, the expulsion rate dropped to 0% in 2023–24, down from 0.2% the year prior. Educational partner feedback in 2024, specifically from Parent Advisory Council, DELAC, TCEA, CSEA #105, principals, and the District Administration, indicated that this is a high-priority area of focus to increase the level of counselors to support the social-emotional learning of students in each school. **Scope:** LEA-wide	developing the needed skills to be successful after high school for students who are both credit deficient and unduplicated students. This action will provide an LEA-wide focus that is principally directed to our unduplicated students; however, this action will benefit all students within the district. School counseling interventions help students develop social and emotional skills that are essential for success in school and life. Research by Susan Whiston (1998) has demonstrated the effectiveness of counseling programs in promoting self-awareness, self-regulation, interpersonal skills, and conflict resolution abilities among elementary school students. Likewise, research co-authored by Jennifer Betters-Bubon and L. Michelle Rokutani, reviews literature on the impact of elementary school counselors on students' academic, social-emotional, and behavioral outcomes. It synthesizes research findings and discusses the role of elementary school counselors in supporting students' holistic development. The article was published in The Elementary School Journal in 2019.	
3.5	**Action:** Mental Health Supports **Need:** On the 2023-24 California Healthy Kids Survey, there is a disparity in the data of our English Learners and all students when looking the percentage of students that responded 'yes' to feeling feel sad or hopeless	Because there is a disparity in the needs to support the mental health of our English Learners, the district will offer mental health supports. By offering individual counseling services through additional staff and third-party contracted providers to support students' social emotional development, these services will principally directed for K-12 English Learners in order to improve student connectedness. This action will provide a LEA-wide focus that is principally directed to our EL	Annually the district will look at the metrics in the California Healthy Kids Survey as they relate to students requiring mental health supports, specifically as it relates to levels of sadness for all students in comparison to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	almost every day for 2 weeks. The following is the data by grade level. 7th grade all: 23% 7th grade EL: 25% 9th grade all: 26% 9th grade EL: 25% 11th grade all: 29% 11th grade EL - 34% This data was not available at the elementary level, by low-income, or by foster youth. In 2025, according to CHKS data, the percentage of students experiencing prolonged sadness or hopelessness—a key indicator of depression—decreased significantly across all surveyed grades between 2023–24 and 2024–25. For 7th-grade English learners, the rate fell from 25% to 14%; among 9th-grade ELs, it dropped from 25% to 13%; and for 11th-grade ELs, it decreased from 34% to 22%. These declines reflect the accessibility and responsiveness of mental health services available to students and the impact of school counselors and behavioral health teams in recognizing and responding to early signs of emotional distress. Low-income students showed similarly positive declines across grade levels. While foster-specific percentages weren't disaggregated, these students continue to be prioritized in service coordination and access to supports. Educational partner feedback in 2024, specifically from our students, Parent Advisory Council, DELAC, TCEA, and principals, indicated that this is a high-priority area of	students; however, this action will benefit all students within the district. Collaborative partnerships between schools, mental health agencies, and community organizations are critical for ensuring comprehensive and coordinated support for students' mental health needs. Research by Susan M. Swearer (2010) has explored models of collaboration and integration between education and mental health systems, highlighting best practices for promoting student well-being and resilience.	our English learners. (Metric 3.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	focus to increase the level of mental health and behavioral supports for students. **Scope:** LEA-wide		
3.7	**Action:** Behavior Health Resources **Need:** Based on data from the 2023 California Dashboard, it was reported that 81 student suspensions or 1.5% of TCUSD students occurred in TCUSD. In comparison, there is a disparity for our English Learners with a suspension rate of 1.7% and our Low-income students at 2.4%. There is a need to offer other means of corrections for our unduplicated students and this additional staff could support the unique needs for unduplicated students. In 2024, suspension rates declined overall, from 1.5% in 2022–23 to 1.4% in 2023–24, signaling greater consistency in classroom behavior expectations and stronger preventative interventions. Notable reductions occurred for low-income students, whose suspension rate decreased from 2.4% to 2.3%, and for Hispanic students, whose rate dropped from 3.5% to 3.1%. However, the suspension rate for English learners (ELs) rose slightly, from 1.7% to 2%, highlighting an area in need of more targeted, culturally responsive supports. Most significantly, the expulsion rate dropped	The district is offering initiative to provide behavior health programs at each school site, which will minimize the suspensions of our unduplicated students and offer other means of correction to address the disparity that exists. Because there is a disparity in the needs to support our English Learners and low-income students, the district will use Certificated and classified staff trained with specific behavior intervention and support strategies in order to improve engagement by offering MTSS tier 2 and 3 behavior supports that are principally directed to provide support for English Learners. This action will provide an LEA-wide focus that is principally directed to our EL and low-income students; however, this action will benefit all students within the district. ABA therapy emphasizes individualized assessment and intervention planning tailored to meet each student's unique needs and learning goals. Research by Mary Jane Weiss (2001) has highlighted the importance of individualized instruction and ongoing data-based decision-making in ABA programming for general education students with diverse learning profiles and abilities.	Annually the district would review the data on the California Dashboard and Dataquest and will measure effectiveness by a decrease in suspensions of our unduplicated students over time. (Metric 3.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to 0% in 2023–24, down from 0.2% the year prior. Educational partner feedback in 2024, specifically from Parent Advisory Council, DELAC, TCEA, CSEA #105, principals, and the District Administration, indicated that this is a high-priority area of focus to increase the level of counselors to support the social-emotional learning of students in each school. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** English Learner Monitoring and Supports **Need:** In 2023, 54.2% EL students made progress on the ELPAC, which was a similar result in 2024 where scores were considered "maintained" on the Dashboard. Likewise in 2023-24,186 English learners were reclassified, which is 14.9% of the EL population. There is a need to closely monitor the progress of our students so	Through the Ellevation platform, all staff will have access to monitor progress of English Learners. EL Coordinators will be responsible for implementing schoolwide programs that will enhance the learning opportunities for our English learners and increase their annual progress towards reclassifications. Annually, each EL coordinator will meet with every English learner. We will expect that by monitoring our EL student progress closely and offering supports, we will see an increase in the number of EL students who are	We will monitor progress of our English learners through this new Ellevation platform, the ELPAC, and reclassification rates. The ELPAC Summative and Summative Alternative scores will be reviewed annually to monitor the growth of our unduplicated

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	that more students are moving towards reclassification each year. In 2024, Educational partner feedback, specifically from our DELAC and site principals, indicated that this is a high-priority area of focus to offer and expand the available resources to specifically support our English Learners. Our teachers and our principals indicated that they need better monitoring procedures and tools to have a better understanding of who the English learners are in the district and therefore the progress that they are making. **Scope:** Limited to Unduplicated Student Group(s)	making progress on the ELPAC. The school sites will have access to funding to offer a highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs. The article by Rinaldi (2018) titled Helping English Language Learners Succeed with a Multi-tiered System of Support (MTSS) discusses the important of data to use tiers of intervention which can address academic, social, and behavioral needs that are monitored for progress monthly and weekly. Progress monitoring cycles provide teachers an opportunity to identify students' strengths, review and re-evaluate students' response to instruction and intervention, and keep track of progress towards grade-level achievement. The EL Coordinators will use Ellevation as a technology to better support their progress monitoring of our English learners.	students through the California Dashboard's ELPI Indicator. (Metric1.6). Reclassification rates will be reviewed annually (Metric 1.15)
1.18	**Action:** Advanced Placement Exam Fees **Need:** We had 758 students attempt an AP test, but of those 758 only 9 of them were English Learners, 327 were low-income students and 3 were foster youth. Based on this data there is a clear need to support the costs of the AP test to remove any barriers for our unduplicated students. Likewise, For the 2022-2023 school year, there as a total of 1306 AP exams taken with a pass rate of 3 or higher of 77.8%. For English learners, only 3 tests were passed with a pass rate of less than 1%. For	Through this principally directed school-wide action, we plan to increase the number of unduplicated students who are taking the AP test. The district expects that this action will increase the number of EL, low-income, and foster youth students that will take AP tests at Temple City High School. Subsidizing the cost of AP exams is a crucial strategy to ensure that low-income students have access to advanced coursework. According to the College Board, federal and state funding has significantly increased the participation of low-income students in AP exams, rising from 456,000 in 2013 to 695,000 in 2023.	The District plans to measure the effectiveness of this action by analyzing the data received from College Board each year for the number of tests attempted and cross reference this by looking at the student groups that are taking the AP tests. We would expect to see an increase in the number of EL, low-income, and foster youth attempting the AP exams. (Metric 1.12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	our socio-economically disadvantaged students, 247 tests were passed, which is equivalent to 19%. In 2024, EL test participation increased from 3 to 30 exams, and low-income students from 247 to 576 exams. Educational partner feedback, specifically from our students, PAC, and DELAC, indicated that this is a high-priority area of focus to have a focus on expanding our college and career programs. **Scope:** Limited to Unduplicated Student Group(s)		
2.11	**Action:** Language Acquisition and ELD Professional Development **Need:** Based on the Local Indicator for the Implementation of Academic Standards in the area of Professional Development we ranked at a level 2 for ELD in 2024. Clearly this was an area where the teachers need more support with implementation. In 2025, this ranking increased to a level 3 for ELD. In 2024, Educational partner feedback, specifically from the TCEA, Parent Advisory Council, principals, and the students, indicated that this is a high-priority area of focus on opportunities to provide professional development for staff.	A third-party provider will address the need by supporting teachers of English Learners and students who are EL. This organization will provide the necessary professional development throughout the year by modeling research-based practices for teachers to support student engagement during designated and integrated ELD. The work of John Hattie's Visible Learning shows that by colleagues working together with a positive belief of impacting student achievement warrants an effect size of 1.57 Collective teacher efficacy is strongly correlated with student achievement. With the support of a third-party, this will support the teacher efficacy practices on the school campuses as teachers work together for ELD lesson planning.	The Local Indicator for Self-Reflection on the Implementation for Academic Standards will be used annually. The teachers will also give feedback annually on a professional development survey to give input in their level of implementation success. (Metric 2.6)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.13	**Action:** Translation Supports **Need:** Based on the participation rates of the Local Climate Survey in 2024, 9% of EL families communicated in the survey that we do not respond promptly to them via phone, text, or email, which is a disparity with all families where only 1% communicated this concern. Likewise, 80% of the EL Newcomer families agree or strongly agree that they were able to support children at home in comparison to 87% of all families. in 2025, there are strong results from the local climate survey, which showed that 89% of all families, 87% of low-income families, and 83% of EL newcomer families reported feeling confident in supporting their child's learning at home—an increase from 80% for EL newcomers the year before. In 2024, Educational partner feedback, specifically from the Parent Advisory Council, DELAC, TCEA, and the students, indicated that this is a high-priority area of focus on increased translation opportunities for parents of English Learners so that they can freely participate in the school system.	The District wants to increase our translation services, written and orally, to remove barrier of language while communicating information regarding school programs, student progress, policies, and practices. This action will target the families of the English Learners, by offering them more supports to connect them to district parent engagement efforts. The families will also feel heard and responded to within 24 hours. Claudia Galindo's research (2007, 2009, 2010) reflect the important interests in parental involvement, educational equity, and language policy, with a focus on underserved populations such as low-income families and English learners. Her work contributes to our understanding of effective practices for promoting educational success and equity for all students, which includes the importance of effective translation supports in the education system. The research highlights the importance of linguistic and cultural responsiveness in promoting equity and inclusion. By providing accessible and culturally relevant communication channels, schools can better support the diverse needs of students and families and foster collaborative partnerships for student success.	The Local Climate Survey will be used annually to gauge the amount of influence this action has on supporting our unduplicated families. We expect that this action will increase the number of unduplicated families that feel like they have the necessary tools to support their child's learning at home (Metric 2.3)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.14	**Action:** Homeless and Foster Youth Support **Need:** In TCUSD, there were 12.8% chronically absent students for the 2022-23 school year as reflected on the 2023 CA Dashboard (Yellow). Of those students our Low-Income students had a higher chronically absent rate at 17.8%. When looking deeper at this low-income data population, per the Dataquest report titled "Absenteeism by Reason"' our homeless students' average days absent for 22-23 was 27.9 days. This is higher than the state average at 20.2 and the county average at 18.6. Our Foster youth's average days absent for 2022-23 was 11.3 days, which is higher than the average days absent for all TCUSD students at 10.0. In 2024, the chronic absenteeism rate decreased significantly, from 12.8% in 2022–23 to 8.8% in 2023–24. Subgroup data show strong improvements: low-income students declined from 17.8% to 13%. While foster youth remained a focus area, the chronic absenteeism rate was not reported for this group in 2023–24; however, their average days absent slightly increased from 11.3 to 11.9, indicating the need for additional, individualized supports. Similarly, homeless students saw a meaningful reduction in average days absent, from 27.9 to 22.1.	In order to address the need of the low-income students who require McKinney Vento services and foster supports, the District will provide case management to assist low-income students/families in accessing community resources/referrals for medical, food, childcare, tutoring transportation, or needed resources to support academic success. As an additional supplemental resource, the district will provide hotspots to low-income and foster families. Studies have examined the digital divide and disparities in internet access among low-income families. Research by the Pew Research Center and the National Digital Inclusion Alliance (NDIA) highlights the challenges faced by underserved communities in accessing reliable internet connectivity at home. Research on access to hotspots at home for low-income families underscores the importance of addressing digital inequities and ensuring that all students have the resources they need to succeed in today's digital age. By providing internet connectivity to underserved households, policymakers, educators, and community stakeholders can help close the digital divide and promote educational opportunities for all.	Annually the district will monitor the attendance rates of our low-income (and therefore Homeless) and foster youth through the CA Dashboard and Dataquest reporting to determine if this action is positively impacting the attendance of our homeless and foster populations. (Metric 2.1 and 2.9)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	In 2024,Educational partner feedback, specifically from CSEA #105 and District administration, indicated that this is a high-priority area of focus on providing increased supports for our low-income, and therefore homeless, and foster students. **Scope:** Limited to Unduplicated Student Group(s)		
2.18	**Action:** Professional Development and Language Acquisition Supports for LTELs **Need:** During the 2023–24 school year, 6.9% of English Learner students were identified as Long-Term English Learners (LTELs), while 3.9% were considered at risk of becoming LTELs. In 2024–25, these numbers decreased to 4.1% for LTELs and 3.8% for at-risk students. This downward trend indicates progress in supporting English Learners, suggesting that continued targeted interventions and professional development may be help more students achieve language proficiency within expected timeframes. In 2024, Educational partner feedback, specifically from DELAC and district administration indicated that this is a high-priority area of focus on opportunities to provide professional development for staff and supports for students.	A third-party provider will address the need by supporting teachers of LTELs and students who are LTELs. This organization will provide the necessary professional development throughout the year by modeling research-based practices for teachers to support student engagement during integrated ELD. A third party will also support peer mentoring programs to help with language acquisition. This action will provide a limited focus that is principally directed to our English Learner students, specifically our LTELs. Research indicates that peer mentoring is an effective strategy for supporting Long-Term English Learners (LTELs) in acquiring academic language proficiency. Peer-mediated instruction (PMI), encompassing approaches like cooperative learning, collaborative learning, and peer tutoring, has been shown to enhance language development and academic outcomes among English language learners (ELLs). A meta-analysis by Cole (2018) found that PMI significantly improved language, academic, and social outcomes for ELLs across various educational settings.	Annually the district will monitor the percent of EL students who are Long Term English learners and will monitor to determine if this number is decreasing annually. (Metric 2.13)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$59,545,395	5,822,027.00	9.777%	0.000%	9.777%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$45,279,195.00	$1,294,527.00	$1,050,000.00	$637,603.00	$48,261,325.00	$39,539,056.00	$8,722,269.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Common Core Materials	All	No			All Schools	2024-2027	$0.00	$700,000.00	$0.00	$400,000.00	$300,000.00	$0.00	$700,000.00	0.00%
1	1.2	Common Core Supplemental Supports	All	No			All Schools	2024-2027	$0.00	$400,000.00	$0.00	$333,326.00	$0.00	$66,674.00	$400,000.00	0.00%
1	1.3	TK-3 Reading Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0.00%
1	1.4	Instructional Technology Supports for Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	$0.00	$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$50,000.00	0.00%
1	1.5	Instructional Technology Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$440,000.00	$200,799.00	$159,201.00	$0.00	$80,000.00	$440,000.00	0.00%
1	1.6	Local Performance Assessments	All	No			All Schools	2024-2027	$0.00	$356,000.00	$276,000.00	$0.00	$0.00	$80,000.00	$356,000.00	0.00%
1	1.7	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$150,000.00	$50,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0.00%
1	1.8	Technology and Software Supports	All	No			All Schools	2024-2027	$0.00	$1,700,000.00	$950,000.00	$0.00	$750,000.00	$0.00	$1,700,000.00	0.00%
1	1.9	Technology, Library, and Media Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,653,000.00	$0.00	$1,653,000.00	$0.00	$0.00	$0.00	$1,653,000.00	0.00%
1	1.10	English Learner Monitoring and Supports	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	2024-2027	$299,495.00	$150,505.00	$450,000.00	$0.00	$0.00	$0.00	$450,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.11	Supplemental Educational Services Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$446,900.00	$0.00	$446,900.00	$0.00	$0.00	$0.00	$446,900.00	0.00%
1	1.12	Career Pathway Programs	All	No			Specific Schools: Temple City High School 9-12	2024-2027	$883,339.00	$0.00	$883,339.00	$0.00	$0.00	$0.00	$883,339.00	0.00%
1	1.13	Multilingual Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$288,292.00	$35,515.00	$323,807.00	$0.00	$0.00	$0.00	$323,807.00	0.00%
1	1.14	Visual and Performing Arts	All	No			All Schools	2024-2027	$650,000.00	$300,000.00	$650,000.00	$300,000.00	$0.00	$0.00	$950,000.00	0.00%
1	1.15	Multi-Tiered Intervention Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$330,000.00	$200,000.00	$530,000.00	$0.00	$0.00	$0.00	$530,000.00	0.00%
1	1.16	Enrichment Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$12,280.00	$65,720.00	$78,000.00	$0.00	$0.00	$0.00	$78,000.00	0.00%
1	1.17	Career Exploration Opportunities	Students with Disabilities	No			Specific Schools: Temple City High School and Doctor Doug Sears Learning Center	2024-2027	$0.00	$8,000.00	$0.00	$8,000.00	$0.00	$0.00	$8,000.00	0.00%
1	1.18	Advanced Placement Exam Fees	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Temple City High School	2024-2027	$0.00	$38,395.00	$38,395.00	$0.00	$0.00	$0.00	$38,395.00	0.00%
1	1.19	Advanced Placement Programs	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	All Schools Specific	2024-2027	$310,634.00	$0.00	$310,634.00	$0.00	$0.00	$0.00	$310,634.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	Schools: Temple City High School									
2	**2.1**	Chronic Absenteeism Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$688,752.00	$50,000.00	$738,752.00	$0.00	$0.00	$0.00	$738,752.00	0.00%
2	**2.2**	Supplemental Student Engagement Staff	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$398,676.00	$0.00	$398,676.00	$0.00	$0.00	$0.00	$398,676.00	0.00%
2	**2.3**	Communication and Marketing	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$127,146.00	$20,000.00	$137,146.00	$0.00	$0.00	$10,000.00	$147,146.00	0.00%
2	**2.4**	School to Home Connection	All	No			All Schools	2024-2027	$0.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0.00%
2	**2.5**	Educational Partner Engagement	All	No			All Schools	2024-2027	$0.00	$11,929.00	$0.00	$0.00	$0.00	$11,929.00	$11,929.00	0.00%
2	**2.6**	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$29,000.00	$20,000.00	$0.00	$0.00	$9,000.00	$29,000.00	0.00%
2	**2.7**	Professional Development to support MTSS and Common Core Implementation	All	No			All Schools	2024-2027	$0.00	$113,500.00	$0.00	$13,500.00	$0.00	$100,000.00	$113,500.00	0.00%
2	**2.8**	Professional Learning Opportunities	All	No			All Schools	2024-2027	$0.00	$22,500.00	$0.00	$22,500.00	$0.00	$0.00	$22,500.00	0.00%
2	**2.9**	Professional Development to Support Collaborations	All	No			All Schools	2024-2027	$0.00	$143,000.00	$0.00	$0.00	$0.00	$143,000.00	$143,000.00	0.00%
2	**2.10**	New Teacher Induction	All	No			All Schools	2024-2027	$42,000.00	$30,000.00	$0.00	$0.00	$0.00	$72,000.00	$72,000.00	0.00%
2	**2.11**	Language Acquisition and ELD Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$148,443.00	$148,443.00	$0.00	$0.00	$0.00	$148,443.00	0.00%
2	**2.12**	Inclusion Focused Collaboration for Teachers of Students with Disabilities	Students with Disabilities	No			Specific Schools: Secondary Schools	2024-2027	$8,000.00	$0.00	$8,000.00	$0.00	$0.00	$0.00	$8,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.13	Translation Supports	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$193,815.00	$19,185.00	$213,000.00	$0.00	$0.00	$0.00	$213,000.00	0.00%
2	2.14	Homeless and Foster Youth Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-2027	$0.00	$40,000.00	$10,000.00	$0.00	$0.00	$30,000.00	$40,000.00	0.00%
2	2.15	Alternative Programs Staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Temple City Virtual Academy at DDSLC 9-12	2024-2027	$320,500.00	$0.00	$320,500.00	$0.00	$0.00	$0.00	$320,500.00	0.00%
2	2.16	Effective and Credentialed Teaching Staff	All	No			All Schools	2024-2027	$30,500,000.00	$0.00	$30,500,000.00	$0.00	$0.00	$0.00	$30,500,000.00	0.00%
2	2.17	Healthy Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$114,105.00	$0.00	$114,105.00	$0.00	$0.00	$0.00	$114,105.00	0.00%
2	2.18	Professional Development and Language Acquisition Supports for LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$0.00	$141,577.00	$141,577.00	$0.00	$0.00	$0.00	$141,577.00	0.00%
3	3.1	Positive Behavior Intervention and Supports (PBIS)	All	No				2024-2027	$0.00	$43,000.00	$0.00	$8,000.00	$0.00	$35,000.00	$43,000.00	0.00%
3	3.2	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,515,552.00	$0.00	$1,515,552.00	$0.00	$0.00	$0.00	$1,515,552.00	0.00%
3	3.3	Facilities	All	No				2024-2027	$0.00	$2,800,000.00	$2,800,000.00	$0.00	$0.00	$0.00	$2,800,000.00	0.00%
3	3.4	Student Safety	All	No				2024-2027	$0.00	$125,000.00	$125,000.00	$0.00	$0.00	$0.00	$125,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$44,190.00	$16,000.00	$60,190.00	$0.00	$0.00	$0.00	$60,190.00	0.00%
3	3.6	Social Emotional Learning Resources	All	No			All Schools	2024-2027	$0.00	$75,000.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	0.00%
3	3.7	Behavior Health Resources	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$562,380.00	$0.00	$562,380.00	$0.00	$0.00	$0.00	$562,380.00	0.00%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$59,545,395	5,822,027.00	9.777%	0.000%	9.777%	$8,811,856.00	0.000%	14.799 %	**Total:**	$8,811,856.00
								LEA-wide Total:	$7,179,307.00
								Limited Total:	$1,001,415.00
								Schoolwide Total:	$631,134.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	TK-3 Reading Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	0.00%
1	**1.5**	Instructional Technology Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,799.00	0.00%
1	**1.7**	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	0.00%
1	**1.9**	Technology, Library, and Media Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,653,000.00	0.00%
1	**1.10**	English Learner Monitoring and Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$450,000.00	0.00%
1	**1.11**	Supplemental Educational Services Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$446,900.00	0.00%
1	**1.13**	Multilingual Pathways	Yes	LEA-wide	English Learners Foster Youth	All Schools	$323,807.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.15	Multi-Tiered Intervention Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$530,000.00	0.00%
1	1.16	Enrichment Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$78,000.00	0.00%
1	1.18	Advanced Placement Exam Fees	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Temple City High School	$38,395.00	0.00%
1	1.19	Advanced Placement Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Temple City High School	$310,634.00	0.00%
2	2.1	Chronic Absenteeism Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$738,752.00	0.00%
2	2.2	Supplemental Student Engagement Staff	Yes	LEA-wide	Foster Youth Low Income	All Schools	$398,676.00	0.00%
2	2.3	Communication and Marketing	Yes	LEA-wide	English Learners Low Income	All Schools	$137,146.00	0.00%
2	2.6	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	0.00%
2	2.11	Language Acquisition and ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$148,443.00	0.00%
2	2.13	Translation Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$213,000.00	0.00%
2	2.14	Homeless and Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$10,000.00	0.00%
2	2.15	Alternative Programs Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Temple City Virtual Academy at DDSLC 9-12	$320,500.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.17	Healthy Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,105.00	0.00%
2	2.18	Professional Development and Language Acquisition Supports for LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$141,577.00	0.00%
3	3.2	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,515,552.00	0.00%
3	3.5	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,190.00	0.00%
3	3.7	Behavior Health Resources	Yes	LEA-wide	English Learners Low Income	All Schools	$562,380.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$47,112,722.00	$47,464,496.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Common Core Materials	No	$500,000.00	$1,538,859.00
1	**1.2**	Common Core Supplemental Supports	No	$363,443.00	$409,302.00
1	**1.3**	TK-3 Reading Initiative	Yes	$200,000.00	$178,681.00
1	**1.4**	Instructional Technology Supports for Students with Disabilities	No	$50,000.00	$47,626.00
1	**1.5**	Instructional Technology Supports	Yes	$440,000.00	$394,073.00
1	**1.6**	Local Performance Assessments	No	$356,000.00	$297,517.00
1	**1.7**	Summer School	Yes	$200,000.00	$190,262.00
1	**1.8**	Technology and Software Supports	No	$1,500,000.00	$1,395,165.00
1	**1.9**	Technology, Library, and Media Staff	Yes	$1,556,035.00	$1,641,000.00
1	**1.10**	English Learner Monitoring and Supports	Yes	$625,069.00	$428,850.00
1	**1.11**	Supplemental Educational Services Staff	Yes	$446,900.00	$313,797.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Career Pathway Programs	No	$841,521.00	$882,339.00
1	1.13	Multilingual Pathways	Yes	$259,950.00	$178,306.00
1	1.14	Visual and Performing Arts	No	$950,000.00	$879,156.00
1	1.15	Multi-Tiered Intervention Supports	Yes	$530,000.00	$450,316.00
1	1.16	Enrichment Offerings	No	$62,280.00	$77,064.00
1	1.17	Career Exploration Opportunities	No	$8,000.00	$8,387.00
1	1.18	Advanced Placement Exam Fees	Yes	$12,000.00	$38,395.00
1	1.19	Advanced Placement Programs	Yes	$339,052.00	$310,634.00
2	2.1	Chronic Absenteeism Interventions	Yes	$738,752.00	$531,619.00
2	2.2	Supplemental Student Engagement Staff	Yes	$430,206.00	$395,676.00
2	2.3	Communication and Marketing	Yes	$147,146.00	$68,005.00
2	2.4	School to Home Connection	No	$200,000.00	$166,472.00
2	2.5	Educational Partner Engagement	No	$11,929.00	$11,084.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Family Engagement	Yes	$29,000.00	$7,994.00
2	2.7	Professional Development to support MTSS and Common Core Implementation	No	$113,500.00	$116,978.00
2	2.8	Professional Learning Opportunities	No	$22,500.00	$15,823.00
2	2.9	Professional Development to Support Collaborations	No	$143,000.00	$106,869.00
2	2.10	New Teacher Induction	No	$60,000.00	$81,500.00
2	2.11	Language Acquisition and ELD Professional Development	Yes	$283,882.00	$287,385.00
2	2.12	Inclusion Focused Collaboration for Teachers of Students with Disabilities	No	$22,000.00	$8,650.00
2	2.13	Translation Supports	Yes	$209,256.00	$211,197.00
2	2.14	Homeless and Foster Youth Support	Yes	$40,000.00	$23,417.00
2	2.15	Alternative Programs Staff	Yes	$309,052.00	$318,251.00
2	2.16	Effective and Credentialed Teaching Staff	No	$30,000,000.00	$30,204,053.00
3	3.1	Positive Behavior Intervention and Supports (PBIS)	No	$31,500.00	$42,018.00
3	3.2	School Counselors	Yes	$1,239,669.00	$1,504,613.00
3	3.3	Facilities	No	$3,010,364.00	$2,977,619.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	Student Safety	No	$125,000.00	$109,258.00
3	**3.5**	Mental Health Supports	Yes	$60,190.00	$53,977.00
3	**3.6**	Social Emotional Learning Resources	No	$75,000.00	$3,529.00
3	**3.7**	Behavior Health Resources	Yes	$570,526.00	$558,780.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,713,270.00	$8,235,602.00	$8,037,266.00	$198,336.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	TK-3 Reading Initiative	Yes	$200,000.00	$178,681.00	0.00%	0.00%
1	1.5	Instructional Technology Supports	Yes	$200,799.00	$394,073.00	0.00%	0.00%
1	1.7	Summer School	Yes	$200,000.00	$190,262.00	0.00%	0.00%
1	1.9	Technology, Library, and Media Staff	Yes	$1,556,035.00	$1,641,000.00	0.00%	0.00%
1	1.10	English Learner Monitoring and Supports	Yes	$625,069.00	$428,850.00	0.00%	0.00%
1	1.11	Supplemental Educational Services Staff	Yes	$446,900.00	$313,797.00	0.00%	0.00%
1	1.13	Multilingual Pathways	Yes	$250,950.00	$178,306.00	0.00%	0.00%
1	1.15	Multi-Tiered Intervention Supports	Yes	$530,000.00	$450,316.00	0.00%	0.00%
1	1.18	Advanced Placement Exam Fees	Yes	$12,000.00	$16,050.00	0.00%	0.00%
1	1.19	Advanced Placement Programs	Yes	$339,052.00	$308,434.00	0.00%	0.00%
2	2.1	Chronic Absenteeism Interventions	Yes	$738,752.00	$531,619.00	0.00%	0.00%
2	2.2	Supplemental Student Engagement Staff	Yes	$430,206.00	$395,676.00	0.00%	0.00%
2	2.3	Communication and Marketing	Yes	$137,146.00	$68,005.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Family Engagement	Yes	$20,000.00	$7,994.00	0.00%	0.00%
2	2.11	Language Acquisition and ELD Professional Development	Yes	$150,000.00	$287,385.00	0.00%	0.00%
2	2.13	Translation Supports	Yes	$209,256.00	$211,197.00	0.00%	0.00%
2	2.14	Homeless and Foster Youth Support	Yes	$10,000.00	$ 23,417.00	0.00%	0.00%
2	2.15	Alternative Programs Staff	Yes	$309,052.00	$318,251.00	0.00%	0.00%
3	3.2	School Counselors	Yes	$1,239,669.00	$1,504,613.00	0.00%	0.00%
3	3.5	Mental Health Supports	Yes	$60,190.00	$53,977.00	0.00%	0.00%
3	3.7	Behavior Health Resources	Yes	$570,526.00	$558,780.00	0.00%	0.00%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$58,208,287.00	$5,713,270.00	0.038%	9.853%	$8,037,266.00	0.000%	13.808%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support 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.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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