

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
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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 on 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 every student. 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-emotional needs 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 of students. This will require the use of formative assessment programs such as i-Ready, Mastery Connect and Study Sync. Identified needs will be addressed both during the 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 prepare students 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
<p>100% of teachers will be credentialed and teaching courses aligned to their credential. Evidence through CALPADS and SARC reports.</p> <p>Priority 1: Basic Service: Fully credentialed and appropriately assigned teachers Local Indicator: Basic Teacher</p>	<p>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.</p>				<p>100% of TCUSD teachers will be credentialed and teaching courses aligned to their credential. Evidence through CALPADS and SARC report.</p>
<p>Instructional Materials: standards aligned instructional materials as evidenced by Williams Compliance</p>	<p>Every student has standards aligned instructional materials as evidenced by Williams Compliance.</p>				<p>Every student has standards aligned instructional materials as evidenced by Williams Compliance.</p>
<p>Purchase of Research-Based Standards Materials Data</p>	<p>Grades 6-12th Math standards-based curriculum and assessment will be adopted.</p> <p>TK-5 instructional materials that are aligned to the NGSS State Standards will be adopted.</p>				<p>Grade 6-12th will fully implement the Math curriculum.</p> <p>TK-12th grade will adopt and fully implement a Science curriculum that is aligned to the NGSS State Standards.</p>

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 as 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 CHKS survey.
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 energymanagement work ordersvia 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 Helplinereports.
Facilities and Materials Data Williams QuarterlyReport	The district will provide quarterly BOE reports onWilliams Act compliance.				The district will provide quarterlyBOE 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 andschool site improvements	The District will continueto fund and support maintenance efforts to maintain the integrity and appearance of allschool facilities on a continuing basis.				The District will continue to fund and support maintenance effortsto 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	<p>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.</p> <p>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.</p>	\$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, Action 4) 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 lcf@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.