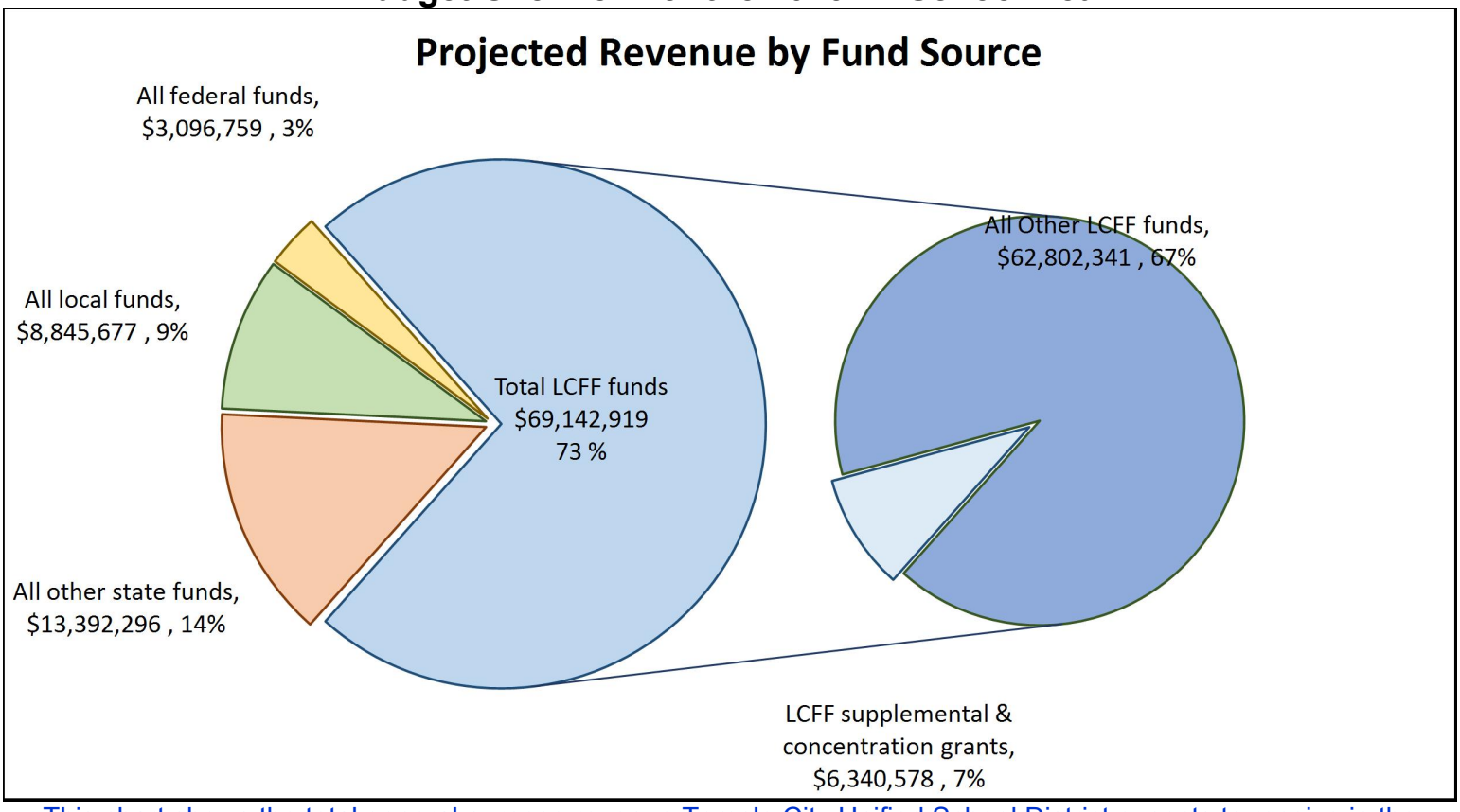
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Temple City Unified School District
CDS Code: 19650520000000
School Year: 2026-27
LEA contact information:
Stacy Ayers
Assistant Superintendent Educational Services
Sayers@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 2026-27 School Year

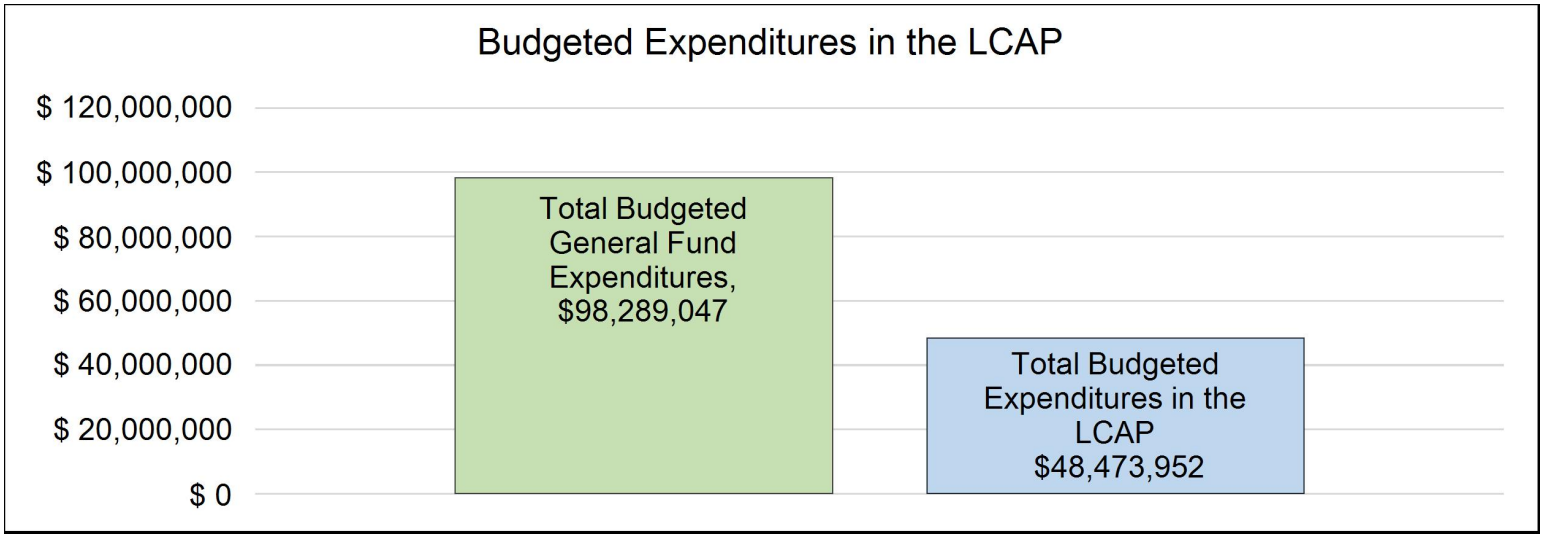


This chart shows the total general purpose revenue Temple City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Temple City Unified School District is $94,477,651, of which $69,142,919 is Local Control Funding Formula (LCFF), $13,392,296 is other state funds, $8,845,677 is local funds, and $3,096,759 is federal funds. Of the $69,142,919 in LCFF Funds, $6,340,578 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 2026-27. 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 $98,289,047 for the 2026-27 school year. Of that amount, $48,473,952 is tied to actions/services in the LCAP and $49,815,095 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

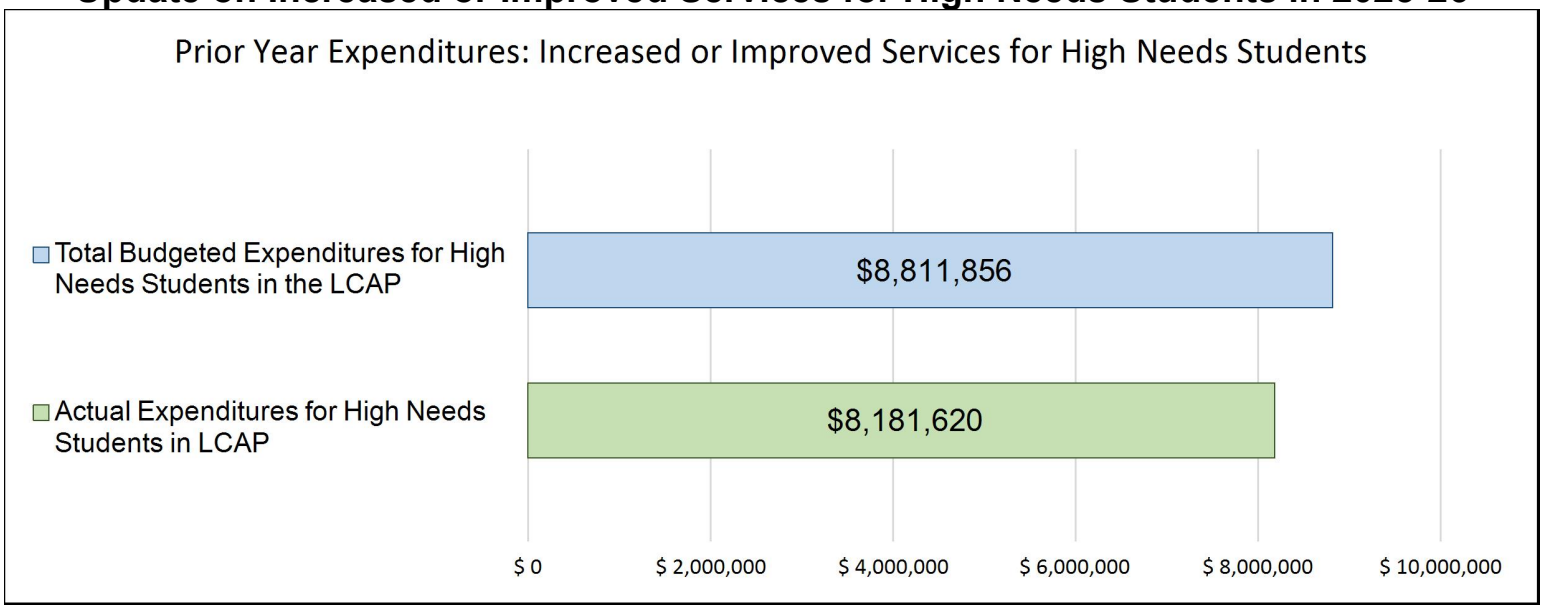
The budgeted expenditures that are not included in the LCAP include salaries and benefits costs for administrators and support staff, such as clerical support and custodians; along with basic supplies and operating expenses such as utilities (water, electricity, stc.) as well as required professional 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 2026-27 School Year

In 2026-27, Temple City Unified School District is projecting it will receive $6,340,578 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 $8,960,920 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 2025-26



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 2025-26, Temple City Unified School District's LCAP budgeted $8,811,856 for planned actions to increase or improve services for high needs students. Temple City Unified School District actually spent $$8,181,620 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $630,236 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 25-26, 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 25-26 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	Stacy Ayers Assistant Superintendent Educational Services	Sayers@tcusd.net 626-548-5023

Plan Summary [2026-27]

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 for all students while maintaining a nurturing, safe learning environment that embraces 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 5,287 students in transitional kindergarten through adulthood (2026 CALPADS 1.17 Report). The School's enrollment mirrors the ethnic diversity of the community. Our students are 65.4% Asian, 22.7% Hispanic or Latino, 4.5% White, 4.2% Two or More Races, 2.0% Filipino, 0.6% African American, 0.2% Pacific Islander, and 0.0% American Indian or Alaska Native (2025 CA Dashboard). According to the 2026 CALPADS 1.17 Report, unduplicated pupils account for 56.72% of our population. According to the 2025 California Dashboard, 41.0% of students in the district are Socioeconomically Disadvantaged, 9.9% are Students with Disabilities, 20.6% are English Learners, 0.2% 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 extracurricular 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 on civic learning at each school.

Temple City Unified School District has garnered prestigious accolades, underscoring its commitment to excellence in education. Among its notable achievements is the California Distinguished School Award, which recognizes schools that demonstrate 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 in California. In addition, a teacher in the district was recently recognized by the Los Angeles County Office of Education as Teacher of the Year, and a student was crowned 2025 Pasadena Rose Court Princess. The following awards and recognitions also 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, Niche A School, PBIS Gold Award, SGV's Best - Favorite Elementary School
CLOVERLY: California Distinguished School, Niche A School, Science Olympiad First Place, SGV's Best - Favorite Elementary School
EMPEROR: California Distinguished School, Civic Learning Award, Niche A School, PBIS Gold Award
LONGDEN: California Distinguished School, Niche A School, PBIS Silver Award
OAK: California Distinguished School, Gold Ribbon School, Named a National Schools to Watch, Niche A School, PBIS Platinum Award, U.S. News Best Middle School, 2025 National Science Bowl Competitors #22 in the nation
TCHS: California Distinguished School, Gold Ribbon School, Niche A+ School, Science Olympiad Award Winners, SkillsUSA Champions, U.S. News Best High School, 2023 CIF Champions - Softball, 2023 and 2026 Edison Scholar Pupil Award, 2024 CIF Champions - Volleyball, 2024 and 2025 Solar Car Challenge First Place Winner, 2025 ROTC Full Ride Scholarship Recipient (three students), 2026 Amazon Future Engineer Scholarship (two students), 2026 Choreo Dance Team - NRG Nationals First Place in Showmanship and Jazz, 2026 CIF Champions - Girls Tennis, 2026 Regeneron STS Scholar (one student), 2026 SkillsUSA State Title Winners, 2026 Winter Guard - 1st Place WGASC
TCELA: Yelp - Favorite Preschool

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. Based on the 2025 California Dashboard, Temple City Unified School District continues to demonstrate progress in reducing red performance levels across student groups and indicators. Overall district performance remains strong, with All Students achieving Green in English Language Arts (44.7 points above standard) and Blue in Mathematics (38.3 points above standard). Additionally, the district maintained high performance in key indicators including College and Career (Blue, 74.6% prepared, +12.3%), Graduation Rate (Blue, 95.6%), Chronic Absenteeism (Green, 6.9%, declined 1.9 points), and Suspension Rate (Green, 1.2%), indicating continued improvement in both academic outcomes and student engagement.

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 on the other indicators.

Students with Disabilities continue to show improvement compared to prior Dashboard results. In 2025, this student group maintained progress in academic indicators, performing at the Orange level in English Language Arts (62.0 points below standard) and improving to the Yellow level in Mathematics (86.4 points below standard, +7.5 points). The College and Career Indicator remains an area of focus, with Students with Disabilities at the Yellow level (25.0% prepared, +12.8%), demonstrating measurable improvement while indicating a continued need for targeted supports in postsecondary readiness. Additional indicators show improved or stable outcomes, including Suspension Rate (Green, 3.7%) and Chronic Absenteeism (Yellow, 19.9%, declined 1.0 point).

At the district level, the number of student groups performing in the red performance level has been significantly reduced compared to 2023. In 2025, Dashboard equity reports indicate only one student group in red for English Language Arts and one in Mathematics, with no student groups in red for College and Career or Chronic Absenteeism, reflecting continued progress in narrowing performance gaps. Remaining areas of need are limited to specific student groups and indicators, including Long-Term English Learners in English Language Arts, Homeless students in Mathematics, and African American students in Suspension Rate, demonstrating that areas of concern are now more targeted and less widespread across the district.

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.

A review of the 2025 California Dashboard and local data indicates that Temple City Unified School District has made significant progress in improving student outcomes and reducing performance gaps. The district experienced continued success across multiple indicators, including strong performance in English Language Arts, Mathematics, College and Career readiness, and Graduation Rate, as well as improvements in Chronic Absenteeism and Suspension Rate. These outcomes reflect the effectiveness of targeted actions and supports outlined in the LCAP. Additionally, the district has made meaningful progress in reducing the number of student groups performing at the lowest level, demonstrating increased equity across student populations. However, the review of Dashboard and local data also identified ongoing challenges for specific student groups, including Students with Disabilities in College and Career readiness, Long-Term English Learners in English Language Arts, Homeless students in Mathematics, and African American students in Suspension Rate. These findings highlight the need for continued focus on targeted interventions, differentiated supports, and equitable access to resources to ensure all students achieve at high levels.

TCUSD did not have any unexpended Learning Recovery Emergency Block Grant (LREBG) funds on June 30, 2026. During the 2025–26 school year, TCUSD once again received an LREBG apportionment and will continue to receive the same apportionment in 2026-27 and 2027-28. Following a comprehensive needs assessment and review of student outcome data, the district determined that LREBG funds would partially support Goal 1.1 Common Core Materials, Goal 1.2 Common Core Supplemental Supports, Goal 1.6 Local Performance Assessments, and Goal 1.8 Technology and Software Supports. These actions are aligned with the purpose of the Learning Recovery Emergency Block Grant by accelerating learning, addressing unfinished learning resulting from the COVID-19 pandemic, and improving educational outcomes for all students, particularly unduplicated student groups.

Goal 1.1 Common Core Materials (LREBG Action)
Amount of LREBG Funds allocated: $50,000
Research demonstrates that access to high-quality, standards-aligned instructional materials is one of the most effective school-based strategies for improving student achievement and ensuring consistent implementation of academic standards. Standards-aligned curriculum provides students with equitable access to grade-level content and supports instructional coherence across classrooms and schools (Kane et al., 2016; EdReports, 2021).

This action is monitored through Metric 1.1 (CAASPP ELA Distance from Standard) and Metric 1.2 (CAASPP Math Distance from Standard). In 2025, students maintained performance above standard in both ELA and Mathematics, indicating that access to rigorous instructional materials continues to support academic achievement and learning recovery efforts.

Goal 1.2 Common Core Supplemental Supports (LREBG Action)
Amount of LREBG Funds allocated: $50,000
Research has shown that supplemental materials and diverse instructional resources positively impact the engagement and retention 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 .82 effect size for scaffolding instruction, which is a primary function of supplemental Common Core materials designed to support students at different performance levels. Research supports the use of supplemental instructional materials, intervention resources, and differentiated learning tools as effective strategies for accelerating learning and addressing achievement gaps. Supplemental supports provide targeted instruction, reinforce foundational skills, and increase student engagement through personalized learning opportunities.
This action is monitored through Metric 1.1 (CAASPP ELA Distance from Standard), Metric 1.2 (CAASPP Math Distance from Standard), and Metric 1.3 (i-Ready Predictive Proficiency). In 2025, English learners and low-income students continued to demonstrate positive performance in mathematics and maintained predictive proficiency rates that provide evidence of academic growth and learning recovery.

Goal 1.6 Local Performance Assessments (LREBG Action)
Amount of LREBG Funds allocated: $50,000
Research indicates that high-quality formative and local assessments are effective in identifying unfinished learning, monitoring student progress, and informing instructional decisions. Performance assessments provide timely data that allow educators to adjust instruction, target interventions, and provide additional supports before learning gaps widen (Black & Wiliam, 1998; Education Endowment Foundation, 2021).
This action is monitored through Metric 1.3 (i-Ready Predictive Proficiency) and Metric 1.14 (TK–3 i-Ready Tier 1 Proficiency). In 2025, local assessment data continued to provide valuable information regarding student readiness and proficiency levels, enabling teachers to identify student needs and provide targeted instructional support.

Goal 1.8 Technology and Software Supports (LREBG Action)
Amount of LREBG Funds allocated: $129,110
Research supports the use of educational technology and adaptive software programs to increase student engagement, personalize learning, provide immediate feedback, and improve access to instructional resources. Technology-supported learning environments are particularly effective in accelerating learning for students who require additional intervention, practice opportunities, or accessibility supports (U.S. Department of Education, 2017; Education Endowment Foundation, 2021).
This action is monitored through Metric 1.1 (CAASPP ELA Distance from Standard), Metric 1.2 (CAASPP Math Distance from Standard), Metric 1.3 (i-Ready Predictive Proficiency), and Metric 1.14 (TK–3 i-Ready Tier 1 Proficiency). The district's continued implementation of a 1:1 device program and instructional software platforms has supported student access to learning both during and beyond the school day, contributing to ongoing academic growth and recovery efforts.

Collectively, these LREBG-funded actions represent evidence-based strategies designed to accelerate learning recovery, improve student achievement, and reduce achievement gaps. The district will continue to monitor the impact of these investments through state and local

metrics, including CAASPP performance, i-Ready predictive proficiency, and local assessment data, to ensure that LREBG funds are effectively supporting student learning outcomes.

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 150 certificated staff members respond. Teachers were also given the opportunity to give input into a Professional Development Survey, and there were 160 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 2025 through June 2026. Administration meetings to include school site (principals and assistant principals) and District administrators were agendized from October 2025 through May 2026 to discuss the progress of the LCAP development.
Other School Personnel	The California School Staff Survey was distributed to all staff, and we had 150 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 representative 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 representative 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 representative 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 representative met with Ed Services Staff to discuss needs and give input into LCAP programs.
CSEA #823 - Union for Maintenance and Operations	The classified representative for CSEA #823 was invited to participate in all input activities during PAC meetings. CSEA #823 members participated in the California School Staff Survey and the LCAP Needs Assessment survey. CSEA #823 representative was also

Educational Partner(s)	Process for Engagement
	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 #823 representative 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 313 families participate in the California School Parent Survey and 583 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: 328 5th graders, 455 7th graders, 452 9th graders, and 409 11th graders, which is equal to 1678 students Local Climate Survey: 1744 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.
Board of Education	The Board received an annual midyear update on January 28, 2026, and the California Dashboard Data including state and local

Educational Partner(s)	Process for Engagement
	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 10, 2026, 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 budget. A presentation was provided to the Board at this time to summarize what is included in the new LCAP. On June 24, 2026, the Board adopted the 26-27 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 repair facilities that need attention in our schools

PARENTS/GUARDIANS/COMMUNITY
Goal 1: Student Outcomes (State Priorities 1, 2, 4, & 7)
1. Offer more enrichment opportunities (STEAM, specialty programs, encourage creativity, etc.)
2. Offer programs to support world languages
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. Provide materials and lessons that are engaging to the implementation of the Common Core standards
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. Offer mental health and behavioral supports for students
3. Maintain and repair 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 105
Goal 1: Student Outcomes (State Priorities 1, 2, 4, & 7)
1. Staff to support technology needs and implementation at the site
2. Provide materials and lessons that are engaging to the implementation of the Common Core standards
3. Offer programs to support socioeconomically challenged students
Goal 2: Engagement (State Priorities 1, 3, 5, & 7)
1. Increase the amount of Family Engagement opportunities
2. Offer programs that support the physical health of our students
3. Offer programs to support our homeless and foster youth
Goal 3: School Climate (State Priorities 1, 5, & 6)
1. Offer programs that will enhance student safety
2. Maintain the level of counselors to support social-emotional learning at each school
3. Offer mental health and behavioral supports for students

CSEA 823
Goal 1: Student Outcomes (State Priorities 1, 2, 4, & 7)
1. Support technology needs of staff and students
2. Expand career pathway programs
3. Offer more enrichment opportunities (STEAM, specialty programs, encourage creativity, etc.)
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. Offer programs to improve school attendance
3. Offer programs that support the physical health of our students
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. Expand career pathway programs
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. Offer programs to improve school attendance
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. Maintain and repair facilities that need attention in our schools

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: Academic excellence and equitable access to rigorous learning and enrichment
Goal 2: Strong partnerships through communication, engagement, and professional growth
Goal 3: Safe, supportive, and inclusive learning environments

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 support, 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.	Fall 2025: 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 2026 Self-Reflection: ELA: 5 Sustainable Math: 5 Sustainable History: 4 Full Implementation NGSS: 5 Sustainable ELD: 5 Sustainable	Instructional Materials for 2027 Self-Reflection: ELA: 5 Math: 5 History: 5 NGSS: 5 ELD: 5	ELA: 0 Math: +1 History: +1 NGSS: +2 ELD: 0
1.3	CAASPP ELA (California Dashboard, ELA Academic Indicator)	2023 ELA CAASPP scores for Distance above or below standard: All students; 47.5 points distance above standard (Blue)	2024 ELA CAASPP scores for Distance above or below standard: All students; 47.7 points distance	2025 ELA CAASPP scores for Distance above or below standard: All students; 44.7 points distance	2026 ELA CAASPP scores for points above or below standard: All students: 50 above (Blue)	ELA CAASPP scores for Distance above or below standard: All students: -2.8 Students with Disabilities: -12.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	above standard (Green) Students with Disabilities: 62.0 points distance below standard (Orange) English Learners: 13.3 points distance below standard (Orange) Low-Income: 9.5 points distance above standard (Yellow) Foster: No data reported on the CA Dashboard	Students with Disabilities: 1.5 above (Green) English Learners: 50 above (Blue) Low-Income: 50 above (Green) Foster: 50 above (Green) (2027 California Dashboard)	English Learners: -14.8 Low-Income: -5.2 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) Foster: No data reported on the CA Dashboard	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 above standard (Green) Low-Income: 6.7 points distance	2025 Math CAASPP scores for points above or below standard: All students: 38.3 points distance above standard (Blue) Students with Disabilities: 86.4 points distance below standard (Yellow) English Learners: 2.7 points distance above standard (Green) Low-Income: 6.7 points distance	2026 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) Hispanic: 5 points above (Green) (2027 California Dashboard)	Math CAASPP scores for points above or below standard: All students: +6.7 Students with Disabilities: +25.0 English Learners: +0.7 Low-Income: +7 Foster: No data reported on the CA Dashboard Hispanic: +17.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 66 points distance below standard (Orange)* *Incorrectly reported in 2023 as 17.4 points distance below standard (Orange)	above standard (Green) Foster: No data reported on the CA Dashboard Hispanic: 54.5 points distance below standard (Yellow)	above standard (Green) Foster: No data reported on the CA Dashboard Hispanic: 48.3 points distance below standard (Yellow)		
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%	In the Winter of 2025 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: 69% EL: 21% Low-Income: 59% Math All students: 71% EL: 48% Low-income: 63%	ELA All students: 80% EL: 40% Low-Income:70% Math All students: 80% EL: 50% Low-income: 70%	ELA All students: -5% EL: -4% Low-Income: -4% Math All students: -1% EL: +5% Low-Income: +2%
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%	2024 All EL students making progress on the ELPAC: 54% Broken down by ELPAC test - 2024 Summative: 52.5%	2025 All EL students making progress on the ELPAC: 53.5% Broken down by ELPAC test - 2025 Summative: 53.2%	2026 All EL students making progress on the ELPAC: 60% Broken down by ELPAC test - 2027 Summative: 60%	All EL students making progress on the ELPAC: -0.7% Broken down by ELPAC test - 2024 Summative: +7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Summative Alternative: 25%	2024 Summative Alternative: 14.3%	2025 Summative Alternative: 60%	2027 Summative Alternative: 60%	2024 Summative Alternative: +35.0%
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%	2025 CTE Pathway Completion All students: 25.7% EL: 14.3% Low-Income: 23.6%	CTE Pathway Completion All students: 50% EL: 50% Low-Income: 50%	CTE Pathway Completion All students: +4.9% EL: -3.3% Low-Income: +6.6%
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)	2025 All students: 23% (81 students) EL: 3.6% (1 student) Low-Income: 23.8% (39 students)	All students: 20% EL: 20% Low-Income: 20%	All students: +8.9% EL: -11.1% Low-Income: +10.05%
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) Foster youth: Population too small to report	2024 Met UC/CSU Requirements All students: 56.6% (275 students) EL: 31.3% (25 students) Low-Income: 47% (126 students) Foster youth: Population too small to report	2025 Met UC/CSU Requirements All students: 86.9% (306 students) EL: 75% (21 students) Low-Income: 84.1% (138 students) Foster youth: Population too small to report	All students: 95% EL: 95% Low-Income: 95%	All students: +22.8% EL: +45.7% Low-Income: +29.6% 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	2024 51.82% Met or Exceeded	2025 56.21 % Met or Exceeded	70% Met or Exceeded EL: 20% Met or Exceeded	Met or Exceeded All students: +1.41% EL: -4.02%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-Income: 43.21% Met or Exceeded Foster: not available	EL: 3.76% Met or Exceeded Low-Income: 40.9% Met or Exceeded Foster: not available	EL: 2.65% Met or Exceeded Low-Income: 44.51% Met or Exceeded Foster: not available	Low-Income: 50% Met or Exceeded Foster: not available	Low-Income: +1.30% Foster: data not available due to low n-size
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%	2025 California Dashboard Graduation Rate All students: 95.6% English Learners: 83.8% Low-Income: 94.6%	All students: 98% English Learners: 98% Low-Income: 98%	California Dashboard Graduation Rate All students: -1.4% English Learners: -5.3% Low-Income: -0.9%
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)	For the 2024-2025 school year, there was a total of 1836 AP exams taken with a pass rate of 3 or higher of 83.17%. EL: 1.3% pass rate (30 tests) Low-Income: 24.4% (576 tests)	All students: 80% EL: 15% Low-Income: 25%	There were 530 more AP exams taken. All students: +5.37% EL: +1.3% Low-Income: +5.4%
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%	2023-24 Teaching Assignment Monitoring Outcomes by FTE Clear: 91.5% Out of Field: 2.8% Intern: .3% Ineffective: 3.0% Incomplete: 2.5%	Clear: 100% Out of Field: 0% Intern: 0% Ineffective: 0% Incomplete: 0%	Clear: -0.9% Out of Field: -0.2% Intern: +.3% Ineffective: +1.9% Incomplete: -0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2025: Cohort: 452 Students CTE and a-g: 96 21.2%	Cohort: 500 Students CTE and a-g: 250 50%	Cohort: -40 CTE and a-g: +33 Percentage: +8.4%
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%	Annual Reclassification (RFEP) Counts and Rate 2025-2026 17.1%	18.48%	+2.2%
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) 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	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 (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	2025 11th Grade Math All students: 30.51% Standard Exceeded (Ready) and 28.29% Met (Conditionally Ready) EL: 15.56% Standard Exceeded (Ready) and 24.44% Met (Conditionally Ready) Low-Income: 26.63% Standard Exceeded (Ready) and 24.46% Met (Conditionally Ready) 11th Grade ELA All students: 41.32% Standard Exceeded (Ready) and 30.99% 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) 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)	11th Grade Math All students: +4.34% Standard Exceeded (Ready) and +1.67% Met (Conditionally Ready) EL: +11.30% Standard Exceeded (Ready) and +7.42% Met (Conditionally Ready) Low-Income: +8.85% Standard Exceeded (Ready) and -7.21% Met (Conditionally Ready) 11th Grade ELA All students: +0.65% Standard Exceeded (Ready) and +0.77% Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10.64% Met (Conditionally Ready) Low-income: 33.33% Standard Exceeded (Ready) and 30.51% Met (Conditionally Ready) Foster not available	(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	(Conditionally Ready) EL: 0% Standard Exceeded (Ready) and 10.87% Met (Conditionally Ready) Low-income: 34.95% Standard Exceeded (Ready) and 27.96% Met (Conditionally Ready) Foster not available	EL: 10% Standard Exceeded (Ready) and 20% Met (Conditionally Ready) Low-income: 45% Standard Exceeded (Ready) and 40% Met (Conditionally Ready)	(Conditionally Ready) EL: -2.13% Standard Exceeded (Ready) and +0.23% Met (Conditionally Ready) Low-Income: +1.62% Standard Exceeded (Ready) and -2.55% 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 in 2025 at: Elementary: 10 Intermediate School: 13 High School: 20	# of VAPA classes at: Elementary: 8 Intermediate School: 14 High School: 23	# of VAPA classes at: Elementary: +5 Intermediate School: +1 High School: +5
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	2025-26 i-Ready ELA Diagnostic #3, Tier 1 Proficient: All K: 65% All 1st grade: 55% All 2nd grade: 66% All 3rd grade: 66% EL K: 54% EL1st grade: 33% EL 2nd grade: 40% EL 3rd grade: 37% LI K: 59% LI 1: 44%	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: +6% All 1st grade: +2% All 2nd grade: -3% All 3rd grade: -8% EL K: +14% EL 1st grade: +6% EL 2nd grade: +2% EL 3rd grade: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				LI 2: 58% LI 3: 59%		
1.19	Parent Perception on College Preparation (California Healthy Kids Survey 2025)	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%	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: 61% EL: 64%	All: 70% EL: 70%	All: -3% EL: +1%

Goal Analysis [2025-26]

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 2025-26 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
1.17 Career Exploration Opportunities
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), enrichment opportunities (Action 1.16), and career exploration opportunities (Action 1.17) 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 2025-26 school year:
1.3 TK-3 Reading Initiative - The district continues to offer professional development related to Amira and Getting Ready Right. Heggerty resources continue to be provided; however, additional training is still need to support teachers with their Learning Difficulties screener data.
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 for the 26-27 school year. Currently, 4 of the 7 schools have implemented intervention within the school day. Previously, challenges related to implementation relate to grade levels not having common ELA, Math, and ELD time blocks has been resolved and the teachers are offering ELD at common times.

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:
1.3 TK-3 Reading Initiative - We underestimated the cost of supporting Reading Difficulties Screener implementation.
1.5 Instructional Technology Supports - We underestimated the costs of some educational technology software programs.
1.16 Enrichment Offerings - We underestimated the number of field trip opportunities and increased transportation costs.

The actions that were underbudget by 15% or more were the following:
1.1 Common Core Materials - We overestimated the cost of a social studies pilot at the elementary level

1.6. Local Performance Assessment - We budgeted to implement a new standards based assessment platform, which we decided to wait another year to purchase.
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 no filling the Director of State and Federal Programs position.
1.13 Multilingual Pathways - We overestimated the cost of the salaries for a Teacher on Special Assignment because the position was not filled this school year
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 was effective in improving outcomes across several key metrics, while also revealing areas needing continued focus. The 2025–2026 LCAP Goal 1 actions reflect a mix of progress and persistent challenges, as evidenced by gains in a–g completion (+30.3% for all students) and continued strong performance in Math CAASPP (+38.3 points above standard for all students).

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 from 2023–2025, all students had access to Common Core-aligned curriculum. Local Implementation Survey results also demonstrate growth in standards implementation, with NGSS increasing from a 4 to 5 and Social Studies from a 3 to 4. Despite being effective in access, CAASPP ELA scores declined for all students by -3.0 points, indicating the need to strengthen instructional delivery.

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 were partially effective. i-Ready Tier 1 proficiency data showed growth for all kindergarten students (+6%) and first grade students (+2%) between 2024–25 and 2025–26. English Learners also demonstrated gains in kindergarten (+14%), first grade (+6%), and second grade (+2%), with kindergarten English Learners increasing from 40% proficient in 2023–24 to 54% proficient in 2025–26. These results indicate that targeted literacy instruction and intervention supports were effective in strengthening foundational reading skills for younger students and English Learners. However, outcomes were not consistent across all TK–3 grade levels. Tier 1 proficiency declined for all second grade students (-3%) and third grade students (-8%), while English Learner performance remained unchanged in third grade (50%). These results suggest that while early literacy actions positively impacted students in the primary grades, additional support is needed to sustain growth as students progress through the upper elementary grades. Foster youth data is not available due to the small number of students on the 2025 Dashboard. CAASPP ELA results further reflect mixed outcomes among student groups. English Learners declined from 4.7 points below standard to 13.3 points below standard, indicating a need for intensified language development and literacy supports. Low-income students remained above standard at 9.5 points, demonstrating continued positive performance, although this represents a decline from the previous year and highlights the need to sustain and strengthen targeted Common Core supplemental supports. Overall, the actions were effective in improving literacy outcomes for kindergarten, first grade, and several English Learner groups, but require refinement to ensure consistent achievement and growth for all TK–3 students, English Learners, and low-income students.

Instructional Technology and Academic Interventions (Actions 1.4, 1.5, 1.7, 1.8, 1.9, 1.15)
The district's investments in instructional technology, summer learning, software tools, Library/Media staffing, and MTSS were effective in supporting academic growth, particularly in Mathematics. All students improved from 37.3 to 38.3 points above standard, and Students with Disabilities improved by +7.5 points. Graduation rates remained high at 95.6% for all students, demonstrating that MTSS supports were effective in improving student outcomes. However, effectiveness was uneven across student groups and content areas. In Mathematics, English learners declined from 5.3 to 2.7 points above standard, while low-income students remained stable at 6.7 points above standard, indicating a need for additional targeted support. Foster youth data is not available due to the small number of students on the 2025 Dashboard. On the 2025 CAASPP ELA, English learners declined by -8.6 points, and low-income students declined from 16.2 to 9.5 points above standard, indicating a need to strengthen supports to prevent further declines in achievement. Graduation outcomes also reflected mixed results among student groups. Graduation rates increased for English learners from 89.1% to 95%, while low-income students experienced a slight decline from 97% to 94.6%. These results suggest that while district investments and interventions contributed to positive outcomes in mathematics, graduation, and overall student achievement, additional targeted supports are needed to address declining performance among English learners and low-income students. Interventions such as Summer School continue to be a necessary component in mitigating learning loss and supporting student success.

Supports for English Learners and Multilingual Students (Actions 1.10, 1.13)
These actions were partially effective in supporting English Learners. While systems and structures remain in place, only 53.5% of English Learners made progress on the ELPAC, representing a slight decline of -0.5%, and CAASPP ELA results for English Learners declined by -8.6 points. At the same time, a–g completion rates for English Learners increased significantly (+43.7%), demonstrating that while college and career readiness outcomes are improving, language acquisition outcomes remain an area of need. In 2023, 14.1% of students (46 students) earned the State Seal of Biliteracy at graduation, including 5 English Learners and 21 low-income students (13.75%). In 2025, the number of English Learners earning the State Seal of Biliteracy decreased to 1 student (3.6%), indicating a substantial decline in participation among this group. However, participation among low-income students continued to increase, rising from 27 to 39 students. These results indicate an ongoing need to strengthen multilingual programs and promote an asset-based approach to language development that recognizes and values multilingualism. Foster youth data is not available due to the small number of students.

Supplemental Services and College/Career Readiness (Actions 1.11, 1.12, 1.17)
These actions were highly effective in improving college and career readiness outcomes. A–G completion increased significantly for all students (+30.3%), English Learners (+43.7%), and low-income students (+37.1%). CTE pathway completion also improved (+9.4%), and students completing both CTE and a–g requirements increased by +12.9%, demonstrating that these supports were effective in expanding access and improving long-term outcomes. The foster youth population is too small for us to report out the data for these metrics.

Enrichment, Visual and Performing Arts, and Advanced Coursework (Actions 1.14, 1.16, 1.18, 1.19)
These actions were effective in expanding access to a broad course of study and increasing student engagement. While there were 77 fewer AP exams taken, the overall pass rate improved to 83.17%, and participation among English Learners and low-income students increased. VAPA offerings also increased across grade spans, demonstrating that these actions were effective in supporting engagement and access to rigorous coursework, though educational partners continue to express a need for expanded opportunities. On the California Science Test, overall scores increased from 54.8% met or exceeded standards in 2022–23 to 56.21% in 2024–25. Despite this growth, achievement gaps persist, with English Learners performing 53.56 percentage points below all students and low-income students demonstrating an 11.7 percentage point achievement gap. These results indicate a need to strengthen supports to improve science achievement for unduplicated

student groups. Advanced Placement participation and success also showed improvement. In 2025, English Learner participation increased from 3 exams passed in 2023 to 30 exams passed, while low-income student participation increased from 247 to 576 exams passed. The overall district AP pass rate increased from 77.8% in 2022–23 to 83.17% in 2024–25, and pass rates for low-income students also improved. These results indicate progress in expanding access to rigorous coursework for unduplicated student groups; however, continued efforts are needed to further increase equitable participation and success, particularly for English Learners and foster youth. Foster youth data is not available due to the small number of 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 26-27 school year that results from reflection on prior practice:

Goal Development: This section includes updates to the 2026–27 LCAP, incorporating revised data based on the 2025 Dashboard results and current district offerings.
Minor adjustments were made to metrics 1.1, 1.3, 1.4, 1.6, 1.9, 1.15, 1.18, 1.19.
Action 1.1: Funds have been increased to support a math adoption pilot and adding a new Dual Language Immersion class.
Action 1.2: 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 supplemental materials for differentiated instruction. Updated language from the use of 'state and federal programs' to now be monitored by Educational Services.
Action 1.3: This action will include an updated description that removed language around a 2026 goal and will be monitored by Ed Services. Funds will also be increased to more accurately reflect the expenditures related to staff and materials. Foster students were removed from the description.
Action 1.4: Funds will be decreased to reflect a more accurate estimate of our technology needed to support students with disabilities.
Action 1.5: Updated language from the use of 'elementary and secondary education' to now be monitored by Educational Services. Foster students were removed from the description.
Action 1.6: Updated language from the use of 'state and federal programs' to now be monitored by Educational Services.
Action 1.7: Foster students were removed from the description.
Action 1.8: Funds will be decreased to reflect a more accurate estimate of our technology refresh plan.
Action 1.9: Funds will be increased to reflect the cost of salary increases. Foster students were removed from the description.
Action 1.10: Funds will be increased to reflect the cost of salary increases. Updated language from the use of 'state and federal programs' to now be monitored by Educational Services.
Action 1.12: Funds will be decreased to reflect the cost of salaries with new staff. Updated language from the use of 'state and federal programs' to now be monitored by Educational Services.
Action 1.13: Funds will be decreased to reflect the cost of one certificated staff member annually to support the growing DLI program. Foster students were removed from the description.
Action1.15: Funds will be decreased to reflect a more accurate estimate of sub costs to support intervention and updated language from the use of 'state and federal programs' to now be monitored by Educational Services. Foster students were removed from the description.
Action 1.16: Funds will be increased to support additional enrichment opportunities. Foster students were removed from the description.

Action 1.17: Funds decreased to align with actual spending patterns.
Action 1.19: Funds decreased to reflect the cost of employee's actual salary costs.

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. Goal 1.1 Common Core Materials (LREBG Action) Amount of LREBG Funds allocated: $50,000 Research demonstrates that access to high-quality, standards-aligned instructional materials is one of the most effective school-based strategies for improving student achievement and ensuring consistent implementation of academic standards. Standards-aligned curriculum provides students with equitable access to grade-level content and supports instructional coherence across classrooms and schools (Kane et al., 2016; EdReports, 2021). This action is monitored through Metric 1.1 (CAASPP ELA Distance from Standard) and Metric 1.2 (CAASPP Math Distance from Standard). In 2025, students maintained performance above standard in both ELA and Mathematics, indicating that access to rigorous instructional materials continues to support academic achievement and learning recovery efforts.	$850,000.00	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 for EL and low-income students. These supplementary materials and supports will benefit our English Learners and Low-income students. This action will be monitored by Educational Services.	$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Goal 1.2 Common Core Supplemental Supports (LREBG Action) Amount of LREBG Funds allocated: $50,000 Research has shown that supplemental materials and diverse instructional resources positively impact the engagement and retention of all students, especially our EL and low-income 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 .82 effect size for scaffolding instruction, which is a primary function of supplemental Common Core materials designed to support students at different performance levels. Research supports the use of supplemental instructional materials, intervention resources, and differentiated learning tools as effective strategies for accelerating learning and addressing achievement gaps. Supplemental supports provide targeted instruction, reinforce foundational skills, and increase student engagement through personalized learning opportunities. This action is monitored through Metric 1.1 (CAASPP ELA Distance from Standard), Metric 1.2 (CAASPP Math Distance from Standard), and Metric 1.3 (i-Ready Predictive Proficiency). In 2025, English learners and low-income students continued to demonstrate positive performance in mathematics and maintained predictive proficiency rates that provide evidence of academic growth and learning recovery.		
1.3	TK-3 Reading Initiative	Teachers will receive the necessary supports to supplement our adopted ELA curriculum and support students with reading difficulties. This initiative will include targeted interventions, professional development for teachers, additional classified staff, and the provision of engaging reading materials that will support our EL and low-income students. These supplementary materials and supports will benefit our English Learners and Low-income students. This action will be monitored by Elementary Curriculum.	$429,929.00	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	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		resources necessary to support academic success. This action will be monitored by Special Education.		
1.5	Instructional Technology Supports	Teachers will receive supplemental instructional technology supports and resources for English Learners and Low-income students. Examples are instructional software and licenses such as Edmentum, 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 Educational Services.	$440,000.00	Yes
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 Educational Services. Goal 1.6 Local Performance Assessments (LREBG Action) Amount of LREBG Funds allocated: $50,000 Research indicates that high-quality formative and local assessments are effective in identifying unfinished learning, monitoring student progress, and informing instructional decisions. Performance assessments provide timely data that allow educators to adjust instruction, target interventions, and provide additional supports before learning gaps widen (Black & Wiliam, 1998; Education Endowment Foundation, 2021). This action is monitored through Metric 1.3 (i-Ready Predictive Proficiency) and Metric 1.14 (TK–3 i-Ready Tier 1 Proficiency). In 2025, local assessment data continued to provide valuable information regarding student readiness and proficiency levels, enabling teachers to identify student needs and provide targeted instructional support.	$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 and Low-Income students who are in need of additional time to close achievement	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		gaps with the intention of focusing the supports to our EL and low-income pupils. This action will be monitored by Elementary and Secondary Curriculum.		
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. Goal 1.8 Technology and Software Supports (LREBG Action) Amount of LREBG Funds allocated: $129,110 Research supports the use of educational technology and adaptive software programs to increase student engagement, personalize learning, provide immediate feedback, and improve access to instructional resources. Technology-supported learning environments are particularly effective in accelerating learning for students who require additional intervention, practice opportunities, or accessibility supports (U.S. Department of Education, 2017; Education Endowment Foundation, 2021). This action is monitored through Metric 1.1 (CAASPP ELA Distance from Standard), Metric 1.2 (CAASPP Math Distance from Standard), Metric 1.3 (i-Ready Predictive Proficiency), and Metric 1.14 (TK–3 i-Ready Tier 1 Proficiency). The district's continued implementation of a 1:1 device program and instructional software platforms has supported student access to learning both during and beyond the school day, contributing to ongoing academic growth and recovery efforts.	$1,500,000.00	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 and Low-Income students. Staff will provide differentiation to support the academic and language development needs and support the implementation of 1:1 computer literacy and foundational	$1,609,813.00	Yes

Action #	Title	Description	Total Funds	Contributing
		literacy of low-income and EL 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 Educational Services.	$350,000.00	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 supported by data. The Intermediate school will work towards early implementation of career pathways as part of the master schedule to	$821,054.00	No

Action #	Title	Description	Total Funds	Contributing
		support unduplicated students. This action will be monitored by Educational Services.		
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 and Low-Income students. This action will be monitored by Educational Services.	$223,807.00	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 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.	$360,000.00	Yes
1.16	Enrichment Offerings	TCUSD staff will offer expanded enrichment opportunities to help close equity gaps for English Learners and low-income students. These opportunities may include academic and college field trips, student 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	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$6,000.00	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 EL and low-income 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 and English Learners students which will expand course offerings, increase student efficacy in taking exams, and receiving training. This action will be monitored by Secondary Curriculum.	$292,051.00	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 in our school community. 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	6.9% chronically absent students for the 2024-25 school year as reflected	5% chronically absent EL: 5% Low-income: 5%	-5.9% chronically absent EL: -6.4%

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%	on the 2025 CA Dashboard (Green). EL: 4.9% Low-income:10.6% Foster Youth: no color Hispanic: 19.4% White: 17.7% SWD: 19.9%	Foster Youth:5% Hispanic: 5% White: 5% SWD: 5%	Low-income: -7.2% Foster Youth: no color (no comparable data) Hispanic: -10.9% White: -4.4% SWD: -8.1%
2.2	Attendance Rate (Aeries report)	95.46%. (2022-23 Aeries report)	96.3%. (2023-24 Aeries report)	96.75%. (2024-25 Aeries report)	98%	+1.29%
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.	2025-26: 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 73% 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 -7% of EL Newcomer families agree or strongly agree with this statement
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	In 2025: 80% of parents agreed or strongly agreed with the statement	In 2025: 81% of parents agreed or strongly agreed with the statement	85%	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		actively seeks the input of parents before making important decisions."	"This school actively seeks the input of parents before making important decisions."	"This school actively seeks the input of parents before making important decisions."		
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	2026 How would you improve district-sponsored professional development? Certificated - 29% more ongoing training opportunities Classified - 28% 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: -18% Classified: -30%
2.6	Implementation of Academic Standards Local Indicator	Self-Reflection Tool 2024, Professional Development ELA; 4 Full Implementation Math: 4 Full Implementation Social Science: 1 Exploration NGSS: 3 Full Implementations	Self-Reflection Tool 2025, Professional Development ELA; 4 Full Implementation Math: 4 Full Implementation Social Science: 1 Exploration NGSS: 4 Full Implementations	Self-Reflection Tool 2026, Professional Development ELA; 5 Full Implementation Math: 4 Full Implementation Social Science: 2 Beginning NGSS: 4 Full Implementations	Professional Development ELA - 5 Math - 5 Social Science - 3 NGSS - 5 ELD - 5	Professional Development ELA: +1 Math: 0 Social Science: +1 NGSS: +1 ELD: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELD: 2 Beginning Development	ELD: 3 Partial 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%	2025-26 Local Climate Survey results to the question "I participated in regularly scheduled parent conference with my child's teacher" All students: 84% (strongly agree or agree) EL: 92% Low-Income: 85%	All students: 95% (strongly agree or agree) EL: 95% Low-Income: 95%	All students: -1% (strongly agree or agree) EL: -2% Low-Income: -9%
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 with this statement: 93%	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 EL families that agreed with this statement: 97%	On the 2026 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: 97% Percentage of EL families that agreed with this statement: 98%	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: +3% Percentage of EL families that agreed with this statement: +5%
2.9	Homeless and Foster Attendance (Dataquest)	Per the Dataquest report titled "Absenteeism by Reason"' our average	Per the Dataquest report titled "Absenteeism by Reason"' our average days	Per the Dataquest report titled "Absenteeism by Reason"' our average days	All students: 8 Homeless: 8 Foster: 8	All students: -2.4 Homeless: -6.4 Foster: -2.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		days absent for 22-23 was: All students - 10.0 Homeless - 27.9 Foster- 11.3	absent for 23-24 was: All students - 8.6 Homeless - 22.1 Foster- 11.9	absent for 24-25 was: All students - 7.6 Homeless - 21.5 Foster- 8.4		
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.	Indicator not reported on the Dashboard in 2025.	10%	N/A
2.11	Middle School Dropout Rate (Calpads Fall1 Report 8.1C)	2022-23 0% - (0 students)	2023-24 .11% - (1 student)	2024-25 0% - (0 students)	0% - 0 students	.0% - (0 student)
2.12	High School Dropout Rate (DataQuest)	2022-23: 2.8% (10 students)	2023-24: 1.8% (9 students)	2024-25: 3.7% (16 students)	0% - 0 students	+9% (+6 students)
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%	2025-26 Percentage of LTELS: 3.2% Percentage of At-Risk: 3.0%	Percentage of LTELS: 3% Percentage of At-Risk: 3%	Percentage of LTELS: -3.7% Percentage of At-Risk: -.9%

Goal Analysis [2025-26]

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 2025-26 school year and had successful outcomes for students:
2.1 Chronic Absenteeism Interventions
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
2.7 Professional Development to support MTSS and Common Core implementation
2.8 Professional Learning Opportunities

2.9 Professional Development to Support Collaborations
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
2.17 Healthy Schools
2.18 Language Acquisition and ELD Professional Development for LTELS

Chronic absenteeism interventions (Action 2.1) and supplemental student engagement staff (Action 2.2) were fully implemented and supported the improvement of student attendance and school connectedness. Even though a third-party contract did not materialize for Action 2.1, we were still able to implement this action and our data reflected positive outcomes. Our chronic absenteeism decreased from 12.8% in 2022–23 to 6.9% in 2024–25, including improvements among English learners (11.3% to 4.9%), low-income students (17.8% to 10.6%), Hispanic students (30.3% to 19.4%), and students with disabilities (28% to 19.9%). Student engagement staff supported attendance monitoring, outreach, intervention meetings, and connections to school-based supports for students and families. Site teams continued to expand outreach and intervention supports throughout the school year to address barriers impacting attendance and engagement.

Communication and outreach efforts (Actions 2.3, 2.4, 2.5, 2.6, and 2.13) were fully implemented and focused on strengthening family engagement and increasing access to information for multilingual families. Translation services, communication platforms, parent meetings, surveys, and educational partner engagement opportunities expanded access to district programs and resources. The parent survey data showed that 89% of families reported confidence in supporting their child's learning at home; whereas, 87% of low-income families agree or strongly agree with this statement and 73% of the EL Newcomer families agree or strongly agree with this statement. 84% of families agreed or strongly agreed that they regularly participated in parent conferences with their child's teacher. Educational partner engagement opportunities included PAC, DELAC, staff groups, and community meetings to gather stakeholder feedback during the LCAP process. The District continued to expand communication methods and translation supports to improve accessibility and participation for families.

Professional development and collaboration opportunities (Actions 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, and 2.18) were fully implemented and strengthened instructional practices, staff collaboration, inclusion, and support for English learners. Staff participated in professional learning related to MTSS, Common Core implementation, ELD strategies, inclusion practices, collaboration structures, and support for Long-Term English Learners (LTELs). The District also continued implementation of New Teacher Induction (Action 2.10) to support teacher growth and retention. Self-Reflection Tool results indicated the District maintained full implementation in ELA and Math, while Science improved from Beginning Development to Sustainability following targeted professional development connected to the new science curriculum adoption. Educational partner feedback indicated continued interest in additional training opportunities, particularly for differentiated instruction, intervention supports, and implementation of Learning Difficulties screeners.

Student support services and inclusive practices (Actions 2.14, 2.15, 2.16, and 2.17) were fully implemented and supported student well-being, educational stability, and access to high-quality instruction. Homeless and foster youth supports assisted students with enrollment, transportation, school stability, and access to services. Alternative program staff continued to support students requiring non-traditional

pathways and individualized interventions. Healthy school initiatives continued to support student wellness, safe school environments, and social-emotional supports across all campuses. The District continued to prioritize integrated supports and inclusive practices to improve outcomes for all students, particularly unduplicated student groups.

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 underbudget by 15% or more were the following:
2.1 Chronic Absenteeism - The District did not contract with a third party as planned to provide attendance interventions.
2.4 School to Home Connection - A portion of this allocation remains unspent since the cost of third party contracts that came in lower than anticipated.

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 2.18. By leveraging local and state data sources, including the California Dashboard, Aeries attendance reports, family and staff surveys, and professional development self-reflection tools, the district was able to assess both strengths and areas needing continued improvement. Overall, these actions were effective in supporting student engagement, strengthening communication systems, and improving instructional supports for unduplicated student groups.

Chronic Absenteeism (Actions 2.1, 2.2, 2.14, 2.15, and 2.17)
A key area of success was reducing chronic absenteeism through Actions 2.1, 2.2, 2.14, 2.15 and 2.17. In tandem, these actions were effective in improving attendance and strengthening student engagement. Overall chronic absenteeism decreased significantly from 12.8% in 2022–23 to 6.9% in 2024–25. Subgroup data also demonstrated improvement, with low-income students decreasing from 17.8% to 10.6%, English learners from 11.3% to 4.9%, Hispanic students from 30.3% to 19.4%, and students with disabilities from 28% to 19.9%. These actions were effective in supporting outreach and intervention efforts through supplemental student engagement staff and alternative program staff who provided targeted support and follow-up for students with attendance concerns. While foster youth remained a focus area, chronic absenteeism data was not reported on the California Dashboard in 2024–25. Per the Dataquest report titled "Absenteeism by Reason"' our average days absent for 24-25 was 7.6 for all students, but 21.5 for homeless and 8.4 for Foster which was a significant improvement from the previous year, but still an area of focus. These results demonstrate that attendance intervention efforts were effective in improving school attendance and engagement for targeted student groups. The significant reduction in chronic absenteeism indicates that these actions were effective in supporting at-risk students and maintaining school connectedness.

Family Engagement (Actions 2.3, 2.4, 2.5, 2.6, and 2.13)
The district prioritized family engagement and communication through Actions 2.3, 2.4, 2.5, 2.6, and 2.13, and these actions were effective in strengthening communication and increasing family participation. California School Parent Survey results showed that the percentage of families who felt well informed about school activities increased from 94% in 2024 to 96% in 2025. Among English learner families, this percentage increased from 93% to 97%, demonstrating that translation supports and expanded communication systems were effective in

improving access to information for multilingual families. These actions were also effective in increasing confidence among families in supporting student learning at home, with 89% of all families, 87% of low-income families, and 83% of EL newcomer families reporting confidence in supporting their child's learning at home. Participation in parent-teacher conferences remained high, with 87% of all families, 89% of low-income families, and 90% of EL families indicating participation. Additionally, educational partner engagement efforts were effective in increasing parent voice and input, as the percentage of families agreeing that schools seek input before making important decisions increased from 77% to 80%. These efforts included PAC, DELAC, staff groups, community meetings, translation services, and communication platforms that expanded accessibility and participation opportunities for families. Data is not available for the foster youth student group because the population is too small to report the results.

Professional Development (Actions 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.16, and 2.18)
Actions 2.7 through 2.12, Action 2.16, and Action 2.18 were effective in supporting instructional quality, staff collaboration, inclusion practices, and language acquisition supports. The parent survey data showed that 89% of families reported confidence in supporting their child's learning at home; whereas, 87% of low-income families agree or strongly agree with this statement and 73% of the EL Newcomer families agree or strongly agree with this statement. The district maintained full implementation in English Language Arts and Math professional development, while NGSS implementation improved from level 3 to level 4, indicating that professional learning opportunities were effective in strengthening instructional capacity. Staff feedback also demonstrated that these actions were effective in improving access to professional learning opportunities, as requests for more personalized professional development decreased among certificated staff from 58% to 40% and among classified staff from 82% to 52%. Action 2.12 was effective in supporting inclusion-focused collaboration, and while not measured by a dedicated metric, improved attendance outcomes for students with disabilities suggest positive impacts from increased collaboration and support structures.

Action 2.11 and Action 2.18 were effective in supporting language acquisition and ELD professional development. The implementation level for ELD professional development improved from "Beginning Development" (level 2) to "Partial Implementation" (level 3), demonstrating moderate growth in implementation. Although this area continues to require additional focus due to ongoing performance disparities for English learners, these actions were effective in building staff capacity to support language development and instructional strategies for English learners and Long-Term English Learners (LTELs). Finally, Action 2.16 was effective in maintaining a stable and credentialed teaching staff, while Action 2.10 was effective in supporting new teacher induction and ongoing instructional support for teachers across the district. Together, these actions were effective in strengthening instructional consistency and supporting implementation of state standards across all schools.

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 2.1- minor adjustment
Action 2.1 - Funds were decreased to reflect the anticipated costs to support academic interventions using existing staff and without the help of a third-party.
Action 2.2 - The action will include an updated description to reflect accurate unduplicated groups.
Action 2.3 - Removed a sentence about post cards and banners.
Action 2.4 - Funds are decreased to reflect anticipated costs of third-party contracts.
Action 2.6 - The action will include an updated description to reflect accurate unduplicated groups.

Action 2.7 - This action will include an updated description with the intent to increase and improve services for unduplicated students (EL and Low-Income).
Action 2.12 - Updated grammar in action description.
Action 2.15 - Funds increased to reflect actual costs of salaries.
Action 2.16 - Funds increased to reflect actual costs of salaries.
Action 2.17 -Updated language in the description to include additional strategies and the funds increased to reflect actual costs of salaries.

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.	$480,000.00	Yes
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 English learners, 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	$165,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 PIO will target communications to our English Learner families to help them access materials in their own language.		
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.	$150,000.00	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 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.	$11,929.00	No
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 and Low-Income families through increasing partnerships between home and school connections.	$29,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 unduplicated students' academic and behavioral success. School site teams will develop Tier 1, Tier 2 and Tier 3 support protocols at each site which are principally directed to support achievement for English Learners and low-income students. 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	Yes
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 communities for educators to engage in a meaningful classroom teaching experience.	$22,500.00	No
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

Action #	Title	Description	Total Funds	Contributing
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 the instruction for all students.	$8,000.00	No
2.13	Translation Supports	District translators will support school sites in Mandarin and Spanish to increase parent engagement of our Low-income 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

Action #	Title	Description	Total Funds	Contributing
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.	$334,152.00	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.	$31,192,604.00	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 Low-Income and Foster Youth students. 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.	$126,000.00	Yes
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% FY data not available	2024 California Dashboard reported 77 student suspensions or 1.4% for all students EL: 2% Low-income: 2.3% Hispanic: 3.1% FY data not available	2025 California Dashboard reported 66 student suspensions or 1.2% for all students EL: 1% Low-income: 1.7% Hispanic: 2.2% FY data not available	All students: 0.5% EL: 0.5% Low-Income: 0.5% Hispanic: 0.5%	All students: -0.3% EL: -0.7% Low-Income: -0.7% Hispanic: -1.3%
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%.	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 25-26.	100% of school facilities were reported as having an "exemplary" or "good repair" marks.	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"	On the 25-26 Local School Climate Survey, 84% 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"	+5%
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	On the 25-26 CHKS, students	5th grade - 90% (all or most of the time)	5th grade: -2% (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)	reported that they feel safe at school: 5th grade - 79% (all or most of the time) 7th grade - 70% (agree or strongly agree) 9th grade - 68% (agree or strongly agree) 11th grade - 67% (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: 96% (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: +9% (agree or strongly agree) 9th grade: +3% (agree or strongly agree) 11th grade: +10% (agree or strongly agree) Parents: +2% Staff: -1%
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% Foster youth - data is not available due to the small number of students.	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% Foster youth -	2025-26 "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 - 59% EL - 64% Low-Income - 59% Foster youth -	"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: -4% EL: -3% Low-Income: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			data is not available due to the small number of students.	data is not available due to the small number of students.		
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%	2025-26 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: 19% 7th grade EL: 21% 9th grade all: 18% 9th grade EL: 15% 11th grade all: 23% 11th grade EL: 21% FY and LI data not available	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: -4% 7th grade EL: -4% 9th grade all: -8% 9th grade EL: -10% 11th grade all: -6% 11th grade EL: -13%
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.	In 2024-25 our Hispanic students were 8.38 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.	+1.89

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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. 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."	In 24-25, 98% of staff believed that school was a safe place for staff. 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."	In 25-26, 95% of staff believed that school was a safe place for staff. 93% 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% will believe that the school is a staff place for staff. 95% will agree that adults who work at this school feel a responsibility to improve this school.	0% +3%

Goal Analysis [2025-26]

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 2025-26 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 2025-26 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 underbudget by 15% or more were the following:
3.5 Mental Health Supports - The cost of third-party providers came in underbudget.
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 schoolwide behavior systems and student support personnel continued to be effective in improving 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 proactive approach to supporting student behavior and strengthening school connectedness. Suspension rates decreased overall from 1.5% in 2022–23 to 1.2% in 2024–25. Significant improvements were also evident among student groups, including English Learners, whose suspension rate decreased from 1.7% to 1%, low income students from 2.4% to 1.7%, and Hispanic students from 3.5% to 2.2%. Most significantly, the expulsion rate remained at 0% in 2024–25, maintaining the gains made in the previous year and reflecting the district's continued implementation of restorative practices and intervention supports. Specific foster youth data is not available because the group of students is too small to report the data. School counselors and Behavioral Health Resources (Action 3.7) were effective in addressing the root causes of behavioral concerns through counseling, MTSS supports, and early interventions.

Student Safety and Facilities (Actions 3.3 and 3.4)
Efforts to maintain safe, welcoming, and well maintained campuses continued to be effective across the district. For the third consecutive year, 100% of schools were rated in "good" or "exemplary" repair according to the Facilities Inspection Tool, demonstrating the district's continued commitment to providing high quality learning environments that support student wellness and safety. Student perceptions of safety also improved, with 84% of students reporting on the 2025–26 Local Climate Survey that they agreed with the statement, "I feel safe at school," an increase from 79% in 2023–24. California Healthy Kids Survey data reflected continued effectiveness in several grade spans. Seventh grade students reporting that they felt safe at school increased from 61% to 70%, ninth grade students increased from 65% to 68%, and eleventh grade students increased from 57% to 67%. Parent perceptions remained strong, with 96% of parents agreeing that school is a

safe place for their child, while 96% of staff agreed that school is a safe place for students. Staff perceptions that adults feel a responsibility to improve the school also remained high at 93%.

Mental, Emotional, and Social Health (Actions 3.5, 3.6)
The district's comprehensive mental health strategy, including school based mental health supports, SEL resources, wellness supports, and Behavioral Health Resources, continued to be effective in supporting student well being, particularly for English Learners, low income students, and foster youth. California Healthy Kids Survey data demonstrated continued positive outcomes related to student mental health. The percentage of students reporting prolonged sadness or hopelessness remained below baseline levels across all grade spans. Among English Learners, seventh grade students reporting feelings of sadness or hopelessness decreased from 25% in 2023–24 to 21% in 2025–26, ninth grade EL students decreased from 25% to 15%, and eleventh grade EL students decreased from 34% to 21%. Overall student rates also improved, with ninth grade students decreasing from 26% to 18% and eleventh grade students decreasing from 29% to 23%. These results demonstrate that counseling supports, behavioral health services, and school based interventions continued to be effective in addressing student mental health needs. At the same time, Local Climate Survey data indicated a continued need to strengthen student connectedness to trusted adults on campus. The percentage of students reporting that they "often or always" had at least one staff member they could go to for help decreased from 63% to 59% overall, from 67% to 64% for English Learners, and from 64% to 59% for low income students. Student Engagement and School Climate. Foster youth data is not available due to the small number of 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.

Metric 3.1 - Stated that Foster Youth data is not available.
Metric 3.5 - Revised with deleted text
Metric 3.6 - Stated that Foster Youth data is not available.
Metric 3.7 - Stated that Foster Youth data is not available.
Action 3.2 - Funds increased to reflect an accurate estimation of salary costs.
Action 3.3 - Updated to reflect the anticipated costs for facilities maintenance.
Action 3.5 - Updated description to accurately reflect the plan for mental health supports and increased the budget to include the cost of additional staff. Updated description to reflect accurate unduplicated groups.
Action 3.7 - Funds increased to reflect an accurate estimation of salary costs.

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	$43,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 and English Learners, 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.	$1,560,552.00	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.	$2,812,070.00	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 third-party contracted providers and additional staff will begin to implement community schools initiatives to support students' social emotional development and mental health fitness rooms that are principally directed for K-12 English Learners and Low-Income student groups in order to improve student connectedness.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$575,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,340,578	$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
10.189%	0.000%	$0.00	10.189%

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
1.2	**Action:** Common Core Supplemental Supports **Need:** On the 2023 ELA CAASPP, there was an achievement gap, with English learners performing 45 points below the ELA scores of all students and low-income students showing a 32-point achievement gap. On the 2024 ELA CAASPP, the achievement gap widened for English learners, who performed 52.4 points	This action will address the achievement gaps in core academic areas for our EL and low-income students. This initiative will include the use of supplemental Common Core materials, assessments, and training to reinforce and extend learning beyond the core curriculum. The improved focus on personalized learning and academic reinforcement will solidify foundational skills and accelerate progress toward grade-level proficiency. This action will provide a LEA-wide focus to purchase additional materials and	The ELA CAASPP scores will be reviewed annually to monitor the growth of our EL and low-income students. We will monitor the progress of these 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
	below all students, while low-income students showed a 31.5-point achievement gap. In 2025–26, i-Ready data showed gains in Kindergarten and 1st grade Tier 1 proficiency, while 2nd and 3rd grade performance declined. 2025 CAASPP ELA scores for English learners decreased from 4.7 points below standard to 13.3 points below standard, indicating an increased need for targeted support for English learners. However, low-income students remained above standard at 9.5 points, though this reflects a decline from the previous year, indicating the need to sustain and strengthen targeted Common Core supplemental supports for this group. Based on this information, the District will continue to provide Common Core supplemental materials and resources for EL and low-income student groups prior to the CAASPP assessment to support improved academic outcomes. In 2025, educational partner feedback, including input from students, the Parent Advisory Council, CSEA #105, and District administration, identified this as a high-priority area, emphasizing the need for engaging materials and lessons aligned to the implementation of the Common Core State Standards. **Scope:** LEA-wide	supports that are principally directed at our English learners, low-income, and foster youth students; however, this action will benefit all students within the district by providing a well-rounded and tech-enriched education. Research has shown that supplemental materials and diverse instructional resources positively impact the engagement and retention of all students, especially our EL and low-income 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 .82 effect size for scaffolding instruction, which is a primary function of supplemental Common Core materials designed to support students at different performance levels.	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)

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 English learners performing 45 points below the ELA scores of all students and low-income students showing a 32-point achievement gap. On the 2024 ELA CAASPP, the achievement gap widened for English learners, who performed 52.4 points below all students, while low-income students showed a 31.5-point achievement gap. In 2025–26, i-Ready data showed gains in Kindergarten and 1st grade Tier 1 proficiency, while 2nd and 3rd grade performance declined. 2025 CAASPP ELA scores for English learners decreased from 4.7 points below standard to 13.3 points below standard, indicating an increased need for targeted support for English learners. However, low-income students remained above standard at 9.5 points, though this reflects a decline from the previous year, indicating a need to sustain and strengthen targeted early literacy supports for this group. Based on this information, the District will provide early interventions for EL and low-income student groups to prepare students for the CAASPP assessment. In 2025, educational partner feedback, including input from the Parent Advisory Council, TCEA, DELAC, and principals,	This action will address the early literacy gaps of our youngest EL and low-income 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 these unduplicated 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 EL and low-income 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.	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 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)

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
	identified this as a high-priority area, emphasizing the need to expand early interventions and reading initiatives across schools. Teachers also indicated a need for additional training related to Learning Difficulties screeners and supplemental supports to strengthen their capacity to provide effective reading intervention **Scope:** LEA-wide		
1.5	**Action:** Instructional Technology Supports **Need:** On the 2023 Math CAASPP, there was a gap in achievement, with English learners performing 29 points below the Math scores of all students and low-income students showing a 31-point achievement gap. On the 2024 Math CAASPP, the achievement gap widened for English learners, who performed 32 points below all students, while low-income students showed a 30.6-point achievement gap. This action contributed to mixed academic outcomes in 2025, with slight gains for all students, who improved from 37.3 to 38.3 points above standard. English learners declined in Math from 5.3 to 2.7 points above standard, while low-income students remained stable at 6.7 points above standard, indicating a need for additional targeted support to accelerate progress for these student groups.	This LEA-wide action will address the achievement gap challenges, and therefore our mathematical challenges that face our EL and low-income 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 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 these 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	The Math CAASPP scores will be reviewed annually to monitor the growth of our EL and low-income and all students. We will monitor the progress of our EL and low-income students on this assessment and compare the results to the 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)

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
	Because the District has implemented 1:1 student devices, the District will leverage technology to help minimize achievement gaps by providing targeted intervention, increased practice opportunities, and access to instructional content during and beyond the school day. English learners and low-income students require additional academic supports that enhance and extend learning opportunities both during and outside of the school day. In 2025, educational partner feedback, including input from DELAC, CSEA #105, CSEA #823, and site principals, identified this as a high-priority area, emphasizing the need to expand resources and supports for EL and low-income students. DELAC specifically noted that virtual platforms support students in accessing content beyond the school day, extending learning time and reinforcing academic skills. **Scope:** LEA-wide	students with understanding math concepts by using personalized learning and support diverse instructional strategies.	
1.7	**Action:** Summer School **Need:** On the 2023 Math CAASPP, there was a gap in achievement, with English learners performing 29 points below the Math scores of all students and low-income students showing a 31-point achievement gap. Likewise, on the 2023 ELA CAASPP, there was a gap in	This action will address the academic challenges that face our EL and low-income 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 foundation for future academic success of all students, but specifically for these unduplicated students. This action will provide an LEA-wide focus which is principally directed to these	The Math and ELA CAASPP scores will be reviewed annually to monitor the growth of our EL and low-income students. We will monitor the progress of these 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
	achievement, with English learners performing 45 points below the ELA scores of all students and low-income students showing a 32-point achievement gap. This action contributed to mixed academic outcomes in 2025, with slight gains in Math for all students, who improved from 37.3 to 38.3 points above standard. English learner students declined in Math from 5.3 to 2.7 points above standard, while low-income students remained stable at 6.7 points above standard, indicating a need for additional targeted support. On the 2025 CAASPP ELA, results for English learners declined, and results for low-income students also declined from 16.2 to 9.5 points above standard, indicating a need to strengthen supports to prevent further decline. These results indicate that interventions such as Summer School continue to be a necessary component to mitigate learning loss. In 2025, educational partner feedback, including input from the Parent Advisory Council, CSEA #105, and CSEA #823, identified this as a high-priority area to expand summer learning opportunities. Summer school and other summer learning programs provide EL and low-income students with additional learning time and targeted academic support to address learning gaps. **Scope:** LEA-wide	unduplicated students; however, this action will benefit all "at-promise" students within the district. We will offer summer school to the lowest bands of students as evidenced by district benchmark i-Ready assessments, state test scores (CAASPP & ELPAC), and teacher input. Research has shown that summer school positively impacts the achievement growth of students, especially our EL and low-income students. John Hattie's Visible Learning Research shows a .19 effect size in favor of summer school programs.	progress of all students who take ELA and Math CAASPP within the district. (Metric 1.3, 1.4, 1.5, and 1.6)

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
1.9	**Action:** Technology, Library, and Media Staff **Need:** On the 2023 ELA CAASPP, there was a gap in achievement, with English learners performing 45 points below the ELA scores of all students and low-income students showing a 32-point achievement gap. In 2025, CAASPP ELA results for English learners declined from 4.7 points below standard to 13.3 points below standard, and results for low-income students also declined from 16.2 points above standard to 9.5 points above standard, indicating a decline in performance despite remaining above standard. These results indicate a need to strengthen supports for both foundational literacy and access to instructional technology. The District will provide technology, library, and media staff to support students with the effective use of 1:1 devices, improve computer literacy skills, and reinforce foundational literacy development to support academic achievement. In 2025, educational partner feedback, including input from CSEA #105, CSEA #823, and site principals, identified a need to expand site-based media and technology support in school libraries. Educational partners emphasized that additional staffing is necessary to support effective technology implementation and ensure students are able to fully access instructional resources.	Through the use of Technology, Library, and Media Staff this will ensure that our low-income and EL 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 these 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 low-income and EL 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 these 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 low-income and EL students students. Increasing library and media support is well-	The ELA CAASPP scores will be reviewed annually to monitor the growth of our low-income and EL 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)

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
	Scope: LEA-wide	researched practice that 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 these unduplicated student groups. Technology platforms provide the opportunity for collaboration with peers and teachers.	
1.11	**Action:** Supplemental Educational Services Staff **Need:** When reviewing students meeting UC/CSU requirements, in 2023, 64.1% of graduates met these requirements. However, only 29.3% (27 students) of English learners and 54.5% (145 students) of low-income students met UC/CSU requirements, indicating significant gaps among student groups. In 2025, outcomes declined for all students (64.1% to 56.6%) and low-income students (54.5% to 47%), while English learners showed a slight increase (29.3% to 31.3%), but remained significantly below their peers. These results indicate a continued need to strengthen supports to improve college readiness outcomes, particularly for unduplicated student groups. To address these gaps, the District will implement earlier interventions beginning in elementary school through MTSS supports and increased family engagement around college and career expectations. In 2026, 61% of parents indicated that schools provide information on how to help their child plan for college or vocational school, which is a 5%	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 leadership in the implementation of multitiered	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)

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
	decrease from the previous year; however, this increased to 64% for English learner families, indicating progress in targeted outreach efforts. In 2025, educational partner feedback, including input from site principals, identified this as a high-priority area. Educational partners emphasized the need for additional Educational Services staff to support curriculum, instruction, and assessment, as well as to assist site administrators in analyzing data and monitoring the progress of unduplicated student groups to ensure students are on track to meet college readiness requirements. **Scope:** LEA-wide	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, 14.1% of students (46 students) received the State Seal of Biliteracy at graduation, including 5 English learner students and 21 low-income students (13.75%). In 2025, the percentage of English learner students earning the State Seal of Biliteracy decreased significantly to 3.6% (1 student), indicating a substantial reduction in participation among this group. However, there were continued gains in participation among low-income students, increasing from 27 to 39 students. These results indicate an ongoing	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	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 EL and low-income students that

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
	need to strengthen multilingual programs and promote an asset-based approach to language development that recognizes the value of multilingualism. In 2025, educational partner feedback, including input from parents/community members and the Board of Education, identified this as a high-priority area. Educational partners emphasized the need to expand multilingual programs across the district and to promote an asset-based model of language acquisition to improve perceptions and outcomes for students whose primary language is not English. **Scope:** LEA-wide	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 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 low-income and EL 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	complete the requirement for a State Seal of Biliteracy upon graduation. (Metric 1.8) Reclassification rate (Metric 1.15)

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
		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 students graduated. However, graduation rates for English learners (89.1%) and low-income students (95.5%) were lower than the overall rate, indicating disparities among student groups. In 2025, CAASPP ELA results for English learners declined from 4.7 points below standard to 13.3 points below standard, and results for low-income students also declined from 16.2 points above standard to 9.5 points above standard. In Math, English learners declined from 5.3 to 2.7 points above standard, while low-income students remained stable at 6.7 points above standard. Graduation rates increased among English learners (from 89.1% to 95%) and slightly declined among low-income students (from 97% to 94.6%), indicating mixed outcomes across academic performance and graduation. These results indicate a need to continue strengthening intervention supports to ensure students are meeting academic standards and are on track to graduate. In 2025, educational partner feedback, including input from students, TCEA, PAC, and DELAC, identified this as a high-priority	In order to graduate, our English Learners 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 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 EL and low-income students who have met graduation requirements as well. This action will provide an LEA-wide focus which is principally directed to these 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	We will also discuss the interventions offered at each site with the students during our annual Talking Tour visits, when visiting the Student Advisory 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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	area, emphasizing the need to expand intervention supports for EL and low-income students across all schools to ensure students meet graduation requirements and state standards. **Scope:** LEA-wide	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.	
1.16	**Action:** Enrichment Offerings **Need:** On the California Science Test, overall scores increased from 54.8% met or exceeded in 2022–23 to 56.21% met or exceeded in 2024–25. Despite this growth, there is a current achievement gap, with English learners performing 53.56 percentage points below all students and low-income students showing an 11.7 percentage point achievement gap. These results indicate a need to strengthen supports to improve science achievement for low-income and EL student groups. To address these disparities, the District will expand STEM and enrichment opportunities to increase access to hands-on learning experiences, deepen student engagement, and support improved academic outcomes in science. In 2025, educational partner feedback, including input from students and the Parent Advisory Council (PAC), identified this as a high-priority area, emphasizing the need to	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 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. This action will be provided with an LEA-wide focus which is principally directed to our low-income and EL 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	The California Science Test CAASPP scores will be reviewed annually to monitor the growth of our Low-income and EL students. We will monitor the progress of these 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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	expand enrichment opportunities to better support low-income and EL students. **Scope:** LEA-wide	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 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, 758 students attempted at least one AP exam; however, only 9 were English learners, 247 were low-income students, and 3 were foster youth, indicating limited participation among EL and low-income student groups. Based on this data, there is a clear need to expand access to AP coursework and increase participation among these student groups. In 2025, English learner participation increased from 3 exams to 30 exams, and low-income student participation increased to 576 exams. Pass rates also improved to 1.3% for English learners and 24.4% for low-income students, while the overall district pass rate increased to 83.17%, indicating progress in expanding access to rigorous coursework. However, continued efforts are needed to further increase equitable participation and success.	Because we are going to subsidize the costs for EL and low-income 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 these 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 be provided with school-wide focus which is principally directed to our low-income and EL 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	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 and low-income attempting the AP exams. (Metric 1.12)

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	Educational partner feedback in 2025, including input from parents/community members, students, PAC, and CSEA #823, identified this as a high-priority area, emphasizing the need to expand enrichment opportunities and strengthen college and career programs, including increased access to AP programs for EL and low-income students at the high school. **Scope:** Schoolwide	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 both an effective and principally directed action to support improved outcomes for these 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 was a clear disparity with our low-income student group. In 2025, the chronic absenteeism rate decreased significantly from 12.8% in 2022–23 to 6.9% in 2024–25. Subgroup data also showed strong improvement, with low-income students declining from 17.8% to 10.6%, and English learners (ELs) from 11.3% to 4.9%. These results demonstrate that attendance intervention efforts were effective in improving school attendance and engagement for targeted student groups.	Based on the fact that our low-income students have a chronically absent rate of 17.8%, our Foster youth is at 17.6%, and English Learners at 11.3% 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	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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	Based on educational partner feedback in 2025, site principals, district administration, and CSEA #823 indicated that improving school attendance and increasing student engagement continued to be a high-priority area of focus. Educational partners emphasized the importance of additional student engagement staff and intervention supports to strengthen connections with families, address attendance barriers, and provide targeted support for students experiencing chronic absenteeism. These supports were effective in improving attendance outcomes and increasing school connectedness for unduplicated student groups. **Scope:** LEA-wide	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 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 engage 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	Based on the fact that our low-income students have a chronically absent rate of 17.8%, our Foster youth is at 17.6%, and English Learners at 11.3% on the 2023 Dashboard, the district will address this condition by developing, implementing, and maintaining 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	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

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	category at 17.8% chronically absent with foster youth at 17.6% and English Learners at 11.3%. There was a clear disparity with our low-income and foster youth student groups in comparison to all students. More specifically, our homeless population had a chronically absent rate of 60.5%. In 2025, the chronic absenteeism rate decreased significantly from 12.8% in 2022–23 to 6.9% in 2024–25. Subgroup data also showed strong improvements: low-income students declined from 17.8% to 10.6%, and English learners (ELs) from 11.3% to 4.9%. These results indicate that attendance interventions and outreach efforts were effective in improving student attendance and school engagement for targeted student groups. Educational partner feedback in 2025, specifically from parents/community members, the Parent Advisory Council (PAC), DELAC, students, and principals, indicated that communication and family engagement continued to be a high-priority area of focus. Educational partners emphasized the need to enhance communication with families and staff, improve translation opportunities for parents of English learners, and increase family engagement opportunities across the district. Communication systems, translation supports, and outreach efforts were effective in increasing access to information and participation opportunities for multilingual families and educational partners. **Scope:**	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 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.	youth students will decrease. (Metric 2.1)

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	LEA-wide		
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 agreed or strongly agreed with this statement. Similarly, 93% of English learner families agreed or strongly agreed with this statement. It is important to maintain a communications and marketing position that can support ongoing communication with our diverse community in languages families can understand. In 2025, results from the California School Parent Survey demonstrated continued effective growth in communication and outreach efforts, with the percentage of all families who felt well informed about school activities increasing from 94% in 2024 to 96% in 2025. Among English learner families, this percentage increased from 93% to 97%, indicating that communication systems and translation supports were effective in improving access to information for multilingual families. Educational partner feedback in 2025, specifically from parents/community members, the Parent Advisory Council (PAC), DELAC, and students, indicated that communication, translation supports, and parent engagement opportunities continued to be high-priority areas of focus. Educational partners	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 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.	The California School Parent Survey will be used annually to gauge the amount of influence this position has on supporting our English learners. (Metric 2.8)

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	emphasized the importance of maintaining strong communication systems and expanding opportunities for families to actively engage with schools and district programs **Scope:** LEA-wide		
2.6	**Action:** Family Engagement **Need:** When families were asked the following question in 2024, “I am confident that I know how to support my child’s learning at home,” 89% of all families agreed or strongly agreed with this statement. Similarly, 87% of low-income families agreed or strongly agreed with this statement, while 83% of EL newcomer families agreed or strongly agreed with this statement, representing an increase from 80% the previous year. Likewise, when asked the question, “I participated in regularly scheduled parent conferences with my child’s teacher,” 87% of all families agreed or strongly agreed with this statement. Participation rates among English learner families and low-income families remained high at 90% and 89%, respectively. In 2025, results from the Local Climate Survey demonstrated that family confidence in supporting student learning at home remained strong, with 89% of all families and 87% of low-income families continuing to agree or strongly agree with this statement. Among EL	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, 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	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 EL and Low-income 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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	newcomer families, 73% agreed or strongly agreed, indicating an area for continued focus and support. Parent participation in regularly scheduled parent conferences also remained strong, with 84% of all families, 92% of English learner families, and 85% of low-income families reporting participation. Educational partner feedback in 2025, specifically from the Parent Advisory Council (PAC), DELAC, and students, indicated that communication, family engagement, and parent partnership opportunities continued to be high-priority areas of focus. Educational partners emphasized the importance of expanding opportunities for families to engage with schools and strengthening supports that help parents feel confident in supporting student learning at home. **Scope:** LEA-wide	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.	
2.7	**Action:** Professional Development to support MTSS and Common Core Implementation **Need:** In the 2023–24 school year, 87% of all families agreed or strongly agreed with the statement, “I am confident that I know how to support my child’s learning at home.” Similarly, 87% of low-income families and 80% of EL newcomer families agreed or strongly agreed with this statement. However, in 2025–26, EL newcomer family confidence decreased to	Third-party providers will address the need by supporting teachers of English Learners and low-income students. This will provide the necessary professional development throughout the year by modeling research-based practices for teachers to support student engagement and differentiated instruction. The professional developments are being provided on an LEA-wide basis as we expect that all students can benefit from the improved instruction from their classroom teachers that attend these sessions and topics.	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)

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	73%, while all families remained at 89% and low-income families remained stable at 87%. These results indicate that additional supports are needed to strengthen communication, instructional understanding, and family engagement specifically for multilingual families and parents of English learners. Professional development opportunities for staff will be effective in improving these outcomes by strengthening teacher capacity to communicate academic expectations, intervention strategies, and learning supports to families in culturally and linguistically responsive ways. Continued professional development focused on English Language Development (ELD), family engagement strategies, translation practices, and effective school-to-home communication will support stronger partnerships between schools and families. These efforts are intended to help families better understand how to support student learning at home, particularly for English learner and unduplicated student groups. In 2025, educational partner feedback, specifically from DELAC, the Parent Advisory Council (PAC), principals, teachers, and students, indicated that improving communication with multilingual families and increasing parent understanding of how to support learning at home continued to be high-priority areas of focus. Educational partners emphasized the importance of effective translation supports, culturally responsive	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 differentiated lesson planning.	

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	communication, and staff training to improve engagement and partnership opportunities for English learner and newcomer families. **Scope:** LEA-wide		
2.15	**Action:** Alternative Programs Staff **Need:** Temple City Virtual Academy had a chronic absenteeism rate of 31.1% and received a Red performance level on the 2023 California Dashboard. Unduplicated student groups were not separately reported due to small population sizes; however, local data indicated that English learners, low-income students, and foster youth were represented within this population. Likewise, the district had 10 students drop out at the high school level during the 2022–23 school year. These data demonstrated the importance of building strong relationships and increasing student engagement within the alternative school setting to support attendance, connection, and graduation outcomes. In 2025, chronic absenteeism data for Temple City Virtual Academy was not reported on the Dashboard due to the low number of students enrolled. However, the district continued to demonstrate effective progress in reducing dropout rates and supporting student engagement. Middle school dropout rates remained at 0%, while the high school dropout rate improved from 2.8% (10 students) in 2022–23 to 1.8% (9	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 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	Annually the district will evaluate the chronic absent rate of each school on the California Dashboard but will also help the principals to monitor the rates monthly throughout the school year by utilizing Aeries reports. (Metric 2.1)

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	students) in 2023–24. These results suggest that intervention supports, relationship-building efforts, and alternative programs services were effective in supporting at-risk students and improving school connectedness. Educational partner feedback in 2025, specifically from district administration, indicated that providing increased supports for low-income, homeless, foster youth, and at-risk students continued to be a high-priority area of focus. Educational partners emphasized the importance of effective relationship-building strategies, intervention supports, and alternative programs services to improve attendance, engagement, and graduation outcomes for vulnerable student populations. **Scope:** Schoolwide	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 characterized by trust, respect, and support in order to maximize learning outcomes for all students.	
2.17	**Action:** Healthy Schools **Need:** In TCUSD, 12.8% of students were chronically absent during the 2022–23 school year, as reflected on the 2023 California Dashboard (Yellow). Of those students, low-income students had a higher chronic absenteeism rate at 17.8%. When looking more deeply at this student population through the DataQuest report titled “Absenteeism by Reason,” homeless students averaged 27.9 days absent during the 2022–23 school year, which was	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,	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)

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	higher than both the state average of 20.2 days and the county average of 18.6 days. Foster youth averaged 11.3 days absent, which was also higher than the average days absent for all TCUSD students at 10.0 days. In 2025, the district demonstrated effective progress in reducing chronic absenteeism and improving attendance outcomes for targeted student groups. The overall chronic absenteeism rate decreased significantly from 12.8% in 2022–23 to 6.9% in 2024–25, while low-income students improved from 17.8% to 10.6%. Although chronic absenteeism data for foster youth was not reported in 2024–25, foster youth continued to remain an area of focus due to ongoing attendance concerns. Additionally, the district continued targeted supports for homeless students and families through outreach, intervention, and school connection efforts designed to reduce attendance barriers and improve student engagement. These efforts were effective in improving attendance outcomes and strengthening school connectedness for vulnerable student groups. In 2025, educational partner feedback, specifically from CSEA #105 and district administration, indicated that providing increased supports for low-income, homeless, and foster youth students continued to be a high-priority area of focus. Educational partners emphasized the importance of effective attendance interventions, family outreach, relationship-building, and coordinated support systems to improve	counselors, and community health providers ensures a coordinated approach to overcoming health-related barriers to learning, thereby fostering a healthier, more engage 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 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.	

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	attendance and school engagement for these student groups. **Scope:** LEA-wide		
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 the district. In comparison, there was a disparity for English Learners with a suspension rate of 1.7% and low income students at 2.4%. There was a need to offer additional means of correction and intervention for unduplicated students, and the additional counseling and behavioral support staff were intended to support the unique social emotional and behavioral needs of these student groups. In 2025, suspension rates declined overall from 1.5% in 2022–23 to 1.2% in 2024–25, reflecting stronger preventative interventions, consistent behavior expectations, and increased implementation of restorative practices. Significant reductions occurred for English Learners, whose suspension rate decreased from 1.7% to 1% and low income students from 2.4% to 1.7%. Most significantly, the expulsion rate remained at 0% in 2024–25, maintaining the gains made in the previous year and reflecting the effectiveness of intervention supports and	The district is offering an 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 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 low-income addressing their unique needs as they prepare to transition from high school to postsecondary options. This counseling component is essential in 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	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
	counseling services in reducing exclusionary discipline practices. Educational partner feedback in 2025, specifically from the Parent Advisory Council (PAC), DELAC, TCEA, CSEA #105, principals, district administration, parents, and students, indicated that this continued to be a high priority area of focus. Educational partners emphasized the importance of maintaining counselors, behavioral health supports, restorative practices, and social emotional interventions to support student safety, connectedness, and positive school culture across all schools. **Scope:** LEA-wide	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 was a disparity between English Learners and all students when examining the percentage of students who responded “yes” to feeling sad or hopeless almost every day for two weeks or more. In 2025, California Healthy Kids Survey data showed that the percentage of students experiencing prolonged sadness or hopelessness decreased across surveyed grade spans, demonstrating that mental health services and behavioral supports were effective in supporting student well-being. For English Learners, seventh grade decreased	Because there is a disparity in the needs to support the mental health of our English Learners and low income students, 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 students and low-income 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	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 and low-income students in comparison to our English Learners and the connections that student feel towards staff. Annually the district would review the data on the California Dashboard and Dataquest and will

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
	from 25% to 14%, ninth grade decreased from 25% to 13%, and eleventh grade decreased from 34% to 22%. Overall student groups also demonstrated improvement, with ninth grade all students decreasing from 26% to 18% and eleventh grade all students decreasing from 29% to 23%. Although low-income and foster youth data was not disaggregated, these results demonstrated a continued need to provide mental health, counseling, and behavioral supports for students, particularly for English Learners and other unduplicated student groups. Student wellness and school connectedness remained an important area of focus in 2025–26. Results from the Local Climate Survey showed that 59% of all students reported having at least one staff member they could go to if they needed to talk about something or get help. Similar results were reported by English learners (64%) and low-income students (59%). While these results indicate that many students feel connected to a trusted adult on campus, survey responses declined from 2023–24 levels, when 63% of all students, 67% of English learners, and 64% of low-income students reported having a trusted staff member. These results indicate a continued need to strengthen student-adult connections and maintain supports that promote student well-being and school connectedness. Based on data from the 2023 California Dashboard, it was reported that 81 student	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.	measure effectiveness by a decrease in suspensions of our unduplicated students over time. (Metric 3.1, 3.6 and 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
	suspensions, or 1.5% of TCUSD students, occurred in the district. In comparison, there was a disparity for English Learners with a suspension rate of 1.7% and low income students at 2.4%. There was a need to offer additional means of correction and intervention for unduplicated students, and the additional counseling and behavioral support staff were intended to support the unique social emotional and behavioral needs of these student groups. In 2025, suspension rates declined overall from 1.5% in 2022–23 to 1.2% in 2024–25, reflecting stronger preventative interventions, consistent behavior expectations, and increased implementation of restorative practices. Significant reductions occurred for English Learners, whose suspension rate decreased from 1.7% to 1% and low income students from 2.4% to 1.7%. Most significantly, the expulsion rate remained at 0% in 2024–25, maintaining the gains made in the previous year and reflecting the effectiveness of intervention supports and counseling services in reducing exclusionary discipline practices. Educational partner feedback in 2025, specifically from students, the Parent Advisory Council (PAC), DELAC, TCEA, principals, district administration, and parents, indicated that mental health and behavioral supports for students continued to be a high priority area of focus. Educational partners emphasized the importance of maintaining effective counseling services, wellness supports, restorative practices, and social emotional learning		

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
	resources to support student well being, school connectedness, and positive school culture across all schools. **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 the district. In comparison, there was a disparity for English Learners with a suspension rate of 1.7% and low income students at 2.4%. There was a need to offer additional means of correction and intervention for unduplicated students, and the additional counseling and behavioral support staff were intended to support the unique social emotional and behavioral needs of these student groups. In 2025, suspension rates declined overall from 1.5% in 2022–23 to 1.2% in 2024–25, reflecting stronger preventative interventions, consistent behavior expectations, and increased implementation of restorative practices. Significant reductions occurred for English Learners, whose suspension rate decreased from 1.7% to 1% and low income students from 2.4% to 1.7%, Most significantly, the expulsion rate remained at 0% in 2024–25, maintaining the gains made in the previous year and reflecting the effectiveness of intervention supports and	The district is offering an 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
	counseling services in reducing exclusionary discipline practices. Educational partner feedback in 2025, specifically from the Parent Advisory Council (PAC), DELAC, TCEA, CSEA #105, principals, district administration, parents, and students, indicated that this continued to be a high priority area of focus. Educational partners emphasized the importance of maintaining counselors, behavioral health supports, restorative practices, and social emotional interventions to support student safety, connectedness, and positive school culture across all schools. **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% of English learners made progress on the ELPAC, which was similar to 2025, when 53.5% of students made progress	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	We will monitor progress of our English learners through this new Ellevation platform, the ELPAC, and reclassification rates.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	toward English proficiency. In 2023–24, 186 English learners were reclassified, representing 14.9% of the EL population. In 2025–26, 17.1% of English learners were reclassified, reflecting an increase, though the rate remains a priority for continued improvement. These results indicate a need to strengthen monitoring systems and the use of data to ensure more students are progressing toward reclassification each year. In 2025, educational partner feedback, including input from DELAC and site principals, identified this as a high-priority area, emphasizing the need to expand resources and supports specifically for English learners. Teachers and principals also identified a need for improved monitoring procedures and tools to better identify English learners and track their progress toward English proficiency and reclassification. **Scope:** Limited to Unduplicated Student Group(s)	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 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.	The ELPAC Summative and Summative Alternative scores will be reviewed annually to monitor the growth of our unduplicated 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:** In 2023, 758 students attempted at least one AP exam; however, only 9 of these students were English learners, 327 were low-income students, and 3 were foster youth, indicating limited participation among unduplicated student groups. For the 2022–2023 school year, a total of 1306 AP exams were taken,	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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	with an overall pass rate (score of 3 or higher) of 77.8%. English learners passed only 3 exams, representing a very low pass rate, while low-income students passed 247 exams, representing 19%. These results indicate a need to reduce barriers and expand access to Advanced Placement opportunities for unduplicated students. In 2025, English learner participation increased from 3 exams to 30 exams, and low-income student participation increased to 576 exams. The overall pass rate also improved to 83.17%, indicating progress in expanding access to rigorous coursework. However, continued efforts are needed to ensure equitable participation and success for all student groups. Educational partner feedback, including input from parents/community members, students, PAC, and DELAC, identified this as a high-priority area, emphasizing the need to expand enrichment opportunities and strengthen college and career programs to better support unduplicated students. **Scope:** Limited to Unduplicated Student Group(s)	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.	increase in the number of EL, low-income, and foster youth attempting the AP exams. (Metric 1.12)
2.11	**Action:** Language Acquisition and ELD Professional Development **Need:**	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	The Local Indicator for Self-Reflection on the Implementation for Academic Standards will be used annually. The teachers will also give

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Based on the Local Indicator for the Implementation of Academic Standards in the area of Professional Development, the district ranked at a level 2 for ELD implementation in 2024, indicating that additional support and professional learning opportunities were needed to strengthen instructional practices for English learners. In 2025, this ranking increased to a level 3 for ELD, demonstrating that professional development efforts were effective in improving staff capacity and implementation of English Language Development strategies. This growth reflects continued district efforts to strengthen instructional supports and collaboration focused on language acquisition and support for English learners. In 2025, educational partner feedback, specifically from TCEA, the Parent Advisory Council (PAC), principals, and students, indicated that professional development opportunities for staff continued to be a high-priority area of focus. Educational partners emphasized the importance of effective professional learning opportunities that support ELD implementation, differentiated instruction, intervention strategies, and instructional supports for unduplicated student groups. **Scope:** Limited to Unduplicated Student Group(s)	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.	feedback annually on a professional development survey to give input in their level of implementation success. (Metric 2.6)
2.13	**Action:** Translation Supports	The District wants to increase our translation services, written and orally, to remove barrier of	The Local Climate Survey will be used annually to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Based on the participation rates from the Local Climate Survey in 2024, 9% of English learner families communicated that the district did not respond promptly to them through phone calls, text messages, or email, which represented a disparity when compared to all families, where only 1% expressed this concern. Likewise, 80% of EL newcomer families agreed or strongly agreed that they felt confident supporting their child's learning at home, compared to 87% of all families. In 2025, Local Climate Survey results demonstrated effective growth in family confidence and communication supports, with 89% of all families, 87% of low-income families, and 83% of EL newcomer families reporting confidence in supporting their child's learning at home. Although EL newcomer family results continued to remain below the overall district average, the increase from 80% to 83% suggests that communication systems, outreach efforts, and translation supports were effective in improving access and engagement for multilingual families. In 2025, educational partner feedback, specifically from the Parent Advisory Council (PAC), DELAC, TCEA, and students, indicated that translation supports and communication with families of English learners continued to be high-priority areas of focus. Educational partners emphasized the importance of effective translation opportunities and multilingual communication systems so that	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.	gauge the amount of influence this action has on supporting our . This action will be provided with an LEA-wide focus which is principally directed to our low-income and EL students; however, this action will benefit all students within the district. families. We expect that this action will increase the number these 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
	English learner families can fully participate and engage within the school community. **Scope:** Limited to Unduplicated Student Group(s)		
2.14	**Action:** Homeless and Foster Youth Support **Need:** In TCUSD, 12.8% of students were chronically absent during the 2022–23 school year, as reflected on the 2023 California Dashboard (Yellow). Among student groups, low-income students demonstrated a higher chronic absenteeism rate at 17.8%. When examining this student group more closely through the DataQuest report titled “Absenteeism by Reason,” homeless students averaged 27.9 days absent during the 2022–23 school year, which was higher than both the state average of 20.2 days and the county average of 18.6 days. Foster youth averaged 11.3 days absent, which was also higher than the average days absent for all TCUSD students at 10.0 days. In 2025, the district demonstrated effective progress in reducing chronic absenteeism and improving attendance outcomes for targeted student groups. The overall chronic absenteeism rate decreased significantly from 12.8% in 2022–23 to 6.9% in 2024–25, while low-income students improved from 17.8% to 10.6%. Although chronic absenteeism data for foster youth was not reported in 2024–25, foster youth remained an area of focus due to	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
	ongoing attendance concerns. Additionally, the district continued to prioritize supports for homeless students and families through outreach, intervention, and school connection efforts designed to reduce attendance barriers and improve student engagement. In 2025, educational partner feedback, specifically from CSEA #105 and district administration, indicated that providing increased supports for low-income, homeless, and foster youth students continued to be a high-priority area of focus. Educational partners emphasized the importance of effective intervention supports, attendance outreach, family connections, and coordinated services to improve attendance and school engagement for vulnerable student groups. **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. In 2025-26, this decreased further to 3.2% for LTELS and 3.0% of at-risk students. This downward trend indicates that supports	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	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
	for English Learners and Long-Term English Learners were effective in improving language acquisition outcomes and helping more students progress toward English proficiency within expected timeframes. The reduction in LTEL identification suggests that targeted interventions, monitoring systems, and professional development efforts were effective in supporting student language development and academic progress. In 2025, educational partner feedback, specifically from DELAC and district administration, indicated that providing continued professional development opportunities for staff and targeted supports for English Learner students remained a high-priority area of focus. Educational partners emphasized the importance of effective instructional strategies, progress monitoring systems, and intervention supports designed to accelerate language acquisition and reduce the number of students becoming Long-Term English Learners. **Scope:** Limited to Unduplicated Student Group(s)	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.	

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

2026-27 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	62,232,055	6,340,578	10.189%	0.000%	10.189%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$45,945,648.00	$978,201.00	$1,000,000.00	$550,103.00	$48,473,952.00	$40,067,333.00	$8,406,619.00

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	$850,000.00	$0.00	$400,000.00	$450,000.00	$0.00	$850,000.00	0.00%
1	1.2	Common Core Supplemental Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$0.00	$400,000.00	$333,326.00	$0.00	$0.00	$66,674.00	$400,000.00	0.00%
1	1.3	TK-3 Reading Initiative	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$229,929.00	$200,000.00	$429,929.00	$0.00	$0.00	$0.00	$429,929.00	0.00%
1	1.4	Instructional Technology Supports for Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	$0.00	$30,000.00	$0.00	$30,000.00	$0.00	$0.00	$30,000.00	0.00%
1	1.5	Instructional Technology Supports	English Learners Low Income	Yes	LEA-wide	English Learners 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 Low Income	Yes	LEA-wide	English Learners 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	$1,500,000.00	$950,000.00	$0.00	$550,000.00	$0.00	$1,500,000.00	0.00%
1	1.9	Technology, Library, and Media Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$1,609,813.00	$0.00	$1,609,813.00	$0.00	$0.00	$0.00	$1,609,813.00	0.00%
1	1.10	English Learner Monitoring and Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$299,495.00	$50,505.00	$350,000.00	$0.00	$0.00	$0.00	$350,000.00	0.00%
1	1.11	Supplemental Educational Services Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$446,900.00	$0.00	$446,900.00	$0.00	$0.00	$0.00	$446,900.00	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										
1	1.12	Career Pathway Programs	All	No			Specific Schools: Temple City High School 9-12	2024-2027	$821,054.00	$0.00	$821,054.00	$0.00	$0.00	$0.00	$821,054.00	0.00%
1	1.13	Multilingual Pathways	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$188,292.00	$35,515.00	$223,807.00	$0.00	$0.00	$0.00	$223,807.00	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 Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$210,000.00	$150,000.00	$360,000.00	$0.00	$0.00	$0.00	$360,000.00	0.00%
1	1.16	Enrichment Offerings	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$10,000.00	$80,000.00	$90,000.00	$0.00	$0.00	$0.00	$90,000.00	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	$6,000.00	$0.00	$6,000.00	$0.00	$0.00	$6,000.00	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 Low Income	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Temple City High School	2024-2027	$292,051.00	$0.00	$292,051.00	$0.00	$0.00	$0.00	$292,051.00	0.00%
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	$480,000.00	$0.00	$480,000.00	$0.00	$0.00	$0.00	$480,000.00	0.00%
2	2.2	Supplemental Student Engagement Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners 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%

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	2.3	Communication and Marketing	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	$165,000.00	$0.00	$165,000.00	$0.00	$0.00	$0.00	$165,000.00	0.00%
2	2.4	School to Home Connection	All	No			All Schools	2024-2027	$0.00	$150,000.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00	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 Low Income	Yes	LEA-wide	English Learners 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	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$0.00	$113,500.00	$113,500.00	$0.00	$0.00	$0.00	$113,500.00	0.00%
2	2.8	Professional Learning Opportunities	All	No			All Schools	2024-2027	$0.00	$22,500.00	$0.00	$0.00	$0.00	$22,500.00	$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%
2	2.13	Translation Supports	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners 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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Temple City Virtual Academy at DDSLC	2024-2027	$334,152.00	$0.00	$334,152.00	$0.00	$0.00	$0.00	$334,152.00	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
							9-12									
2	2.16	Effective and Credentialed Teaching Staff	All	No			All Schools	2024-2027	$31,192,604.00	$0.00	$31,192,604.00	$0.00	$0.00	$0.00	$31,192,604.00	0.00%
2	2.17	Healthy Schools	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-2027	$126,000.00	$0.00	$126,000.00	$0.00	$0.00	$0.00	$126,000.00	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 Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$1,560,552.00	$0.00	$1,560,552.00	$0.00	$0.00	$0.00	$1,560,552.00	0.00%
3	3.3	Facilities	All	No				2024-2027	$0.00	$2,812,070.00	$2,812,070.00	$0.00	$0.00	$0.00	$2,812,070.00	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%
3	3.5	Mental Health Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$84,000.00	$16,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	0.00%
3	3.6	Social Emotional Learning Resources	All	No			All Schools	2024-2027	$0.00	$75,000.00	$0.00	$75,000.00	$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	$575,000.00	$0.00	$575,000.00	$0.00	$0.00	$0.00	$575,000.00	0.00%

2026-27 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
62,232,055	6,340,578	10.189%	0.000%	10.189%	$8,960,920.00	0.000%	14.399 %	**Total:**	$8,960,920.00
								LEA-wide Total:	$7,433,302.00
								Limited Total:	$901,415.00
								Schoolwide Total:	$626,203.00

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	**1.2**	Common Core Supplemental Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$333,326.00	0.00%
1	**1.3**	TK-3 Reading Initiative	Yes	LEA-wide	English Learners Low Income	All Schools	$429,929.00	0.00%
1	**1.5**	Instructional Technology Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$200,799.00	0.00%
1	**1.7**	Summer School	Yes	LEA-wide	English Learners Low Income	All Schools	$200,000.00	0.00%
1	**1.9**	Technology, Library, and Media Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$1,609,813.00	0.00%
1	**1.10**	English Learner Monitoring and Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$350,000.00	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 Low Income	All Schools	$223,807.00	0.00%
1	**1.15**	Multi-Tiered Intervention Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$360,000.00	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 (%)
1	1.16	Enrichment Offerings	Yes	LEA-wide	English Learners Low Income	All Schools	$90,000.00	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 Low Income	All Schools Specific Schools: Temple City High School	$292,051.00	0.00%
2	2.1	Chronic Absenteeism Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$480,000.00	0.00%
2	2.2	Supplemental Student Engagement Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$398,676.00	0.00%
2	2.3	Communication and Marketing	Yes	LEA-wide	English Learners	All Schools	$165,000.00	0.00%
2	2.6	Family Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$20,000.00	0.00%
2	2.7	Professional Development to support MTSS and Common Core Implementation	Yes	LEA-wide	English Learners Low Income	All Schools	$113,500.00	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 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	$334,152.00	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	Foster Youth Low Income	All Schools	$126,000.00	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 Low Income	All Schools	$1,560,552.00	0.00%
3	3.5	Mental Health Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$100,000.00	0.00%
3	3.7	Behavior Health Resources	Yes	LEA-wide	English Learners Low Income	All Schools	$575,000.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$48,261,325.00	$46,791,182.01

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	$700,000.00	$433,943.11
1	**1.2**	Common Core Supplemental Supports	No	$400,000.00	$418,602.00
1	**1.3**	TK-3 Reading Initiative	Yes	$200,000.00	$281,983.00
1	**1.4**	Instructional Technology Supports for Students with Disabilities	No	$50,000.00	$43,569.20
1	**1.5**	Instructional Technology Supports	Yes	$440,000.00	$507,655.93
1	**1.6**	Local Performance Assessments	No	$356,000.00	$233,864.88
1	**1.7**	Summer School	Yes	$200,000.00	$184,161.92
1	**1.8**	Technology and Software Supports	No	$1,700,000.00	$1,473,506.35
1	**1.9**	Technology, Library, and Media Staff	Yes	$1,653,000.00	$1,612,906.00
1	**1.10**	English Learner Monitoring and Supports	Yes	$450,000.00	$315,752.43
1	**1.11**	Supplemental Educational Services Staff	Yes	$446,900.00	$324,890.00

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	$883,339.00	$821,038
1	1.13	Multilingual Pathways	Yes	$323,807.00	$38,817.00
1	1.14	Visual and Performing Arts	No	$950,000.00	$879,583.63
1	1.15	Multi-Tiered Intervention Supports	Yes	$530,000.00	$333,173.00
1	1.16	Enrichment Offerings	Yes	$78,000.00	$91,247.58
1	1.17	Career Exploration Opportunities	No	$8,000.00	$6,823.00
1	1.18	Advanced Placement Exam Fees	Yes	$38,395.00	$38,395.00
1	1.19	Advanced Placement Programs	Yes	$310,634.00	$294,716.00
2	2.1	Chronic Absenteeism Interventions	Yes	$738,752.00	$470,813.00
2	2.2	Supplemental Student Engagement Staff	Yes	$398,676.00	$395,676.00
2	2.3	Communication and Marketing	Yes	$147,146.00	$163,521.00
2	2.4	School to Home Connection	No	$200,000.00	$137,893.61
2	2.5	Educational Partner Engagement	No	$11,929.00	$11,225.00

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	$27,817.00
2	2.7	Professional Development to support MTSS and Common Core Implementation	No	$113,500.00	$103,126.00
2	2.8	Professional Learning Opportunities	No	$22,500.00	$24,670.75
2	2.9	Professional Development to Support Collaborations	No	$143,000.00	$130,913.63
2	2.10	New Teacher Induction	No	$72,000.00	$75,735.94
2	2.11	Language Acquisition and ELD Professional Development	Yes	$148,443.00	$143,078.95
2	2.12	Inclusion Focused Collaboration for Teachers of Students with Disabilities	No	$8,000.00	$8,887.50
2	2.13	Translation Supports	Yes	$213,000.00	$206,484.00
2	2.14	Homeless and Foster Youth Support	Yes	$40,000.00	$34,880.00
2	2.15	Alternative Programs Staff	Yes	$320,500.00	$334,056.00
2	2.16	Effective and Credentialed Teaching Staff	No	$30,500,000.00	$30,750,834.00
2	2.17	Healthy Schools	Yes	$114,105.00	$126,208.00
2	2.18	Professional Development and Language Acquisition Supports for LTELs	Yes	$141,577.00	$125,259.00
3	3.1	Positive Behavior Intervention and Supports (PBIS)	No	$43,000.00	$45,777.00

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	**3.2**	School Counselors	Yes	$1,515,552.00	$1,560,436.00
3	**3.3**	Facilities	No	$2,800,000.00	$2,847,738.00
3	**3.4**	Student Safety	No	$125,000.00	$131,370.95
3	**3.5**	Mental Health Supports	Yes	$60,190.00	$15,750.00
3	**3.6**	Social Emotional Learning Resources	No	$75,000.00	$8,113.65
3	**3.7**	Behavior Health Resources	Yes	$562,380.00	$576,289.00

2025-26 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)
$6,165,730.00	$8,811,856.00	$8,181,620.81	$630,235.19	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	$281,983.00	0.00%	0.00%
1	1.5	Instructional Technology Supports	Yes	$200,799.00	$507,655.93	0.00%	0.00%
1	1.7	Summer School	Yes	$200,000.00	$184,161.92	0.00%	0.00%
1	1.9	Technology, Library, and Media Staff	Yes	$1,653,000.00	$1,612,906.00	0.00%	0.00%
1	1.10	English Learner Monitoring and Supports	Yes	$450,000.00	$315,752.43	0.00%	0.00%
1	1.11	Supplemental Educational Services Staff	Yes	$446,900.00	$324,890.00	0.00%	0.00%
1	1.13	Multilingual Pathways	Yes	$323,807.00	$38,817.00	0.00%	0.00%
1	1.15	Multi-Tiered Intervention Supports	Yes	$530,000.00	$333,173.00	0.00%	0.00%
1	1.16	Enrichment Offerings	Yes	$78,000.00	$91,247.58	0.00%	0.00%
1	1.18	Advanced Placement Exam Fees	Yes	$38,395.00	$16,050.00	0.00%	0.00%
1	1.19	Advanced Placement Programs	Yes	$310,634.00	$294,716.00	0.00%	0.00%
2	2.1	Chronic Absenteeism Interventions	Yes	$738,752.00	$470,813.00	0.00%	0.00%
2	2.2	Supplemental Student Engagement Staff	Yes	$398,676.00	$395,676.00	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	2.3	Communication and Marketing	Yes	$137,146.00	$163,521.00	0.00%	0.00%
2	2.6	Family Engagement	Yes	$20,000.00	$27,817.00	0.00%	0.00%
2	2.11	Language Acquisition and ELD Professional Development	Yes	$148,443.00	$143,078.95	0.00%	0.00%
2	2.13	Translation Supports	Yes	$213,000.00	$206,484.00	0.00%	0.00%
2	2.14	Homeless and Foster Youth Support	Yes	$10,000.00	$34,880.00	0.00%	0.00%
2	2.15	Alternative Programs Staff	Yes	$320,500.00	$334,056.00	0.00%	0.00%
2	2.17	Healthy Schools	Yes	$114,105.00	$126,208.00	0.00%	0.00%
2	2.18	Professional Development and Language Acquisition Supports for LTELs	Yes	$141,577.00	$125,259.00	0.00%	0.00%
3	3.2	School Counselors	Yes	$1,515,552.00	$1,560,436.00	0.00%	0.00%
3	3.5	Mental Health Supports	Yes	$60,190.00	$15,750.00	0.00%	0.00%
3	3.7	Behavior Health Resources	Yes	$562,380.00	$576,289.00	0.00%	0.00%

2025-26 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)
$59,954,344.00	$6,165,730.00	0%	10.284%	$8,181,620.81	0.000%	13.646%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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