

LCFF Budget Overview for Parents

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

CDS Code: 19650520000000

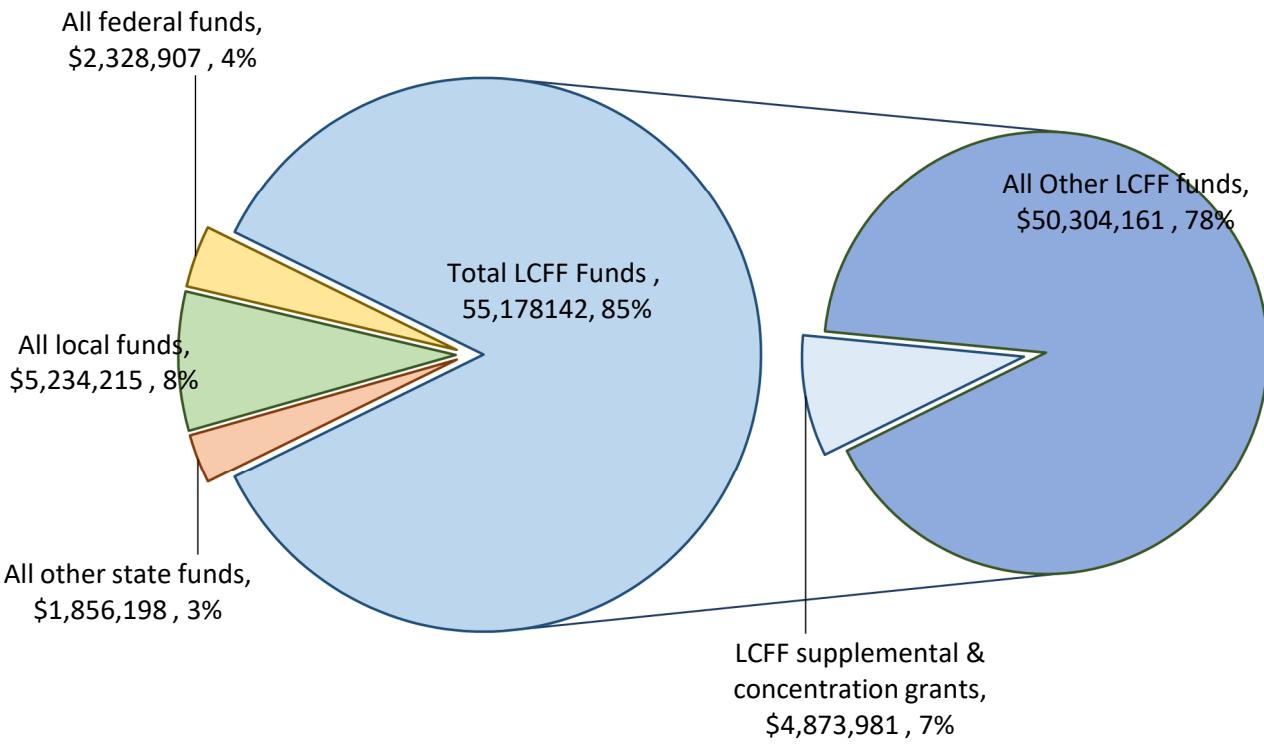
School Year: 2021 – 22

LEA contact information: Sandy DuSong

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 2021 – 22 School Year

Projected Revenue by Fund Source

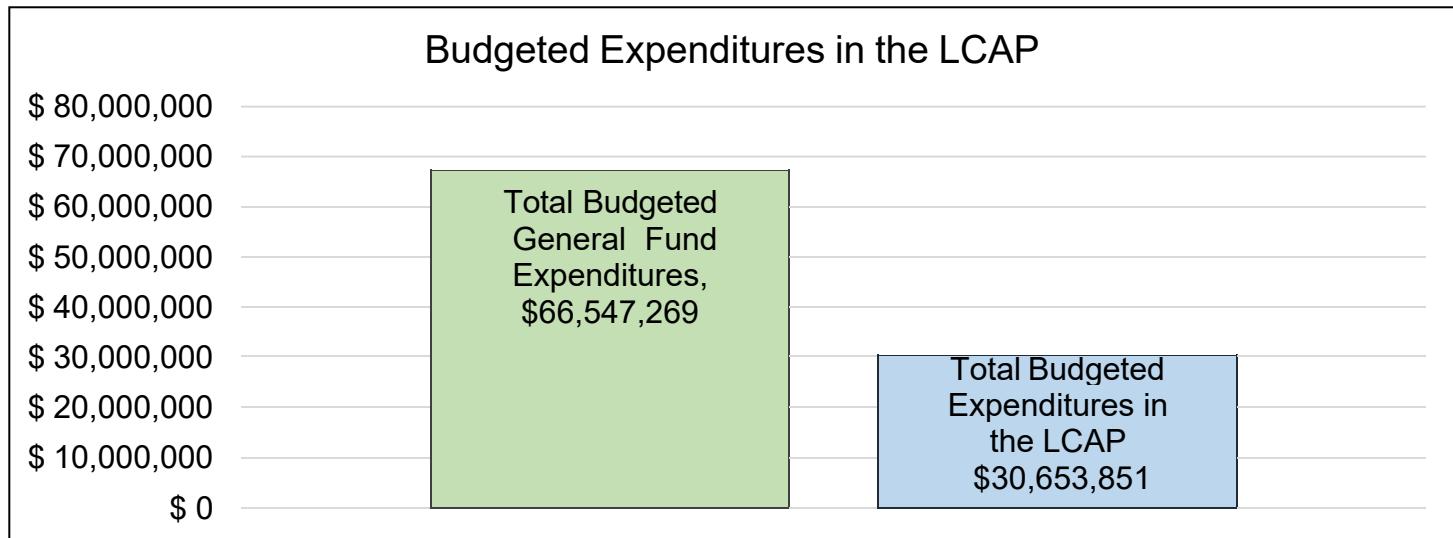


This chart shows the total general purpose revenue Temple City Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Temple City Unified School District is \$64,597,462.00, of which \$55,178,142.00 is Local Control Funding Formula (LCFF), \$1,856,198.00 is other state funds, \$5,234,215.00 is local funds, and \$2,328,907.00 is federal funds. Of the \$55,178,142.00 in LCFF Funds, \$4,873,981.00 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Temple City Unified School District plans to spend \$66,547,269.00 for the 2021 – 22 school year. Of that amount, \$30,653,851.00 is tied to actions/services in the LCAP and \$36,593,418.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

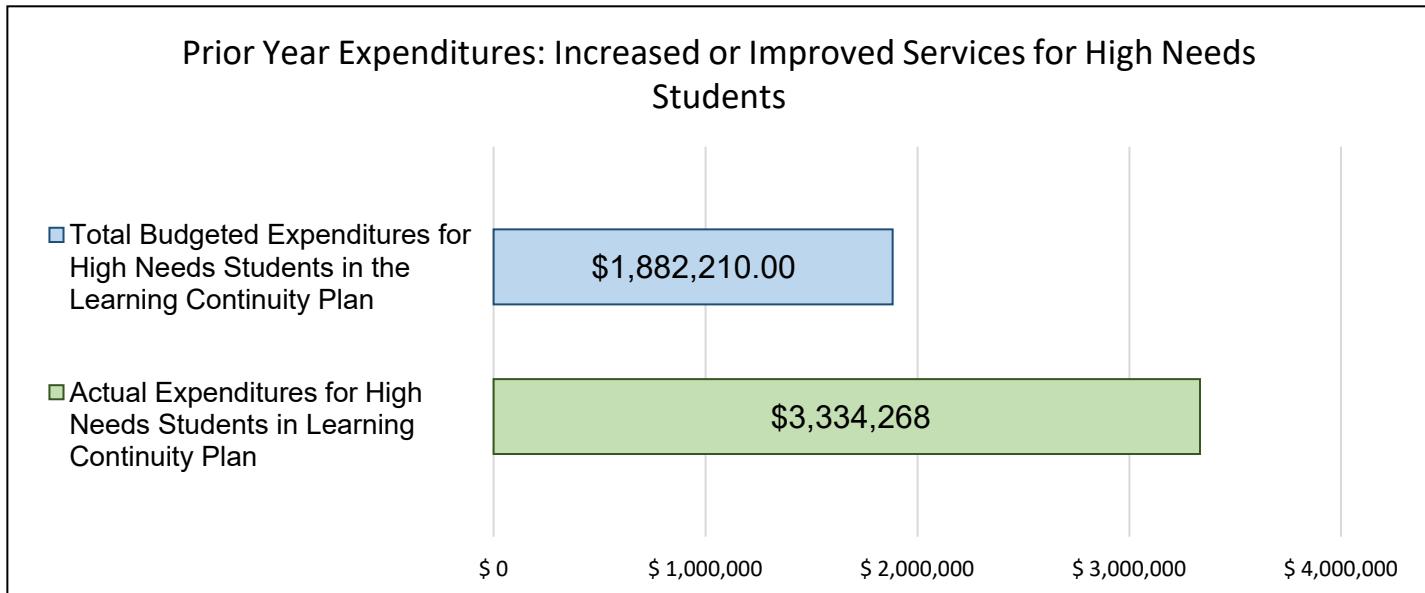
The budgeted expenditures that are not included in the LCAP include salaries and benefits costs for teachers, administrators, and support staff, such as clerical support, and custodians; along with basic supplies and operating expenses such as utilities (water, electricity, etc.) as well as required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

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Temple City Unified School District is projecting it will receive \$4,873,981.00 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 \$5,141,181.00 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 2020 – 21



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

In 2020 – 21, Temple City Unified School District's Learning Continuity Plan budgeted \$1,882,210.00 for planned actions to increase or improve services for high needs students. Temple City Unified School District actually spent \$3,334,267.61 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contract Name and Title	Email and Phone
Temple City Unified School District	Sandy Du-Song Program Specialist – Equity and Outreach	sdusong@tcusd.net (626) 548-5000

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

Goal 1

Basic Services:

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

Implementation of State Standards:

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

Course Access

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Needs:

Basic Needs:

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

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

Implementation of State Standards:

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

Course Access:

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

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

Annual Measurable Outcomes

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

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

Actions / Services

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

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>TCUSD will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by the annual CALPADS and SARC reporting.</p>		
	<p>3000-3999 Employee Benefits</p> <p>\$42,715 (LCFF) 5000-5999 Services and Other Operating Expenses</p> <p>\$96,250 (LCFF) 4000-4999 Books and Supplies; Facilities Supplies</p> <p>\$9,000 (LCFF) 6000-6999 Capital Outlay; Capital Outlay</p> <p>\$1,165,246 (LCFF) 2000-2999 Classified Salaries; Classified Salaries</p>	<p>Teacher Benefits</p> <p>Facility Maintenance Contracts</p> <p>2000-2999 Classified Salaries \$1,539,792.39</p> <p>3000-3999 Classified Benefits \$671.423.16</p> <p>4000-4999 Materials/Supplies \$210,387.11</p> <p>5000-5999 Services and Other Operating</p>

The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.	\$482,656 (LCFF) 3000-3999 Employee Benefits: Classified Benefits \$266,819 (Other State Revenues) 5000-5999 Services and Other Operating Expenses: Facility Maintenance Contract	\$1,160,371.71 6000-6999 Capital Outlay \$5,691.81 Grand Total: \$3,587,666.18
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For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	\$332,000 (Other State Revenues) 4000-4999 Books and Supplies; Facilities Supplies \$150,000 (LCFF) 4000-4999 Books and Supplies; Instructional Materials	4000-4999 Books and Supplies; Instructional Materials \$15,000
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Purchase grade level and research based instructional materials to support curriculum adoptions aligned with State Standards and to assist students in meeting those standards.			
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	\$297,342 (LCFF) 1000-1999 Certificated Salaries; Teacher salaries \$88,060 (LCFF) 3000-3999 Employee Benefits; Teacher benefits	Total Salary \$24,756.32 \$91,061.41 \$115,817.73	Total Benefit \$4,963.49 <u>\$28,892.99</u> \$33,856.48
Schools will update course offerings and/or add after school extension activities, as appropriate, to meet the needs of students as well as to provide alternative pathways to course across in meeting graduation requirements.			
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	\$26,750 (LCFF) 5000-5999 Services and other Operating Expenses: Professional Development	Total hours: 1,538.38 Non-Instructional Hourly rate \$36.67 Total Salary: Certificated Salaries: \$56,412.39 Total Benefits: Certificated Benefits: \$11,122.49	
Teachers and staff will participate in summer institutes, trainings/workshops to learn about and/or develop common core lessons, pacing guides, technology as an instructional tool, and differentiated instruction.			

		Total Cost: \$67,534.88
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District will maintain current K-3 class size ratios (CSR) in a continuing effort to support differentiated and small group instruction, which directly benefit our unduplicated students. Class</p>	<p>\$1,092,914 (LCFF) 1000-1999 Certificated Salaries; Teacher Salaries</p>	<p>1000-1999 Teacher Salaries: \$1,042,942.27</p>

sizes at these levels will be capped at 24 students. This ratio requires the District to employ 12 extra K-3 teachers annually.	\$333,430 (LCFF) 3000-3999 Employee Benefits; Teacher Benefits	3000-3999 Teacher Benefits: \$326,607.27
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$73,668 (LCFF) 1000-1999 Certificated Salaries; Teacher salaries</p> <p>\$19,507 (LCFF) 3000-3999 Employee Benefits; Teacher benefits</p>	<p>1000-1999 Teacher Salaries \$45,503.50</p> <p>3000-3999 Teacher Benefits \$9,719.75</p> <p>5000-5999 Paid to San Gabriel \$20,000</p> <p>Grand Total:</p>

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

	\$338,497 (LCFF) 3000-3999 Employee Benefits; Classified Benefits	\$275,963.33	\$106,539.51
	\$87,028 (Federal Revenues- Title I) 3000-3999 Employee Benefits; Classified Benefits \$0 (LCFF) 1000-1999 Certificated Salaries; Teacher Salaries		
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	\$3,190,957 (LCFF) 1000-1999 Certificated	Salary \$191,538.38 \$3,501.43 <u>\$526.62</u>	Benefits \$54,047.82 \$1,053.82 <u>\$159.40</u>
Students to be Served: All			
Location: All Schools			
Continue use of ELD and Intervention teachers for targeted services.	Salaries; Salaries \$1,047,652 (LCFF) 3000-3999 Employee Benefits; Benefits	\$195,566.43 \$10,112.50	\$55,260.25

<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Certification Compliance: The District will support teachers and administration in meeting State credentialing requirements.</p>	<p>\$0 (LCFF)</p> <p>5000-5999 Services and Other Operating Expenses; Induction Program (Admin)</p>	<p>\$6,000.00 Title II</p>															
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Oak Avenue Intermediate, Temple City High</p> <p>The District will offer additional support for English Learners at the secondary level. At Temple City High School, EL students at the Emerging and Expanding levels will be enrolled in double blocks of ELD. This will create additional time for differentiated instruction, literacy and language support, and SDAIE strategies. At both Oak Avenue Intermediate and Temple City High School, levels will be enrolled in Sheltered English, Social Science, and Science. These courses will combine core content with designated English Language Development instruction.</p>	<p>\$331,860 (LCFF)</p> <p>1000-1999 Certificated Salaries; ELD Block and Sheltered Teacher Salaries</p> <p>\$105,930 (LCFF)</p> <p>3000-3999 Employee Benefits; Teacher Benefits</p>	<table> <thead> <tr> <th>Resources</th> <th>Salaries</th> <th>Benefits</th> </tr> </thead> <tbody> <tr> <td>00000</td> <td>\$207,503.59</td> <td>\$66,762.00</td> </tr> <tr> <td>00014</td> <td>\$113,231.50</td> <td>\$31,064.36</td> </tr> <tr> <td>40350</td> <td>\$38,071.66</td> <td>\$11,901.54</td> </tr> <tr> <td>TOTAL:</td> <td>\$358,806.75</td> <td>\$109,727.90</td> </tr> </tbody> </table>	Resources	Salaries	Benefits	00000	\$207,503.59	\$66,762.00	00014	\$113,231.50	\$31,064.36	40350	\$38,071.66	\$11,901.54	TOTAL:	\$358,806.75	\$109,727.90
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00000	\$207,503.59	\$66,762.00															
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40350	\$38,071.66	\$11,901.54															
TOTAL:	\$358,806.75	\$109,727.90															

Goal Analysis

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

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

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

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

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

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

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

Goal 2

State and/or Local Priorities addressed by this goal:

Pupil Achievement and Other Outcomes:

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

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Needs:

Pupil Achievement and Other Outcomes:

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

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

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

Annual Measurable Outcomes

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

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

Actions / Services

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

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

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

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

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

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

Goal 3

Parent Involvement:

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

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

Student Engagement:

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

School Climate:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Pupil and Parent Engagement and School Climate

Identified Needs:

Parent Involvement:

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

Student Engagement:

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

School Climate:

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

Annual Measurable Outcomes

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

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

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

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

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

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

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

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

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

Goal Analysis

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

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

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

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

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

that they needed for digital learning.

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

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment (PPE): Face covering (masks and where appropriate, face shields) to ensure that students, staff and family entering school sites and staff working on site are minimizing the spread of respiratory droplets while on campus. Also increased soap and hand sanitizer supplies.	\$225,00	\$478,211.25	No
Disinfecting Materials for Custodial Staff: Additional materials to support effective, routine disinfection of high touch surface, such as disinfecting foggers spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$95,700	\$140,000.00	No
Signage, Posters, and Floor Decals: Visual cues throughout the school sites to maximize social distancing. Cues will help direct traffic flow, minimize interactions, and identify specific entry/exit points. Visuals will also reinforce face covering and handwashing protocols.	\$10,000	\$4,743.60	No
Plexiglass to provide barriers when close contact is likely and when physical distancing of 6 feet is not allowed such as the front desk.	TBD- Plexiglass has been purchased, however, final costs have yet to be determined since we are in the process of determining if we need more.	\$34,288.03	No

Handwashing Stations: Additional handwashing stations and sinks added for locations where sink access is insufficient.	TBD- final costs undetermined. In the process of determining how many we need.	0 - did not purchase	No
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A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Actual expenditures for PPE, plexiglass, and disinfecting materials exceeded budgeted funds due to the need to maintain a safe environment. It was determined that there were enough hand washing stations and the sinks to accommodate in person instruction. Posters related to the COVID health compliance were purchased in a limited quantity because each site school decided to create their own posters and signage.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Overall, the transition back to in-person learning was smooth and effective. Parents, teachers and students were happy to return to in-person learning. The district moved cautiously and responded quickly to comply with the LACDPH School Reopening Guidebook to ensure safety for all. The district provided all school sites with personal protective equipment required for in-person learning: face masks for teachers and students; shields for teachers and staff; hand sanitizers for every classroom, office and space in the school; and disinfectant materials as well as other supplies to ensure a clear and sanitized environment. Desks in the classrooms were measured 6 feet apart following the LACDPH School Reopening Guidelines. Additionally, all schools were provided with Aerus Pure and Clean air purifiers for every classroom.

The district prioritized in-person instruction for those students who were at the greatest risk of learning loss. Small cohorts of students were invited to school to access the core instructional program virtually, with adult support at school. These adult supports provided the students with redirection, engagement and answered students' questions. In April, Kinder-3rd grade students whose parents chose in-person learning on the Reopening Parent Survey came to school from 12:45pm-2:45pm. A week later our 4th-12th grade students were invited to attend. For consistency and continuity of instruction, TCUSD decided to keep all core instructions remote during the morning block. The in-person instruction focused on social-emotional, music, art and non-technology related lessons and activities.

Some of the successes in the reopening of school were the transparency and communication from district and stakeholders. Effective communication with all constituents both written and oral was the biggest contributor to the smooth transition back to in-person learning. The bi-weekly Superintendent's newsletter, surveys, Q&A sessions, Town Hall meetings, and Principal's weekly messages using ParentSquare and Canvas, were ways to communicate the plan to reopen our schools. The district and school sites took parent and staff input throughout the whole process of reopening to ensure transparency of information. According to ParentSquare records 93%-98% of parents participated. Over 90% of parents used the Help Desk.

The effective collaboration, communication and commitment of both The Superintendent's Task Force and the Technology Task Force were the keys to a successful transition to digital learning and the reopening of schools. Under the leadership of our Superintendent, these teams surveyed multiple times to collect input and feedback from staff and parents to make informed decisions to ensure transparency and buy in.

In February and March, the district worked with Temple City community health partners to prioritize teachers and staff as one of the first groups of people to be vaccinated. All schools followed the LACDPH and the Reopening School Guidebook to establish protocol for entering the school for in-person instruction. Everyone entering the school is temperature and systems checked before, abiding by the social distance rule. Desks were socially distanced with plexiglass available in each room for in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cost of Canvas Learning Management System and Training	\$59,000	\$168,166.76	Yes
Coordinator of Student Data and Integrated Technology	\$125,310	\$149,651.10	Yes
Computer Repair Services	TBD - Total cost of computer repairs has not been determined	\$57,257.13	No

	because we provided new devices at the start of the distance learning to most of the students. However, as time goes on computer repairs will be necessary.		
Additional Content Filtering Server (Data Impressions)	\$35, 616	\$109,866	No
Wi-Fi Hotspots for Student Home Use based on the identified need for low income students, EL, Homeless and Foster Youth	\$15,000	\$25,000	Yes
Applications to assist with distance learning on-line instruction and curriculum support (Respondus, Kami, Nearpod, Turnitin, Big Blue Button, SeeSaw, Accelerated Education, etc.)	\$127,925	\$680,313.46	Yes
Management for device and app management and security for Apple devices (Jamf)	\$16,200	\$16,200	No
Zoom licenses based on the identified need for low income students, EL, Homeless and Foster Youth	\$15,000	\$15,000	Yes
A program that maps curriculum to standards and gives teachers the ability to use data to inform instruction and measure learning loss (Mastery Connect) for Special Education, EL, Homeless and Foster Youth	\$39,875	\$11,660	Yes
Cost of Student Devices	\$1,500,000	\$2,233.476.29	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Actual expenditures for most items exceeded budgeted expenditures due to the length of time the district remained in distance learning, as well as the high quality of implementation.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Listed below are areas that were both challenging and successful as the TCUSD problem solved to make remote learning possible for all students.

Continuity of Instruction for Distance Learning:

The district acknowledges the challenges associated with distance learning, so we factored in flexibility, differentiation and scheduled breaks for continuity of instruction. The elementary level (TK-6) instructional day for synchronous learning ran from 8:00 am to 12:10 pm. Recess and lunch times were provided. Physical Education and Music began at 1:30 pm or 2:00 pm depending on the grade level. For 7th and 8th grade synchronous learning began at 8:30 am with a block schedule of 80 minutes per period. Friday was devoted to Social Emotional Learning, advisory, counseling and interventions groups. For grades 9th-12th, the synchronous schedule was similar to the 7th and 8th grade students.

Canvas Learning Management System was used by all teachers to deliver the instructional lessons online. Instruction was provided through both the online supplemental resources as well as textbooks/instructional materials/manipulatives. Teachers also used a variety of digital tools and supplemental resources such as Nearpod, Kami, and Seesaw. Opportunities for small groups intervention were provided by teachers on Fridays.

Due to the fact that we lacked CAASPP performance data, local data was even more critical as we began the 2020-2021 academic year to measure learning loss and determine where students' academic readiness status for the new grade level lies. All students TK-8th used iReady English Language Arts (ELA) and Math Diagnostic to help assess and plan for individualized student learning needs. Students in the 9th-12th grade used Study Sync for ELA and internal benchmarks for math to identify learning loss and determine where students' academic readiness status for the new grade level lies.

Students are at the center of all decision-making processes at TCUSD. Starting in January 2021, when it was safe to do so, the schools began inviting small cohorts of students for in-person instruction. The instruction was virtual but the students were in-person at school with adult supervision to redirect and engage students in learning as well as answer questions. In April 2021, TCUSD successfully collaborated with all stakeholders to develop a comprehensive school reopening plan. Following the Reopening Guidebook and the LACDPH, TCUSD reopened schools for in-person learning.

In the 2020-2021 academic year, the district hired two Teachers On Special Assignment. They were hired to support all teachers with technology integration, instruction and intervention for students. The newly hired TOSA's helped support teachers as they navigated teaching in a virtual format.

Access to Devices and Connectivity:

TCUSD is now a 1:1 student device district and has successfully provided devices for all students to access the virtual instructional program. Individual attention was given to every student at every school site to determine their technology needs. Every student was provided with a device. For families that were unable to pick up the device from the school, it was delivered to their homes by a staff member. Hot Spots were purchased for families that did not have internet connection.

Pupil Participation and Progress:

A big challenge in distance learning this year was student attendance, participation and engagement. This year, student attendance was taken by teachers on a daily basis in all learning platforms. This process gave teachers the data they needed to measure student participation and engagement. In addition to scheduled virtual learning, teachers had Office Hours to conference with students and parents. Teachers used their Office Hours to verify the length of time students engaged in learning tasks and made adjustments as needed. Office hours also allowed for the monitoring of student progress, the opportunity to provide feedback, and check in with students' socio-emotional wellbeing.

Distance Learning Professional Development:

Virtual training sessions were offered initially on a weekly basis, then decreased to bi-weekly, then to monthly. The following professional development opportunities were offered to teachers:

1. Implementing and utilizing all components of the Canvas Learning Management System to maximize provide a rigorous virtual instructional program virtually for all students.
2. Universal Design for Learning strategies to remove the barriers to student learning for equity and access for all students. Universal Design for Learning helps teachers and school administrators to differentiate and map curriculum to standards and gives them the ability to use data to inform instruction and measure learning loss for all students, especially our unduplicated student groups.
3. Professional development based on the newly implemented technology tools.
4. Social Emotional Learning wellbeing of students.

Staff Roles and Responsibilities

There were many challenges associated with moving to a distance learning model as a result of the COVID-19 Pandemic and then returning back to in-person instruction in April, 2021 with the reopening of schools that impacted the roles and responsibilities of staff across the district. In some cases, roles and responsibilities are still being refined and will continue to evolve. As we navigate this new learning platform the district is working tirelessly to review roles and responsibilities as well as assignments of its staff to bring clarity to each staff member both certificated and classified. TCUSD continues to support staff whose original role is not feasible in a virtual environment. In many cases TCUSD employees have shifted their original roles and responsibilities to direct support to students needing additional assistance with academics or social emotional support.

All TCUSD sites follow strict guidelines. These protocols are posted throughout the school and communicated to parents regularly. Many staff members including the school nurse, office assistants, classified staff, and other staff as well as district staff members support the Principal's plan to ensure that everyone entering the school campus follows these safety protocols. Site principals are responsible for reporting possible positive COVID-19 cases to the district who will then report the case to the County Public Health Office and support contact tracing if necessary.

Support for Pupils with Unique Needs:

TCUSD recognizes the COVID-19 pandemic's negative impact on students and families with unique needs. To support our low income, foster youth, homeless youth and English Language Learners, the district Student Services department carefully monitored student attendance and engagement. Teachers, school leaders, and the district connected with families to ensure they had what they needed for continual virtual learning. From technology devices and connection to technology repairs and questions, the school and district worked tirelessly to provide tools and resources students need to learn. Additionally, "Grab and Go" lunch pick up stations for students were provided 3 times a week. Families were also connected to food distribution events occurring throughout the county.

Student engagement was a particular challenge for pupils with unique needs. Technology issues, environmental facts such as multiple users in one home, isolation, and loneliness all created an increased level of disengagement in students which in turn, created a risk for learning loss in our vulnerable student populations. The Special Education Department at the district made concerted efforts to reach out to every family with a student with a disability. The staff provided an individualized attention to the students by communicating with their parents to address potential learning loss. Classified staff were deployed to match the needs of students throughout the school day. When safe, the schools invited these students back to in-person learning by small cohorts. They were taught by their teachers virtually but the students were physically in school, monitored by an adult supervisor to support them by redirecting, motivating and answering questions. Extended School year was offered to all students with disabilities.

Special Education teachers worked with General Education teachers to ensure learning gaps were identified and filled and IEP goals were monitored. Ongoing collaboration continues to occur between Special Education teachers and General Education teachers to expand on inclusion opportunities for students with disabilities and English Learners. Strategic steps are in place for continuous collaboration: these include time set aside to differentiate instruction and review data, professional development, and strategies for effective teaching and learning. The district has provided training on Universal Design for Learning to provide teachers with the strategies necessary to break down barriers and provide support for all students so they may access the instructional program. Additionally, professional development on understanding the new ELD framework and supporting English Language Learners was successfully implemented this year.

One of the successes we've experienced through the school closure was the collaborative efforts of school counselors and psychologists in addressing the needs of all students. TCUSD recognized the need to support students to understand and manage their emotions during distance learning. Everyone from the District and Site Counselors to Psychologists provided services virtually to ensure continuity of mental health services to students needing more targeted or intensive levels of support. Fridays were reserved for social emotional learning as well as small group support for targeted students. Site Counselors provided other resources and support, whether that be by removing barriers for non-English speaking families, referring students to therapists, and/or connecting them to school materials, food resources and the like.

Special focus was placed on the mental and emotional health of our staff and students during the distance learning, which is reflected in our Professional Development schedule. Our counselors attended professional development on Foster Youth and Homeless Services, Mental Health and Social Emotional Wellness and PBIS. Our staff and administrators received training on Restorative Justice and creating a positive culture and climate for all students. Additionally, the district hired a Program Specialist Equity and Outreach to ensure all families, especially families with Foster Youth, Homeless, Low Income and English Learners were supported with resources and tools to be successful.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional hours for Classified and/or Certificated support for targeted intervention	TBD	\$10,000	TBD

Supplemental materials and supplies for intervention	TBD	\$2,000	TBD
Supplemental software for intervention	TBD	\$25,000	TBD
Additional Mental Health and Social & Emotional Well-Being	TBD	\$14,000	TBD

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

At the time that the Learning Continuity Plan was adopted, it was difficult to estimate the cost of these actions due to the unknown length of the pandemic. To a large extent, the district was able to reassign or change the duties of existing staff members to address learning loss. EL Coordinators on each site were given extra hours to support English Learners on each site.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Based on the Expanded Learning Opportunities (ELO) Grant Plan Stakeholder Survey conducted in April 67% of our TK-6th grade parents showed concerns for learning loss in foundational math skills and 78% parents were concerned over learning loss with reading literacy skills and 87% were concerned for social emotional learning. At Oak Ave Intermediate School, parents were most concerned about learning loss in Pre-Algebra Readiness followed by English Language Arts Proficiency and Social Emotional Learning. At Temple City High School, parents were concerned about learning loss in English and Math followed by Science, Social Studies and World Language.

The District and Schools used a variety of assessment tools to measure individual student learning status and progress such as CA Content State Standards. These included and grade level criterion referenced assessments, summative progress report and letter grades, and online adaptive educational software diagnostics. K-8th grade students took the iReady ELA and Math. Students in the 9th-12th grades used StudySync and internal benchmarks to measure learning loss. Teachers adjust instruction based on need. No significant learning loss was identified between Winter 2019 and Winter 2020. The first grade data appeared inflated, possibly due to parent assistance during distance learning.

To develop summer courses to mitigate learning loss caused by the COVID-19 pandemic, TCUSD analyzed the Stakeholder Survey, local data analysis, and staff feedback. The summer school opportunities for all grades will focus on learning loss recovery and

intervention classes. For all 2nd-12th grade students, these classes will be four weeks in-person. Additionally, a “campus reacquaintance” called the Summer Transitional Education Program (STEP) will be offered to TK-1st, 7th-8th and 9th-10th grade students transitioning to a new school site during their morning sessions for 4 days. Extended School Year (ESY) will be available for qualifying students with disabilities. Services offered during ESY will be determined by the IEP team. ESY options will include in-person and distance learning for students.

The above referenced assessment tools, summer school opportunities generated from the Stakeholder Survey and the “campus reacquaintance” (STEP) activities paid additional focus to students designated as English Learners, Low-income students, Pupils in foster care and Pupils experiencing homelessness in order to address learning loss for these students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The COVID-19 pandemic has impacted every individual in our school community in a variety of ways, from increased levels of stress to learning a new system of virtual teaching and learning. There was also a series of events and protests that highlighted the need for racial and social justice. TCUSD took bold steps to challenge all its members to look within to identify those unconscious biases that might affect the way we interact with people of other cultures. Every school developed something unique to create a safe and equitable environment for all. Initiative ranged from evaluating the current Positive Behavior Intervention Support (PBIS), to learning about how to provide equity and access in the classroom, to collaboration on creating more inclusion opportunities for our students with disabilities and English Learners. In addition, a new Program Specialist-Equity and Outreach position was created to lead the charge on promoting equity and access across TCUSD.

This year TCUSD social-emotional support included the following:

- Teachers' observation during virtual learning to identify students struggling with disengagement. Referrals were made to counselors and administrators to support individual students to increase engagement.
- COVID-19 training for students in hygiene and prevention. Trainings focused on what they can do to keep safe and healthy.
- Community Resources, classes and webinars for parents on COVID-19.
- Crisis Hotlines made available for parents and staff: The National Suicide Prevention Lifeline, LA County Youth Suicide Prevention Project, The Trevor Project, The Jason Foundation and more.
- In-Person and Virtual counseling and referral services.

- In-Person and Virtual IEP meetings.
- Foster Youth and Homeless District Liaison outreach and support provided to provide them with tools, resources and support.
- In-Person guidance and support for students and families in the English Learner Program.
- Enrichment services (music, STEAM, art)
- Teachers Office hours for additional support and instructions were offered.

Additionally, Care Solace Counseling, our community partner, provided a variety of free resources to families in English, Spanish and Mandarin. The focus of services is for students in TK-12 who may be experiencing any of the following: difficult situations at home or in school, continued academic failure and involvement in violence-related offenses. Families were referred by school personnel or self-referred for support.

As the District transitions back to the reopening of school, there will be more challenges ahead. TCUSD is committed to addressing the needs of the whole child. The district will continue to explore different ways to enhance a safe, positive and inclusive school climate.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

As our schools transitioned to Distance Learning this year, the most challenging part of teaching and learning in the remote setting was student attendance and engagement. Staff diligently reached out to families to connect via emails and phone calls. On some occasions, home visits were conducted by the administrative team. Teachers took attendance during synchronous and asynchronous instruction. When students were absent, teachers contacted parents/guardians to determine the cause of the absence and work collaboratively to support the student. If the student continued to be absent, the school counselor and/or administrator contacted them or conducted home visits for attendance and engagement as a second layer of support.

Small cohorts were formed to bring students with chronic absence issues in for hybrid learning. They come to in-person school and learn virtually with the support of an adult supervisor redirecting them to the lesson, answering questions and supporting them to engage in the learning.

In reflecting on the events of 2020-2021 and looking forward to the 2021-2022 school year, we have learned some valuable lessons around engagement. The first of these is the value of technology integration. Canvas Learning Management System is a robust digital learning platform for teachers to teach, students to learn, and parents to access information about student learning. Second, frequent and varied communication between parents and the school/district is essential. The district surveyed multiple times this year to solicit input and feedback from parents, teachers and students. The Superintendent sent out a bi-weekly Newsletter and weekly Principal Newsletters kept parents informed about all matters of school. School Site Parent meetings and District Town Hall meetings, Parent Advisory Committee and the District English Learner Advisory Committee meetings and the TCUSD Board meetings were held to inform stakeholders of the district plans for reopening of schools. These efforts were key to both successful distance learning and the reopening of schools.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

During the 2020-2021 school year, the Food Services Department at TCUSD prepared and provided “Grab and Go Lunches” for all students that included meals for the week. We followed strict safety protocols set forth by the California Department of Public Health for handwashing, proper sanitation of work stations, physical distancing and face coverings to prepare meals for our Grab and Go Lunches for all students three times a week. These Grab and Go lunch meals were free for all TCUSD students and made for parents to drive by and pick up their student meals during the remote learning. Superintendent’s bi-weekly newsletter, Principal’s weekly emails via ParentSquare and district website provided pertinent information about times and locations for the “Grab and Go” pick up sites.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Additional professional development and training for staff to support distance learning	TBD	\$13,170	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

At the time that the Learning Continuity Plan was adopted, it was difficult to estimate the cost of this action due to the unknown length of the pandemic. We worked with our stakeholders to develop a responsive professional development plan to support teachers and students during distance learning. A significant investment of time and money has been committed to ongoing training on Canvas Learning Management System, Nearpod and Universal Design for Learning to ensure a comprehensive digital learning platform, effective instructional tools, and access for all students.

Another substantive difference was the hire of a new position. The Program Specialist-Equity and Outreach position was created to address the issue of the racial divide and implicit bias. The district did not have the actual expenditure for this position when the Learning Continuity Plan was approved by the TCUSD Board.

Overall Analysis An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The impact of the COVID-19 pandemic has been profound for our community and district. However, it has given us the opportunity to think “outside the box”, propelling us forward at an accelerated speed toward technology integration in education, which is a key skill for 21st Century learning. We found innovative and creative ways to teach and learn as well as to engage parents in making informed decisions virtually. TCUSD has worked hard to overcome barriers and ensure continuity of teaching and learning for all students. Experiences have informed the development of goals and actions in the 2021-2024 LCAP.

The Canvas Learning Management System has made the transition to distance learning smooth and effective. This system allows teachers, students and parents to access information about their child’s education with ease. Teachers, students and parents have access to lessons for each class, assignments, resources as well as grades and student progress. This system allowed for quick and easy access to teaching and learning. TCUSD will continue to use the Canvas Learning Management System.

This year, TCUSD established a systemic cycle of assessments, which included formative and summative assessments for reading and math to mitigate learning loss caused by the COVID-19 pandemic. With the passing of the Executive Order N-56-20 and Senate Bill 98, students did not take the CAASPP state test in 2019-2020. Instead, the iReady Diagnostic Assessment tool was used to measure learning loss for students in Kinder-12th grades. In the 2021-2024 LCAP the iReady Diagnostic Assessment tool, StudySync and MasteryConnect will be used district wide to measure student academic progress and identify learning loss, with careful progress monitoring for our unduplicated student population.

The racial tension and protests that took place this year brought heightened awareness of the importance of social emotional learning for our students. The district has begun the work of addressing the racial divide and implicit bias as well as providing support for those students who may be experiencing isolation and loneliness. A focus on the social emotional health of our students will be an action item in the 2021-2024 LCAP.

One of the actions and services will provide for rollout of the Multi-Tiered System of Support for every school at TCUSD. The implementation of MTSS was an action in the 2017-2020 LCAP that is carried to the 2021-2024 LCAP. It will create a system by which students' academic and behavioral needs, including chronic absenteeism, will be addressed in a systematic manner by the school staff.

TCUSD will continue to follow the Los Angeles County Department of Public Health for Reopening Schools to maintain the highest standard of safety, cleanliness and health for everyone who enters the school site. Supplies and materials related to health and safety will be included in the 2021-2024 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

TCUSD will continue to use iReady Diagnostics in ELA and Math to measure the learning loss of our K-8th grade students. This diagnostic tool provides data that identifies the area of need based on content standards. These needs can then be addressed through our MTSS framework.

English Learners will focus on the same rigorous grade level academic standards expected of all students. English Learners will continue to be assessed through the ELPAC and content area diagnostic assessments. Teachers will provide language instruction support for English Learners through designated and integrated ELD to enable meaningful participation and support. All English Learners will receive additional support from the EL Coordinator at each site who will monitor their academic progress.

Students with disabilities are included in all classes and subjects as indicated by the Individualized Education Plan (IEP) process to customize educational opportunities and provide necessary support. The IEP team will meet and work with the family to collaboratively determine what is working for each student in distance learning and in-person and what accommodations are needed for student success.

Students designated as low income will continue to have their specific needs addressed by District personnel and Site Principals. Individual support will be provided for these students to address their areas of need.

The District Liaison, Site Principals, and McKinney-Vento Homeless Liaison, will continue to assess and meet the needs of homeless and foster youth students. TCUSD will provide individualized attention and support to each student to match the support with the identified areas of need.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

At the time that the Learning Continuity Plan was adopted, the district did not have an accurate budget amount to address the Distance Learning Program with an estimated budget for meeting the increased or improved services required within the in-person instruction, distance learning program, learning loss or additional actions section of the annual update.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The outcomes of the past two years have informed the development of the LCAP in a variety of ways. 1) Our professional development plan will include a continued focus on online tools and strategies, as well as socio-emotional learning; 2) We recognize the importance of frequent and varied parent communications; 3) The district will continue to provide technology hotspots, devices, and support to families; 4) General education teachers and special education staff will be supported with time and training in order to collaborate; 5) TCUSD will foster community partnerships to provide additional student supports; and 6) The district will offer expanded learning time and summer programming.

In reflecting upon student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan, the following lessons learned informed the development of the 2021-2024 LCAP.

The impact of the COVID-19 pandemic has been profound for our community and district. But it has given us the opportunity to think “outside the box”, propelling us forward at an accelerated speed for technology integration in education, which is a key skill for 21st Century learning. We found innovative and creative ways to teach and learn as well as to engage parents in making informed decisions virtually. TCUSD has worked hard to overcome barriers and ensure continuity of teaching and learning for all students. The district has

collected valuable lessons learned from this challenging year which has supported the development of goals and actions in the 2021-2024 LCAP.

The Canvas Learning Management System has made the transition to distance learning smooth and effective. This system allows teachers, students and parents to access information about their child's education with ease. Teachers, students and parents have access to lessons for each class, assignments, resources as well as grades and student progress. This system allowed for quick and easy access to teaching and learning. TCUSD will continue to use the Canvas Learning Management System.

This year, TCUSD established a systemic cycle of assessments, which included formative and summative assessments for reading and math to mitigate learning loss caused by the COVID-19 pandemic. With the passing of the Executive Order N-56-20 and Senate Bill 98, students did not take the State Test in 2019-2020. The State required the Local Districts to determine what Local Benchmark testing to use in order to measure students' learning loss. The iReady Diagnostic Assessment tool was used to measure learning loss for students in Kinder-12th grades. In the 2021-2024 LCAP the iReady Diagnostic Assessment tool, StudySync and MasteryConnect will be used district wide to measure student academic progress and identify learning loss, with careful progress monitoring for our unduplicated student population.

In addition to the devastating impact of COVID-19 pandemic to the community and district, the racial tension and protest that took place this year from all parts of society brought heightened awareness of the importance of social emotional learning and support for our students. The District has begun the work of addressing the racial divide and implicit bias as well as providing support for those students who may be experiencing isolation and loneliness caused by the school closure and remote learning. During distance learning, Fridays were reserved for social-emotional learning, one-on-one counseling and small group sessions. Referrals were sent to Care Solace, our community partner, to provide additional counseling support. Focus on the social-emotional health of our students will be an action item in the 2021-2024 LCAP.

One of the actions and services will include the district roll out of the Multi-Tiered System of Support for every school at TCUSD. The implementation of MTSS was an action in the 2017-2020 LCAP that is carried to the 2021-2024 LCAP. It will create a system by which students' academic and behavioral needs, including chronic absenteeism will be addressed in a systematic manner by the school staff.

In an ongoing response to the experiences we had this year with the COVID-19 pandemic, transitioning to remote learning and then transitioning back to in person learning with the reopening of schools, TCUSD will continue to follow the Los Angeles County Department of Public Health for Reopening Schools to maintain the highest standard of safety, cleanliness and health for everyone who enters the school site.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

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

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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	Sandy DuSong Program Specialist	sdusong@tcusd.net 626-548-5000

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

Temple City Unified School District (TCUSD) has proudly educated students since 1954. In partnership with our surrounding community, we provide meaningful opportunities to all students while maintaining a nurturing and safe learning environment in which we embrace diversity and collaboration. Temple City Unified School District strives to provide a rigorous comprehensive education in a nurturing school environment while embracing the diversity in our community and among our students. Located in the West San Gabriel Valley, 15 miles northeast of Los Angeles, Temple City Unified School District serves a diverse population of 5,756 students in Transitional kindergarten through adulthood. The school enrollment mirrors the ethnic diversity present in the community. Our students are 64.6% Asian, 21.9% Hispanic or Latino, 7.2% White, 3.5% Two or More Races, 1.7% Filipino, 0.6% African American, 0.2% Pacific Islander, and 0.1% American Indian or Alaska Native. Unduplicated pupils represent 51.4% of our population. 40.4% of students in the district are Socioeconomically Disadvantaged, 8.9% are Students with Disabilities, 18.8% are English Learners, 0.3% are Foster Youth, and 0.7% are Homeless.

TCUSD encompasses four elementary schools, one intermediate school, one comprehensive high school, and one alternative high school/adult education center. 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 and coding instruction, and Career Technical Education (CTE) courses. The district takes pride in offering many extra-curricular opportunities for students. Students can experience award-winning music courses with Choir/Drama and three levels of both Band and Orchestra in our Intermediate and High School. Using the Paxton/Patterson technology and engineering modules, students are able to engage in rigorous instruction focused on technology and engineering, as well as competitive athletic programs for our Intermediate and High School students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Response to the COVID-19 Pandemic: At the onset of campus closures, TCUSD provided laptops and internet connectivity to every student in need. We created the Superintendent's Task Force, the TCUSD District Leadership Team and the Instructional Technology Task Force. These groups were founded on transparency, collaboration and informed decision making. They helped meet the challenge of shifting the teaching and learning platform. The district successfully implemented the Canvas Learning Management System to deliver synchronous and asynchronous learning in all core subjects, as well as electives such as Physical Education and Music.

Academic achievement: 2019 CAASPP data shows that "All Students" continue to score at Blue (the highest performance level) in both English-Language Arts (ELA) and Math. Although 2020 CAASPP data is not available, i-Ready assessment data shows there was no significant difference in academic proficiency for K-8th grade students in ELA and in Math from Winter 2019 to Winter 2020.

Graduation Rate: The 2019 graduation rate was 97.7%, an increase of 1.8% from the previous year. This placed TCUSD in the highest level on the Dashboard. The 2020 graduation rate was 96.9%, which would have again placed the district in the top category had the state released colored tables for that year.

Chronic Absenteeism: The 2019 chronic absentee rate was 4.9%, which placed TCUSD in the Green (second-highest) performance level. The state did not report this metric in 2020 due to the pandemic.

As we move out of the Covid-19 closures and into a more routine school experience, TCUSD will continue to capitalize on our success in academic achievement, graduation rates and chronic absenteeism. TCUSD investment in a Director of Student Services will oversee these areas to ensure continued success. Primary role of the position will be to monitor data and provide support to sites to continue growth in these areas.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups or Dashboard indicators and any steps taken to address those areas.

Academic performance gap: Hispanics and Students with Disabilities scored two or more levels below "All Students" in both ELA and Math. In response, our district will continue to implement supports and strategies aligned to our Response to Intervention (RtI) system. Teachers on Special Assignment (TOSAs) will work with students and staff to close these performance gaps and provide professional development on differentiating instruction through the Universal Design for Learning framework.

Chronic Absentee performance gap: White, Filipino, Hispanic, and Homeless subgroups performed two or more levels below "All Students". White and Filipino absentee rates increased by approximately 6% from the previous year, while Hispanic rates were virtually unchanged. Homeless chronic absenteeism improved by 6% but remained Very High according to the state's definition. In order to improve in this area, TCUSD is closely monitoring attendance data and proactively communicating with families when students miss school.

Steps to address areas for improvement:

- Analyze data to identify patterns of disciplinary actions taken and align to offenses
- Analyze positive behavior intervention system and its effectiveness
- Analyze data of students who are not ready for college and career readiness

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This Local Control and Accountability Plan (LCAP) outlines the goals, actions and services that will promote the academic success and social-emotional health of everystudent. The plan reflects the feedback of all stakeholder groups. Parent involvement and engagement remains a high priority at TCUSD. We will increase parent participation through ongoing communication and by providing regular opportunities for input.

Our professional development plan will include a focus on education technology in order to develop the skills acquired during distance learning. General education teachers and special education staff will have the time and training needed for professional collaboration. We will also prepare staff to attend to students' socio-emotionalneeds as they return to school. This includes Restorative Justice training for both staff and parents to create a safe and nurturing environment.

The district is implementing a Multi-Tiered System of Support (MTSS) at each site. The MTSS team will analyze data and assess the academic and behavioral needs ofstudents. This will require the use of formative assessment programs such as i-Ready, Mastery Connect and Study Sync. Identified needs will be addressed both duringthe regular school day as well as through expanded learning time opportunities.

Course offerings include new and expanded programs to develop well-rounded students and keep the district as an attractive option for families. We will offer additional VAPA and STEAM classes to provide opportunities for hands-on learning, problem solving, and creative expression. TCUSD is launching a Dual Language Immersion program for incoming Kindergarteners that will expand to additional grades through the LCAP term. This program aligns with the Global California 2030 initiative and will equip our students to fully engage with the diverse cultures found in California and throughout the world. Developing language fluency at a young age will also preparestudents to earn a State Seal of Biliteracy.

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.

N/A

Support for Identified School

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

Temple City Unified School District values our stakeholders as partners and sought to engage them as we developed our 2021-2024 Local Control Accountability Plan. We carefully reviewed the stakeholder surveys, feedback, and State and Local data when developing the plan. Stakeholder groups included teachers, principals, administrators, other school personnel, bargaining units, parents, and students. TCUSD also consulted with special education local plan area administrators.

District Administration provided stakeholders with ongoing information to ensure equity, transparency and accountability. Bi-weekly Superintendent's messages and weekly Principal's emails kept parents and staff informed about new developments and upcoming decisions. Town Hall meetings that included questions and answer sessions were live streamed. Each school site also hosted parent meetings to address site-specific questions and concerns. All communications were translated in both Spanish and Mandarin.

In March of 2021, stakeholders took the LCAP survey. The survey included questions around district and site priorities, needed resources, and critical support systems for staff, parents/guardians, community members, and students. The survey allowed members of the public an opportunity to comment on these areas. The district collected 2,217 survey responses. Of these, 1,163 (52%) came from students, 901 (40.6 %) came from parents/guardians and community members, and 153 (7%) came from TCUSD staff. Results were shared with the Parent Advisory Committee (PAC), LCAP Stakeholder Engagement Committee as well as the District English Learner Advisory Committee (DELAC).

The following 2021 meetings were held to collaborate, gather input, and develop the 2021-2024 LCAP:
The PAC/DELAC members include: Parents, Teachers and Administrators from each school site, District personnel.
PAC LCAP Stakeholder Engagement Committee: March 1, April 12, April 26, May 3, May 10 and May 24, 2021.

DELAC: April 13, April 26, May 3, May 10, and June 1, 2021. Temple City Board of Education: May 26 and June 9, 2021.

A summary of the feedback provided by specific stakeholder groups.

We compiled the feedback from the various stakeholders and groups by language and then listed the themes that emerged based on highest responses.

PARENTS

ENGLISH Speaking Parents	CHINESE Speaking Parents	SPANISH Speaking Parents
STEM - Science Technology Engineering and Math 168 parents	Character Education 64 responses	After School Sports 9 responses
Reduced class size/additional support staff 143 parents	Bilingual Education 57 responses	Summer Programs 8 responses
After School Sports 125 parents	Additional Counseling Services 42 responses	Music 6 responses
Homework Help 121 parents		Increased services for ELD 5 responses

STUDENTS:

PRIMARY STUDENTS	SECONDARY STUDENTS
Art 335 responses	Elective Classes 174 responses
Coding 174 responses	World Language Courses 156 responses
Music 140 responses	Career Education Pathways 151 responses
Art 116 responses	College Counseling 100 responses

STAFF (153 staff)

- Increased services for ELD 38 response
- Reduced class size/additional support staff 37 response
- Parent Education 29 response
- Additional Counseling Services 27 response

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder groups provided valuable input to inform the development of the 2021-2024 LCAP. Specific feedback from stakeholders helped shape the LCAP by suggesting and/or highlighting the importance of the following actions:

- Ongoing professional development to support English Learners and promote understanding of the ELA/ELD standards and framework (Goal 1, Action 8)
- Continued collaboration time for teachers to monitor student performance and align support in ELA, Math and ELD (Goal 1, Action 19)
- Robust socio-emotional supports that include capacity-building professional development (Goal 2, Actions 3 and 5) and additional counseling for students and families through a community partnership with Care Solace Counseling Agency (Goal 2, Action 4)
- Regular opportunities for Parent Engagement, including a training calendar (Goal 2, Action 7)
- Offering 24-hour virtual tutoring for students in English, Spanish and Mandarin (Goal 1, Action 14)
- Expanding course offerings including Career and Technical Education (Goal 1, Action 17) and Dual Language Immersion (Goal 3, Action 5)

Goals and Actions

Goal

Goal #	Description
1	Support high quality teaching and learning in the 21st Century through the implementation of an articulated CA standards-based curriculum, instruction and assessment to ensure multiple pathways to College and Career Readiness for all students, TK-12

An explanation of why the LEA has developed this goal.

Temple City Unified School District has progressed toward curricular alignment for all TK-12 students that ensures multiple pathways to College and Career Readiness. Due to the COVID-19 pandemic, the process of curricular alignment has not reached its completion. We have selected this goal to complete the curricular adoption and to design a systematic process at each site to ensure that all students have equitable access to the standards-based curriculum and instruction at each grade level which will result in multiple pathways to College and Career readiness. Meets State Priorities 1,2,4,7 and 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
100% of teachers will be credentialed and teaching courses aligned to their credential. Evidence through CALPADS and SARC reports.	According to the 2020 SARC Report of the 232 teachers. 2 teachers are not fully credentialed 16 teachers are currently teaching outside of their subject area of competence.				100% of TCUSD teachers will be credentialed and teaching courses aligned to their credential. Evidence through CALPADS and SARC report.
Priority 1: Basic Service: Fully credentialed and appropriately assigned teachers Local Indicator: Basic Teacher					
Instructional Materials: standards aligned instructional materials as evidence by Williams Compliance	Every student has standards aligned instructional materials as evidenced by Williams Compliance.				Every student has standards aligned instructional materials as evidenced by Williams Compliance.
Purchase of Research-Based Standards Materials Data	Grades 6-12th Math standards-based curriculum and assessment will be adopted. TK-5 instructional materials that are aligned to the NGSS State Standards will be adopted.				Grade 6-12th will fully implement the Math curriculum. TK-12th grade will adopt and fully implement a Science curriculum that is aligned to the NGSS State Standards.

Create a multi-year Professional Development Plan that aligns with the mission and vision of the district.	2020-2021 The district will create a multi-year professional development plan that aligns to the mission and vision of the district.				The district will articulate and implement a multi-year professional development calendar for all staff that is differentiated and aligned to the mission and vision of the district.
Academic Indicator ELA	2018-2019 Overall District Baseline of Level 5 or Blue Performance Band.				District will maintain Level 5 or Blue Performance Band for All Students and significant subgroups in ELA.
Academic Indicator Math	2018-2019 Overall District Baseline of Level 5 or Blue Performance Band.				District will maintain Level 5 or Blue Performance Band for All Student category in Math.
iReady predictive Proficiency Report	On the Winter 2020 iReady diagnostic test,				In the Winter of 2023 iReady diagnostic test, Predictive
Data	Predictive Proficiency was 70% for ELA and 71% for Math.				Proficiency will be 76% for ELA and 77% for Math.
% English Learners who made progress toward English Proficiency measured by ELPAC	62.4% of EL made progress toward English Proficiency measured by CA Dashboard (2019) and the English Learner Progress Indicator.				65% of English Learners will make progress toward English Proficiency measured by the CA Dashboard on the English Learner Progress Indicator.
CTE Pathway Completion	14.5% of students completed the CTE pathway in 2020.				17.5% of students will complete the CTE pathway completion (increasing by 1% per year).
College and Career Indicator	According to the 2019 CA School Dashboard, the current percentage of students identified as "Prepared" level on the College/Career Indicator is 68.1%.				Increase the percentage of students identified as "Prepared" level on the College/Career Indicator as reported on the CA School Dashboard by 2%.

College/Career Readiness (A-G and CTE)	According to the 2019 CA Dashboard, the current percentage of students identified as having met the A-G and CTE requirement is in the yellow band.				Increase the overall number of students completing both A-G requirements and a CTE pathway to move from the yellow band to the green band.
Reclassification Rate	For the 2019-2020 school year, there was a total reclassification of 110 students for a 10.21% rate.				Increase the percentage of reclassification by 1% for a 11.21% total.
Advanced Placement (AP) Pass Rate	For the 2019-2020 school year, there was a total of 1175 AP exams taken with a pass rate of 3 or higher of 79%.				Increase the percentage of 3 or higher on AP exams by 2% for a passing rate of 81%.
11 th Grade CAASPP ELA/Math	Due to the Covid-19 pandemic, CAASPP testing was not conducted during the 2019-2020 school year.				Using the 2018-2019 CAASPP scores as a baseline, increase ELA scores by 6 points and Math by 3 points
Broad Course of Study	In addition to required courses, all students will have access to STEAM courses during the school day for 4th-12th grades as evidenced by master schedules and/or class schedules.				In addition to required courses, all students will have access to STEAM courses during the school day for 4th-12th grades as evidenced by master schedules and/or class schedules.

Actions

Action #	Title	Description	Total Funds	Contributing
1	New Teacher Induction Program	Teachers without a Clear Credential will continue to 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.	\$50,000.00	No
2	Effective and Credentialed Staff	TCUSD will continue to have 100% of its teachers appropriately assigned and fully credentialed as measured by the annual CALPADS and SARC reporting.	\$21,000,000.00	No
3	Grade Span Adjustment Staffing	The District will maintain current K-3 class size ratios in a continuing effort to support differentiated and small group instruction, which directly benefit our unduplicated students. Class sizes at these levels will be capped at 24 students. This ratio requires the District to employ 12 extra K-3 teachers annually.	\$1,500,000.00	Yes
4	Teacher On Special Assignment (TOSA)	Teachers On Special Assignment (TOSA) will support new primary and secondary teachers by providing supportive training, coaching, and evaluation on standards based instruction and assessments, differentiation of instruction and technology integration.	\$234,607.00	No
5	Professional Development: Universal Design for Learning (UDL) training	Continue training and implementing the Universal Design for Learning (UDL) for all teachers to effectively accommodate and differentiate the instructional program for all students, especially the unduplicated students. Teachers will be able to quickly provide differentiated support for these students with reteaching and strategies to remove barriers in their learning so all students have equal opportunities to learn.	\$154,906.00	Yes
6	Data Systems Coordinator	Continue to fund a Data Systems Coordinator to monitor and disaggregate State and Local student data for accuracy and integrity of information on the data from site to site.	\$158,526.00	No
7	Implement a system of local performance assessment: iReady, StudySync, Mastery Connect	Implement a system of local performance assessment: iReady, StudySync, Mastery Connect.	\$91,000.00	No
8	Language Acquisition:ELD	Continue to provide daily language instruction for all English Learners. Pursue a systematic professional development and coaching for all teachers on the ELD State Framework and effective strategies in support of English Learners and Newly Redesignated Fluent English Proficient (RFEP) students. Continue to provide all teachers and administrators with professional development and coaching to support the implementation of the adopted ELA and ELD curriculum as well as to support the implementation of integrated and designated ELD.	\$22,814.00	No
9	Next Generation Science Standard adoption and implementation	Pursue a strategic, systematic roll out of professional development and coaching for all teachers and administrators on the district selected NGSS curriculum until full implementation.	\$1,500,000.00	No

10	Professional Development: Technology integration	TK-12 will continue to have access to optional training that will further develop their technology skills in a variety of programs such as Canvas, Nearpod, Google Classroom, i-Ready Math and ELA.	\$94,906.00	No
11	Inclusion focused collaboration for Intermediate and High School: extra hours for 10 teachers for 50 hours	Collaboration time for General Education and Special Education teachers to differentiate instruction to increase opportunities for Special Education students and English Learners at the Intermediate and High School sites. Inclusion opportunities will give English Language Learners the opportunity to have English models and Special Education students to learn with their non-disabled peers.	\$22,310.00	Yes
12	Access to Instructional materials	Provide device and internet services for low income students still needing access to instructional materials in a digital format and to internet services.	\$19,000.00	Yes
13	Collaboration for Improved Instruction	Continue to implement 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 ELA, Math and ELD alignment. Include time for reviewing student data, sharing best practices, and planning instructional strategies to address student needs.	\$139,214.00	Yes
14	Site Media Techs	Increased site-based technology support to improve implementation of new technology and tools that improve classroom instruction and differentiation to support the academic and language development needs of Unduplicated Pupils.	\$385,000.00	Yes
15	Instructional technology supports	Provide supplemental instructional technology supports and resources for students. These resources and supports will include programs such as Kami, Nearpod, Accelerated Reader, and Canvas as a Learning Management System. These programs are specifically identified to provide support for unduplicated pupils.	\$245,000.00	Yes

Goal Analysis 2021-2022

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Create engagement opportunities for student academic and social-emotional success of its students.

An explanation of why the LEA has developed this goal.

Analysis of stakeholder survey data showed a contract between student and parent feedback as it relates to student well-being before and after the COVID-19 pandemic. Before the campus closures, 73% of the students and 82% of the parents agreed or strongly agreed that their school was a safe place to learn. 67% of students and 73% of parents agreed or strongly agreed that their schools are proactive about anti-bully efforts. 69% of students agreed or strongly agreed that they receive positive encouragement from the teachers and staff members at school. This year's stakeholder survey results confirm the need for increased levels of counseling support and social-emotional learning as well as positive engagement opportunities for student success. Meets State Priorities 4, 5 and 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Local Indicator and/or local survey	The 2021 LCAP Stakeholder survey resulted in a total of 2,217 responses. Of the total survey responses, 901 were parents which is 15.6%.1,163 responses were taken by students which is 20%.				The district will increase parent participation to 25% based on the LCAP survey.
Student attendance rate, disaggregated by student group	Current student attendance rate.				An increase in the student attendance rate.

Suspension Rate	36 student suspensions or 0.6% as reflected on the 2019-2020 school year and it may not be comparable due to COVID-19 pandemic.				The suspension rate will remain under 0.5%.
Expulsion Rate	0 students were expelled for the 2019-2020 school year.				The expulsion rate will remain under 0.5%.
Chronic Absenteeism Rate	4.9% chronically absent student as reflected on the 2019-2020 school year. It may not be comparable due to Covid-19 pandemic				The chronic absentee rate will remain under 4.5%
Middle School Dropout Rate	0 students were identified as dropping out of middle school with a 0.0% rate				The middle school drop-out rate will maintain a 0.0% rate.
High School Dropout Rate	.8% dropout rate with 4 students out of 505 leaving high school before graduation.				The high school dropout rate will remain under 0.5%
High School Graduation Rate	97.7% graduation rate which is a 1.8% increase for the 2019-2020 school year.				The graduation rate will remain above 98.0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Square: School-to-home communication and connection	Continue to enhance the school to home communication and connection through ParentSquare, monitoring and maintaining of the district and site website, online grading platforms, the Aeries SIS Parent Portal, and the district smartphone application to maximize school to home communication and connections.	\$27,500.00	No
2	Professional Development on SEL	Provide professional development for all staff (including teachers, paraprofessionals, administrators, office staff that interact with students) on the science of learning and development, and social emotional learning (SEL) strategies, 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.	\$139,214.00	Yes
3	Care Solace Counseling Program	The district will contract with Care Solace Counseling Agency to support students and parents in need of counseling services.	\$14,000.00	No
4	Professional Development: Restorative Justice Practices	Professional Development for teachers, staff and parents to learn strategies on how to support students through restorative justice practice.	\$50,000.00	Yes
5	Professional Development Multi-Tier System of Support (MTSS)	Provide professional development for school site teams consisting of Administrator, counselor, psychologist and lead teachers to learn about Multi-Tiered System of Support (MTSS) to ensure shared understanding of these supports and how they can be used to support students' academic and behavioral success. School site teams will develop Tier 1, Tier 2 and Tier 3 support protocols at each site. They will learn how to effectively analyze student data, identify student needs, develop a plan, provide support and progressively monitor data.	\$83,879.00	Yes
6	Parent engagement training: Written and Oral translation services, trainings and Year calendar	Create activities, spaces, and opportunities to connect with parents as partners in their children's education. These trainings will be offered throughout the academic year.	\$156,800.00	Yes
7	Enrichment class offerings	The district will provide STEAM and VAPA enrichment opportunities, including clubs, competitive teams, and other extracurricular activities in order to promote student engagement and to support students' social-emotional development.	\$28,635.00	No
8	Professional Development on Equity, Diversity, Access and Inclusion	Provide professional development for all staff (including teachers, paraprofessionals, administrators, office staff and other staff that interact with students) on Equity, Diversity, Access and Inclusion. To bring cultural awareness and sensitivity as they interact with students from diverse cultures.	\$154,293.00	Yes

9	Paper Co: 24 Hour virtual tutoring	Students in grades 3-12th will receive access to 24-hour tutoring through Paper Co. Access to this 24-hour tutoring is offered in three languages: English, Spanish and Mandarin and will allow student access to tutoring 24 hours a day. This support is particularly important for our unduplicated students because there will be a credentialed teacher helping them with their homework any time of the day. Additionally, this support is vital for our English Learners because the teachers will be communicating in their home language.	\$545,121.00	Yes
10	Summer School	The district will offer summer school and other summer learning opportunities to students who are at-promise or in need of support focusing on unduplicated pupils.	\$75,000.00	No
11	Intervention Support	This position will provide direct, specialized instructional support, which actively increases access to curriculum and addresses learning loss. These additional positions increase the number of at-promise students who can receive services by 20% and broadens our instructional support systems. After an analysis of our unduplicated pupil data, there is a need to increase staff that provides direct SEL support in order to more effectively provide students ongoing learning opportunities and increased proficiency in all academic areas. This service should result in improved local and state assessment scores, Reclassification rates, A-G eligibility, College and Career readiness, and site-based performance data. Reduce student suspensions, expulsions and chronic absenteeism rates.	\$469,214.00	Yes

Goal Analysis 2021-2022

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Create and sustain 21st century learning environments that are safe, healthy, positive and attractive for all learners.

An explanation of why the LEA has developed this goal.

Temple City Unified School District experienced a high turnover rate in recent years. The district recognizes the need to structure the roles and responsibilities of each department and set expectations to ensure that there is systematic improvement. This goal was written with the intent to better align the roles and responsibilities of the District staff to create a clear and effective channel of communication, which will systematically improve support and services to the students. Meets State Priorities 3, 4, and 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
School Climate CA Healthy Kids Parent Survey (CHKS)	2019-2020: 97% of all 5th - 12th grade students who took the CHKS survey feel moderately to high levels of safety at school.				Continue to maintain a 97% or above safety rating on the CHKSsurvey.
Other Pupil Outcome CA Physical Fitness Tests	2018-2019: Percentage of students meeting 5 of 6 fitness standards: 5th grade: 37.6% 7th grade: 61.3% 9th grade: 81.5%				2023-2024 Percentage of students meeting 5 of 6 fitness standards: 5th grade: 41% 7th grade: 65% 9th grade: 84%
Facilities Data Facilities Inspection Tool (FIT) Report/SARC	2021-2020: All school facilities will have a rating of "good" or "exemplary" on the annual Facilities Inspection Tool (FIT) report in Spring 2020.				2023-2024 All school facilities will have a rating of "good" or "exemplary" on the annual Facilities Inspection Tool (FIT) report in Spring 2024.

Facilities Data SchoolDude Work Tickets	The district will monitor and respond to maintenance management, facility usage, technology management, and energy management work orders via School Dude Helpline reports.				The district will monitor and respond to maintenance management, facility usage, technology management, and energy management work orders via School Dude Helplinerreports.
Facilities and Materials Data Williams Quarterly Report	The district will provide quarterly BOE reports on Williams Act compliance.				The district will provide quarterly BOE reports on Williams Act compliance.
Parent Connectedness	Transparent communication is cornerstone of parent connectedness with a 93-98% usage rate of ParentSquare. Parents also use helpdesk at a 90% rate.				Continue to have ParentSquare usage at a greater than 95% rate and helpdesk at 91%.
Teacher Connectedness	Collaborative communication with inclusion of teachers in District Task Forces and committees				Continue to include teachers in decision making bodies such as District level task force and committees
Facilities maintenance and school site improvements	The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.				The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Elementary and Middle School Counselors	Fund counselors at all elementary and Oak MS to provide direct social and emotional support for all students, with specific focus on the needs of our unduplicated pupils.	\$843,525.00	Yes
2	At-Promise Counselor for DDSLC	This position supports the unique needs of at-promise students and is reflective of the district's efforts to provide comprehensive support that extends beyond academic interventions. Creating these specialized systems of support create a culture that at-promise students are more strongly able to connect to. Given the effects of the COVID-19 school closures on our students, we anticipate an increase in enrollment at DDSLC.	\$144,180.00	Yes
3	Assist foster and homeless families	Continue to support our families experiencing homeless through providing support for school, referrals to community agencies and additional resources as determined. Provide district Homeless Liaison to address needs of the family. Continue to support our Foster Youth through providing support for school, referrals to community agencies and additional resources as determined. Provide district Foster Youth Liaison to address needs of the Foster Youth and their families.	\$89,525.00	Yes
4	Dual Language Immersion Program	Implement a Dual Language Immersion Program for Kinder students. This program will add a grade level each year.	\$234,607.00	No
5	Fund the Director of Enterprise	The Director of Enterprise will research innovative and creative ways to enhance the programs that TCUSD offers our students to be at the cutting edge of 21st century education. This position will seek out grant opportunities and endowment funds to provide unique opportunities for students to attract and continue to retain students.	\$181,075.00	No
6	Maintain Facilities (Routine Restricted Maintenance)	Provide students with a physically safe environment that meets the needs of 21st century learning, including upgrades, technology, infrastructure, and equipment installation. Facilities upkeep and small capital improvements provide opportunities to improve the student and community experience. Increase access to basic services.	\$1,800,000.00	No

Goal Analysis 2021-2022

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.7%	\$4,873,981.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

There were no actions contributing to the increased/improved services requirement that continued unchanged from the 2017–2020 LCAP. The effectiveness of Positive Behavioral Interventions and Supports (PBIS) and restorative justice informed the development of “Restorative Practices” (Goal 2, Action 5). TCUSD had “low” or “very low” suspension rates as defined by the state for all three years of the previous LCAP.

Professional Development: MTSS (Goal 2, Action 5), Professional Development Socio-Emotional Learning (Goal 2, Action 2) and Restorative Practices (Goal 2, Action4) Together, these actions form a Multi-Tiered System of Supports (MTSS). A full implementation of an academic and socio-emotional support system includes staff training to promote diversity, equity and inclusion. According to the California Department of Education, targeted academic interventions informed by data promote “culturally and linguistically relevant instruction with the belief that every student can learn including students of poverty, students with disabilities, English learners, and students from all ethnicities.” Restorative Practices meet needs most associated with Low-Income students and Foster Youth due to environmental factors and/or language barriers. We expect these actions to help us achieve the high academic targets described in Goal 1, and to close subgroup performance gaps in ELA, math, and Chronic Absenteeism. MTSS was the most far-ranging, sustainable, scalable, and evidence-based program considered to meet both academic and socio-emotional goals for unduplicated pupils.

Professional Development: UDL (Goal 1, Action 5)

The District is continuing to build capacity in Universal Design for Learning (UDL) principles so that all teachers may effectively accommodate and differentiate instruction for all students, especially unduplicated pupils. The three principles of UDL (Engagement, Representation, and Action/Expression) promote access for unduplicated pupils. UDL is based on scientific insights into how humans learn and is included in the state CCSS content area frameworks. The implementation of UDL will help close the ELA and math achievement gaps for low-income students and English Learners. Taking into account our unduplicated students’ academic needs, teachers will receive continued staff development that, in addition to addressing academic needs, also meets student needs as it pertains to equity, diversity, access, and inclusion. Our foster youth, English learners and low income students’ sense of belonging and experience of fairness is critically important to their success in learning and so our staff will receive training to that end.

Parent Engagement Training (Goal 2, Action 6)

Parents/guardians of English Learners, low-income, and Foster Youth may need additional accommodations and outreach to access the benefits associated with school-community collaboration. This action calls for culturally responsive communication, opportunities to participate in programs for unduplicated pupils, and relationship building events. TCUSD seeks to create activities, spaces, and opportunities to involve parents as partners in their child's education. School sites will engage, sustain and enhance School Site Committee (SSC) and the English Learner Advisory Committee (ELAC) groups. We expect improvements in Goal 1 Chronic Absenteeism, especially among Foster/Homeless Youth, as well as Goal 2 survey indicators related to participation and connectedness. This was the most effective use of funds because involving parents as partners in their child's education is a high leverage, low-cost strategy that promotes school connectedness. If TCUSD is to meet the needs of all members of the community it serves, representation of all groups is critical.

K-3 Class Ratios (Goal 1, Action 3)

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

Inclusion focused collaboration for Intermediate and High School: extra hours for 10 teachers for 50 hours (Goal 1, Action 11) and Collaboration for Improved Instruction (Goal 1, Action 13)

As our English Learners and the Special Education students are mainstreamed into classes, teachers will continue to be trained to use appropriate strategies to help students in language acquisition and academic understanding. Together, EL and SPED teachers will implement models in which EL/SPED teachers together with mainstream teachers use collaborative models to support ELs and students receiving special education services. Our inclusion model is developing as we move toward giving teachers common planning periods allowing them to develop a working relationship that benefits our ELs and SPED students. Continued training for our teachers who are pushing in to mainstreamed classes is being provided as we work with our local SELPA. We present a framework that supports an inclusive school as a process of transforming general, EL and special education into an inclusive education. These trainings will change content, teaching methods, approaches, structures, and strategies in education necessary for an inclusive education.

Access to Instructional Materials (Goal 1, Action 12)

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

Technology Support (Goal 1, Action 15) and Site Media Techs (Goal 1, Action 14) This goal is continued because technology is an important part of teaching and learning. It permeates all parts of a student's school experience. Technology platforms provide the opportunity for collaboration with peers and teachers. Additionally, students can utilize various digital tools that provide deeper understanding and support (Cheung and Slavin, 2012 and 2013). English Learners benefit from the reinforcement of vocabulary and concepts through pictures, graphics, and video. They also benefit from being able to use technology to express themselves. By providing technology resources, site media techs and support, we help English Learners find a voice, which eases their transition to a new language (Brozek and Duckworth, 2011).

Paper Co. 24-hour Virtual Tutoring (Goal 2, Action 9) and Intervention Support (Goal 2, Action 11) To support all learners academically, behaviorally, and social-emotionally, the district is working to identify best practices for intervention. TCUSD is committed to Response to Intervention (RTI) supports for our students. These supports range from classroom interventions to tutoring and office hours. The acquisition of Paper Co. provides our students with 24-hour access to tutoring. This service is accessible to every student regardless of socioeconomic status or language acquisition level and allows students to ask for help in a low-risk setting. In addition, the district is looking to promote mental health awareness at all grade levels looking at exemplary programs at neighboring districts. In the current environment, students have been wrestling

with mental health issues going into quarantine and now coming out of quarantine. More than ever, mental health supports are important for our students including our EL, foster, and low income students who have additional stressors in their lives.

Elementary and Middle School Counselors (Goal 3, Action 1) and At-Promise Counselor for the DDSLC (Goal 3, Action 2)- School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize full academic potential to become productive, contributing members of the world community. 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 At-Promise students at the DDSLC continuation school will provide extra support for EL and Foster Youth addressing their unique needs as they prepare to transition from high school to postsecondary options. This counseling component is essential in developing the needed skills to be successful after high school for students who are both credit deficient and unduplicated.

Assist Foster and Homeless Families (Goal 3, Action 3) The District employs a Director of Student Services who serves as the District Foster and Homeless Youth Coordinator. The Coordinator will support sites in the gathering data and identifying needs of students who are or should be designated as foster or homeless. The Coordinator will work with sites to ensure that these students receive academic, social/emotional and financial support as appropriate to ensure students are accessing curriculum and engaged in the school community.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for unduplicated pupils include targeted academic support, socio-emotional learning, and parent engagement initiatives. The apportioned funds enable us to increase these services by at least the required percentage. The quality of services is also improved due to increased staff training and capacity.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$30,653,851.00				\$30,653,851.00	\$26,290,623.00	\$4,363,228.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	New Teacher Induction Program	All	\$50,000.00				\$50,000.00
1	2	Effective and Credentialed Staff	All	\$21,000,000.00				\$21,000,000.00
1	3	Grade Span Adjustment Staffing	Low Income, Foster Youth, English learner (EL)	\$1,500,000.00				\$1,500,000.00

1	4	Teacher On Special Assignment (TOSA)	All	\$234,607.00				\$234,607.00
1	5	Professional Development: Universal Design for Learning (UDL) training	English learner (EL), Foster Youth, Low Income	\$154,906.00				\$154,906.00
1	6	Data Systems Coordinator	All	\$158,526.00				\$158,526.00
1	7	Implement a system of local performance assessment: iReady, StudySync, Mastery Connect	All	\$91,000.00				\$91,000.00
1	8	Professional Development (ELA and ELD)	All	\$22,814.00				\$22,814.00
1	9	Next Generation Science Standard adoption and implementation	All	\$1,500,000.00				\$1,500,000.00
1	10	Professional Development: Technology integration	All	\$94,906.00				\$94,906.00
1	11	Inclusion focused collaboration for Intermediate and High School: extra hours for 10 teachers for 50 hours	English learner (EL)	\$22,310.00				\$22,310.00
1	12	Access to Instructional materials	English learner (EL), Foster Youth, Low Income	\$19,000.00				\$19,000.00
1	13	Collaboration for Improved Instruction	English learner (EL)	\$139,214.00				\$139,214.00
1	14	Site Media Techs	Low Income, Foster Youth, English learner (EL)	\$385,000.00				\$385,000.00
1	15	Instructional technology supports	Foster Youth, English learner (EL)	\$245,000.00				\$245,000.00

2	1	Parent Square: School-to-home communication and connection	All	\$27,500.00				\$27,500.00
2	2	Professional Development on SEL	English learner (EL), Foster Youth, Low Income	\$139,214.00				\$139,214.00
2	3	Care Solace Counseling Program	All	\$14,000.00				\$14,000.00
2	4	Professional Development: Restorative Justice Practices	English learner (EL), Foster Youth	\$50,000.00				\$50,000.00
2	5	Professional Development Multi-Tier System of Support (MTSS)	English learner (EL), Foster Youth	\$83,879.00				\$83,879.00
2	6	Parent engagement training: Written and Oral translation services, trainings and Year calendar	Foster Youth, English learner (EL)	\$156,800.00				\$156,800.00
2	7	Enrichment class offerings	All	\$28,635.00				\$28,635.00
2	8	Professional Development on Equity, Diversity, Access and Inclusion	Foster Youth, English learner (EL)	\$154,293.00				\$154,293.00
2	9	Paper Co: 24 Hour virtual tutoring	English learner (EL), Foster Youth	\$545,121.00				\$545,121.00
2	10	Summer School	Homeless, Foster Youth, English learner (EL)	\$75,000.00				\$75,000.00
2	11	Intervention Support	Foster Youth, English learner (EL)	\$469,214.00				\$469,214.00
3	1	Elementary and Middle School Counselors	Low Income, Foster Youth, English learner (EL)	\$843,525.00				\$843,525.00

3	2	At-Promise Counselor for DDSLC	English learner (EL), Foster Youth	\$144,180.00				\$144,180.00
3	3	Assist foster and homeless families	Foster Youth	\$89,525.00				\$89,525.00
3	4	Dual Language Immersion Program	All	\$234,607.00				\$234,607.00
3	5	Fund the Director of Enterprise	All	\$181,075.00				\$181,075.00
3	6	Maintain Facilities (Routine Restricted Maintenance)	All	\$1,800,000.00				\$1,800,000.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$5,141,181.00	\$5,141,181.00
LEA-wide Total:	\$2,653,476.00	\$2,653,476.00
Limited Total:	\$1,500,000.00	\$1,500,000.00
Schoolwide Total:	\$987,705.00	\$987,705.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Grade Span Adjustment Staffing	LEA-wide K-3	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,K-3	\$1,500,000.00	\$1,500,000.00
1	5	Professional Development: Universal Design for Learning (UDL) training	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$154,906.00	\$154,906.00

1	11	Inclusion focused collaboration for Intermediate and High School: extra hours for 10 teachers for 50 hours	LEA-wide	English learner (EL), Special Education	Specific Schools, Middle School and High School	\$22,310.00	\$22,310.00
1	12	Access to Instructional materials	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$19,000.00	\$19,000.00
1	13	Collaboration for Improved Instruction	LEA-wide	English learner (EL)	All Schools	\$139,214.00	\$139,214.00
1	14	Site Media Techs	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$385,000.00	\$385,000.00
1	15	Instructional technology supports	LEA-wide	Foster Youth, English learner (EL)	All Schools	\$245,000.00	\$245,000.00
2	2	Professional Development on SEL	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$139,214.00	\$139,214.00
2	4	Professional Development: Restorative Justice Practices	LEA-wide	English learner (EL), Foster Youth	All Schools	\$50,000.00	\$50,000.00
2	5	Professional Development Multi-Tier System of Support (MTSS)	LEA-wide	English learner (EL), Foster Youth	All Schools	\$83,879.00	\$83,879.00
2	6	Parent engagement training: Written and Oral translation services, trainings and Year calendar	LEA-wide	Foster Youth, English learner (EL)	All Schools	\$156,800.00	\$156,800.00
2	8	Professional Development on Equity, Diversity, Access and Inclusion	LEA-wide	Foster Youth, English learner (EL)	All Schools	\$154,293.00	\$154,293.00

2	9	Paper Co: 24 Hour virtual tutoring	LEA-wide	English learner (EL), Foster Youth	Specific Grade Spans,3-12	\$545,121.00	\$545,121.00
2	11	Intervention Support	LEA-wide	Foster Youth, English learner (EL)	All Schools	\$469,214.00	\$469,214.00
3	1	Elementary and Middle School Counselors	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary and Middle Schools	\$843,525.00	\$843,525.00
3	2	At-Promise Counselor for DDSLC	Schoolwide	English learner (EL), Foster Youth	Specific Schools,Dr. Doug Sears Learning Center	\$144,180.00	\$144,180.00
3	3	Assist foster and homeless families	LEA-wide	Foster Youth	All Schools	\$89,525.00	\$89,525.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data.

Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the

2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed

to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.