
Mid-Year LCAP Update

February 23rd, 2022

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Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

Impact to the Budget Overview for Parents

When the Temple City Unified School District adopted our LCAP and Budget on June 23rd, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

Item	As adopted in BOP	Amount per Budget Act
Total LCFF Funds	\$55,178,,142	\$54,889,964
LCFF Supplemental Grants	\$4,873,981	\$4,873,981

Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

1. A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).
2. A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

3. A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.
4. A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation. [i.e., the ESSER III Plan]

Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

5. A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Prompt 1: Educational Partner Engagement for Budget Act funds:

Collaboration and partner engagement was established with CSEA & TCEA leadership, District & site leadership, LCAP committee, DELAC committee, School site council teams, staff/student/parent surveys and through School Board Presentations with focus on:

- *Educator Effectiveness Block Grant – TCUSD has been granted funding Expanded*
- *Learning Opportunity Grant - TCUSD has been granted funding*
- *A-G Completion Improvement Grant - intent to apply in April*
- *Pre-K Planning and Implementation - intent to apply in June*
- *Universal Meal program*

Prompt 2: Use of additional Concentration Funding:

The Temple City Unified School District has an Unduplicated Pupil Percentage (UPP) of 45%. The Unduplicated Pupil Percentage which includes students who are designated as English Learners, Income requirement for free or reduced-price meals, Foster / Homeless Youth. Local Educational Agencies (school districts) who meet or exceed 55% are eligible to receive Concentration Funding which is a per pupil funding amount above the Base Funding.

All pupil counts are based on CALPADS Census Day, which is the first Wednesday in October. Pupil counts directly affect the level of funding that Local Educational Agencies (school districts) receive.

Temple City Unified School District does not meet or exceed the the 55% threshold of Unduplicated Pupil Percentage to be eligible to receive Concentration Funding.

Prompt 3: Educational Partner Engagement for One-Time Federal Funds:

TCUSD extended efforts to engage Educational Partners for one-time Federal COVID-19 funds in the following way:

- *Students, staff and parent surveys were developed and distributed to gain feedback.*
- *Superintendents Task Force Committee*
- *Board of Education Presentations*
- *District website portal to gain feedback*
- *TCUSD Help Desk*
- *Union Leadership Meetings*
- *District Leadership & Principal Meetings*
- *Superintendent Newsletter*
- *Superintendent Forum Open Webinar*

Prompt 4: Implementation of the ESSER III Expenditure Plan:

The TCUSD ESSER III Expenditure Plan, focused on technology upgrades, HVAC upgrades, Mental Health support, Staffing shortages and Learning Loss.

- *Increased Technology for In-Person Learning - implementation of Wi-Fi hubs began in February of 2022 to increase user access as connectivity was poor prior*
- *A Virtual Academy for students selecting to remain in Distance Learning - this grew from 100 students to almost 600 which was challenging*
- *Improvement of air quality - repair / replace HVAC units at the elementary and secondary sites*
- *Added counselor for social emotional support to increase student mental health - Due to hiring shortages this has been difficult to fill*
- *Extended learning, Summer School, Credit Recovery, After School Intervention to target learning loss*
- *Other (remaining funds) - Increase in Substitute teacher pay*

Prompt 5: Using fiscal resources consistent with LCAP:

TCUSD is using fiscal resources that have been received for the 2021-22 school year to align with the goals, actions, and expenditures outlined in the Temple City Unified School District's 2021-22 LCAP.

LCAP Goal #1, Action 15 Instructional Technology Supports

Supplemental Instructional Technology programs, supports and resources for students and staff. These programs are specifically identified to provide additional support for unduplicated pupils to increase achievement levels and supports academic growth.

LCAP Goal #2, Action 2 Professional Development on Socio Emotional Learning (SEL)

TCUSD has implemented a District wide Positive Behavior Intervention & Support (PBIS) program. This involves a District Administrator to lead the work and staff training to develop, implement and revise the school site PBIS implementation. This work will continue forward to address cultural shifts toward higher levels of awareness, acceptance and integration of all individuals to create a multi-faceted inclusive community based on equity. PBIS is a critical component of and in alignment with Multi Tiered Systems of Support (MTSS).

LCAP Goal #3, Action 6 Universal access, WiFi hubs on campus.

A complete District wide network upgrade that will include the entire switch infrastructure as well as the wireless network began in January of 2022 and will be completed in August 2022. ESSER III funds, \$333,000 were used which includes wireless access points, multi-gig switches, license requirements, Ruckus Analytics and Ruckus Cloudpath.

Prompt 5: Using fiscal resources consistent with LCAP:

Continuation....

LCAP Goal #2, Action 5 Professional Development Multi-Tiered Systems of Support (MTSS)

Provision of professional development for school site teams to implement Multi-Tiered System of Support (MTSS) and develop a Tiered level of interventions based on identifying student needs in order to develop a plan to support specific student groups.

LCAP Goal #2, Action 9 Paper Co.: 24 hour virtual tutoring

TCUSD has implemented a District wide tutoring program that is accessible 24 hours of the day, 7 days a week from any location to provide universal access to academic support for students. This is essential to reaching unduplicated pupils and providing them with a vital resource to a credentialed teacher at any time in order to enhance their academic success and achievement. Translation services are provided for English Learners.

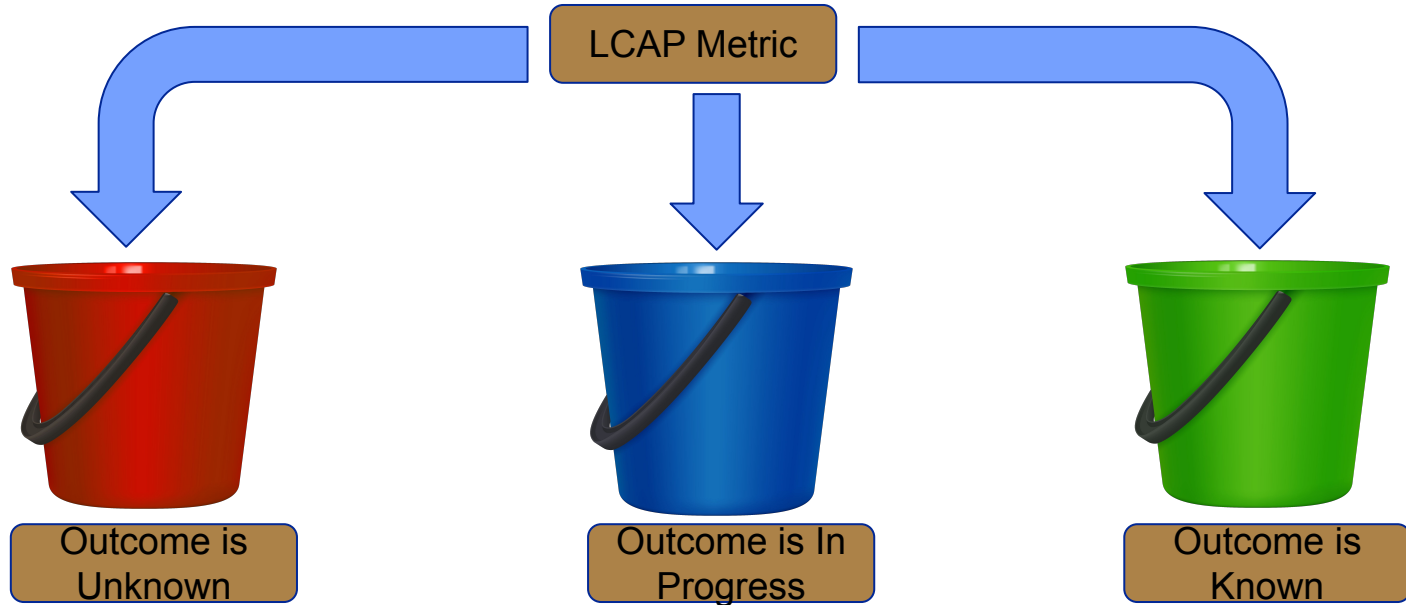
LCAP Goal #2, Action 10 Summer School

TCUSD provides summer learning opportunities to students who are at-risk or in need of support for unduplicated pupils and students exhibiting learning loss.

LCAP Goal #3, Action 2 At-Promise Counselor for DDSLC

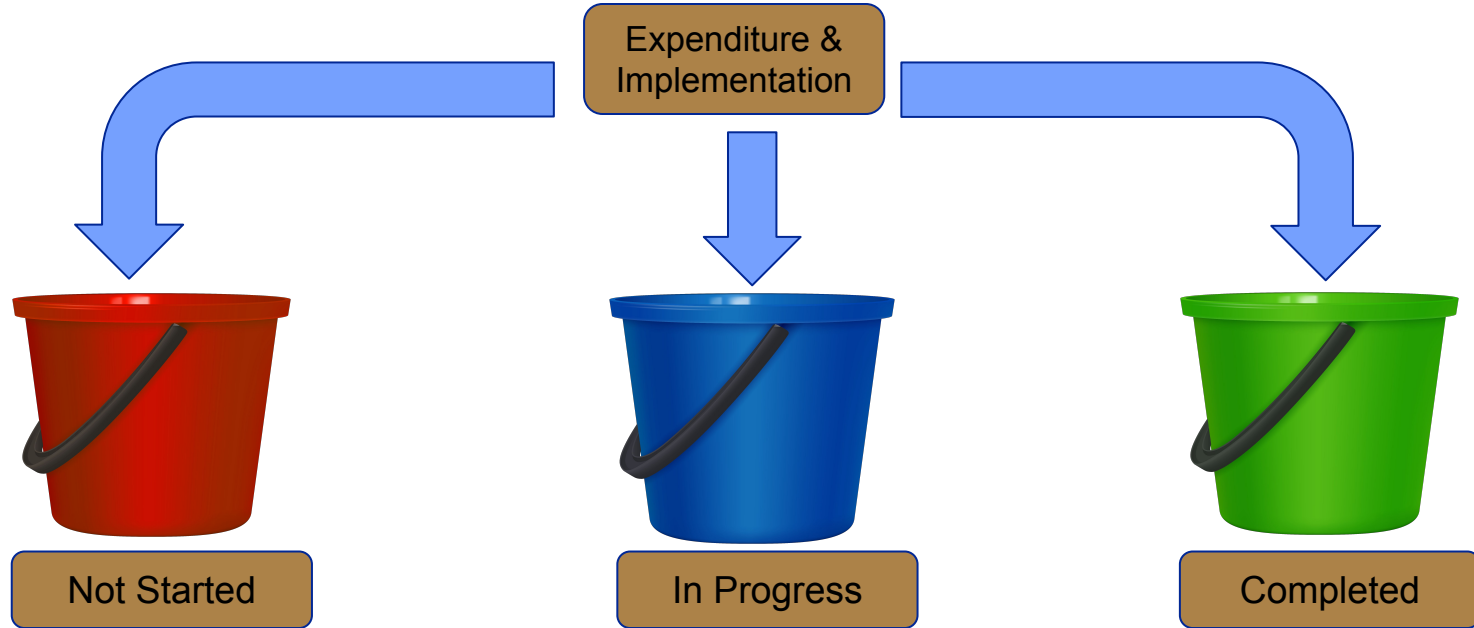
This position supports the unique needs of at-risk students and is reflective of the District's efforts to provide comprehensive support that extends beyond academic interventions.

Mid-year Update: LCAP Metrics



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

Mid-year Update: LCAP Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through the First Interim budget update.

LCAP Goal 1

“Temple City Unified School District will Support high quality teaching and learning in the 21st Century in 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.”

LCAP Goal 1 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<i>100% of teachers will be credentialed and teaching courses aligned to their credential.</i>	<i>.86% of teachers are not fully credentialed. 6.9% of teachers are currently teaching outside of their subject area of competence.</i>	<i>100% of TCUSD teachers will be credentialed and teaching courses aligned to their credential. Evidence through CALPADS and SARC report.</i>	<i>CalSaaS Exception/ Misassignment data from 2020-21 (Human Resources)</i>	<i>In Progress</i>
<i>Instructional materials: Standards aligned instructional materials as evidence by Williams Compliance.</i>	<i>Every student has standards aligned instructional materials as evidenced by Williams Compliance.</i>	<i>100% compliant</i>	<i>100% compliant</i>	<i>Currently Meeting</i>

LCAP Goal 1 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<p><i>Purchase of Research-Based Standards Materials Data</i></p>	<p><i>Grades 6-12th Math standards-based curriculum and assessment will be adopted.</i></p> <p><i>TK-5 instructional materials that are aligned to the NGSS State Standards will be adopted.</i></p>	<p><i>All Materials are research based and current</i></p>	<p><i>The Grades 6 - 12 adoption is current in its final pilot. A recommendation from the Adoption committee will be made later this Spring.</i></p>	<p><i>In Progress</i></p>
<p><i>Create a multi-year Professional Development Plan that aligns with the mission and vision of the district.</i></p>	<p><i>The district will create a multi-year professional development plan that aligns to the mission and vision of the district.</i></p>	<p><i>Create a multi-year Professional Development Plan that aligns with the mission and vision of the district.</i></p>	<p><i>Professional Development Plan Survey will be administered in March 2022</i></p>	<p><i>In Progress</i></p>

LCAP Goal 1 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<i>Academic Indicator ELA</i>	<i>2018-2019 Overall District Baseline of Level 5 or Blue Performance</i>	<i>The districts desire is for all students to be scoring proficient or higher</i>	<i>~69% students at or above Proficient (grade level) in Spring 2021 iReady</i>	<i>In Progress</i>
<i>Academic Indicator Math</i>	<i>2018-2019 Overall District Baseline of Level 5 or Blue Performance Band</i>	<i>The districts desire is for all students to be scoring proficient or higher</i>	<i>~69% students at or above Proficient (grade level) in Spring 2021 iReady</i>	<i>In Progress</i>
<i>iReady predictive Proficiency Report</i>	<i>On the Winter 2020 iReady diagnostic test, Predictive Proficiency was 70% for ELA and 71% for Math</i>	<i>In the Winter of 2023 iReady diagnostic test, Predictive Proficiency will be 76% for ELA and 77% for Math.</i>	<i>On the Winter 2021-2022 iReady diagnostic test, Predictive Proficiency was 75% for ELA and 63% for Math</i>	<i>In Progress</i>

LCAP Goal 1 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<i>% English Learners who made progress toward English Proficiency measured by ELPAC</i>	<i>62.4% of EL made progress toward English Proficiency measured by CA Dashboard (2019) and the English Learner Progress Indicator.</i>	<i>65% of English Learners will make progress toward English Proficiency measured by the CA Dashboard on the English Learner Progress Indicator.</i>	<i>There is no data currently on the CA Dashboard</i>	<i>In Progress</i>
<i>CTE Pathway Completion</i>	<i>14.5% of student completed the CTE pathway in 2020.</i>	<i>17.5% of students will complete the CTE pathway completion (increasing by 1% per year).</i>	<i>124 students out of 1866 completed a CTE pathway (124/1866 = 6.6%)</i>	<i>In Progress</i>

LCAP Goal 1 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<i>College and Career Indicator</i>	<i>According to the 2019 CA School Dashboard, the current percentage of students identified as “Prepared” level on the College/Career indicator is 66.3%</i>	<i>Increase the percentage of students identified as “Prepared” level on the College/Career Indicator as reported on the CA School Dashboard by 2%.</i>	<i>There is currently no data on the CA dashboard</i>	<i>In Progress</i>
College/Career Readiness (A-G and CTE)	<i>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.</i>	<i>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.</i>	<i>Unavailable</i>	<i>Survey will be administered in March 2022</i>

LCAP Goal 1 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<i>Reclassification Rate</i>	<i>For the 2019-2020 school year, there was a total reclassification of 110 students for a 10.21% rate.</i>	<i>Increase the percentage of reclassification by 1% for a 11.21% total.</i>	<i>For the 2020-2021 school year, there was a total reclassification of 128 students for a 12.1% rate.</i>	<i>All students have access</i>
<i>Advanced Placement (AP) Pass Rate</i>	<i>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%.</i>	<i>Increase the percentage of 3 or higher on AP exams by 2% for a passing rate of 81%.</i>		<i>Survey will be administered in March 2022</i>
<i>11th Grade CAASPP ELA/Math</i>	<i>CAASPP testing was not conducted during the 2019-2020 school year.</i>	<i>Using the 2018-2019 CAASPP scores as a baseline, increase ELA scores by 6 points and Math by 3 points</i>	<i>No Current Info Test not administered due to COVID</i>	<i>Final</i>

LCAP Goal 1 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
<i>Broad Course of Study</i>	<i>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.</i>	<i>All students will have access to STEAM Classes</i>	<i>All students have access</i>	<i>All students have access</i>
<i>School Connectedness</i>	<i>62 % of students report connected to school</i>	<i>90 %</i>	<i>Unavailable</i>	<i>Survey will be administered in March 2022</i>

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<i>12 Additional TK-5 teachers to reduce class size</i>	<i>\$1,200,000</i>	<i>\$1,000,000 (Projected)</i>	<i>This is decreased from 12 to 10, due to declining enrollment, it was determined that 10 additional teachers will meet class size targets.</i>
<i>Purchase additional Chromebooks and Hotspots</i>	<i>\$768,000</i>	<i>\$749,568</i>	<i>All devices have been purchased.</i>
<i>Provide Professional Learning for ELD instruction</i>	<i>\$800,000</i>	<i>\$0</i>	<i>Due to substitute shortage, activities have been postponed until spring 2022.</i>

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<i>New Teacher Induction Program</i>	<i>\$50,000.00</i>	<i>\$139,782.00</i>	<i>Due to staff attrition from retirement, TCUSD has higher than expected new staff members to fill vacancies.</i>
<i>Effective and Credentialed Staff</i>	<i>\$21,000,000.00</i>	<i>\$21,000,000.00</i>	<i>This should be the same</i>
<i>Grade Span Adjustment Staffing</i>	<i>\$1,500,000.00</i>	<i>\$1,500,000.00</i>	<i>This should be the same</i>
<i>Teacher On Special Assignment (TOSA)</i>	<i>\$234,607.00</i>	<i>\$0</i>	<i>Due to staff reductions, TCUSD does not have TOSAs</i>
<i>Professional Development: Universal Design for Learning (UDL) training</i>	<i>\$154,906.00</i>	<i>\$0</i>	<i>Due to substitute shortage, activities have been postponed until spring 2022.</i>

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<i>Data Systems Coordinator</i>	<i>\$158,526.00</i>	<i>Encumbered Salaries</i>	<i>Professional Learning Community (PLC) support</i>
<i>Implement a system of local performance assessment: iReady, StudySync, Mastery Connect</i>	<i>\$91,000.00</i>	<i>Paid in Full per Contract</i>	<i>Programs will continue forward</i>
<i>Professional Development (ELA and ELD)</i>	<i>\$22,814.00</i>	<i>Paid for and completed</i>	<i>Program will continue forward</i>
<i>Next Generation Science Standard adoption and implementation</i>	<i>\$1,500,000.00</i>	<i>0 Dollars</i>	<i>Postponed scheduled for 22-23 School Year</i>

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<i>Professional Development: Technology Integration</i>	<i>\$94,906.00</i>	<i>0 dollars</i>	<i>Due to substitute shortage, PD activities have been postponed until spring 2022.</i>
<i>Inclusion focused collaboration for Intermediate and High School: extra hours for 10 teachers for 50 hours</i>	<i>\$22,310.00</i>	<i>0 dollars</i>	<i>Due to substitute shortage, activities have been postponed until spring 2022.</i>
<i>Access to Instructional materials</i>	<i>\$19,000.00</i>	<i>\$19,000.00</i>	<i>Annual budgeted cost</i>
<i>Collaboration for Improved Instruction</i>	<i>\$139,214.00</i>	<i>0 dollars</i>	<i>Due to substitute shortage, activities have been postponed until spring 2022.</i>

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<i>Site Media Techs</i>	<i>\$385,000.00</i>	<i>\$385,000.00</i>	<i>Will be evaluated annually on an ongoing basis</i>
<i>Instructional technology supports</i>	<i>\$245,000.00</i>	<i>\$245,000.00</i>	<i>Will be evaluated annually on an ongoing basis</i>

LCAP Goal 2

“Create engagement opportunities for students and families to promote academic and social emotional success of its students”

LCAP Goal 2 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Local Indicator and/or local survey	2021 LCAP Stakeholder Survey had 2,217 responses. Of the total survey responses, 901 were parents and 1,163 were students (respectively 15.6% and 20% of possible respondents).	The district will increase parent participation to 25% based on LCAP survey.	Survey scheduled to be shared with families in March	In Progress
Student Attendance Rate, disaggregated by student group	Last year student attendance rate was 97.5%	An increase in the student attendance rate.	This year, student attendance rate is 96.54%	In progress

LCAP Goal 2 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
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.	Maintain a suspension rate under 0.5%	25 student suspensions or 0.4% as reflected on the 2021-2022 school year	In Progress
Expulsion Rate	0 students were expelled for the 2019-2020 school year.	The expulsion rate will remain under 0.5%.	1 Student Has been expelled this year	In Progress
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%	7.8 % Chronic Absenteeism. This data may be affected by reporting practices required by the independent study program.	In progress

LCAP Goal 2 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
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.	0 students were identified as dropping out of middle school with a 0.0% rate	In Progress
High School Dropout Rate	0.8% dropout rate with 4 students out of 505 leaving high school before graduation.	The high school dropout rate will remain under 0.5%	1.5% dropout rate in 2020-21 (7 out of 446)	In Progress
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%	95.5% in 2020-21 (446 out of 467)	In Progress

LCAP Goal 2 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
ParentSquare: School-to-home communication and connection	\$27,500.00	\$27,500.00	<i>Will be evaluated annually on an ongoing basis</i>
Professional Development on SEL	\$139,214.00	\$139,214.00	Completed
Care Solace Counseling Program	\$14,000.00	\$14,000.00	<i>Will be evaluated annually on an ongoing basis</i>
Professional Development: Restorative Justice Practices	\$50,000.00	0 dollars	<i>Due to substitute shortage, PD activities have been postponed until spring 2022.</i>
Professional Development Multi-Tier System of Support (MTSS)	\$83,879.00	0 dollars	<i>Due to substitute shortage, PD activities have been postponed until spring 2022</i>

LCAP Goal 2 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Parent Engagement training: Written and Oral translation services, training and Year calendar	\$156,800.00		
Enrichment class offerings	\$28,635.00		
Professional Development on Equity, Diversity, Access and Inclusion	\$154,293.00		
Paper Co: 24 Hour virtual tutoring	\$545,121.00	\$545,121.00	<i>Will be evaluated annually on an ongoing basis</i>
Summer School	\$75,000.00		

LCAP Goal 2 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Intervention Support	\$469,214.00		

LCAP Goal 3

“Create and sustain 21st century learning environments that are safe, healthy, positive and attractive for all learners”

LCAP Goal 3 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
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.	CHKS Not Being Conducted This Year.	Planning to implement 22-23
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%	CA PFT testing to be completed by May 31 for 2021-2022	In Progress

LCAP Goal 3 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Facilities Data Facilities Inspection Tool (FIT) Report/SARC	2020-2021: All school facilities will have a rating of “good” or “exemplary” on the annual Facilities Inspection Tool (FIT) report in the Spring 2020.	All school facilities will have a rating of “good” or “exemplary” on the annual Facilities Inspection Tool (FIT) report in Spring 2024.		
Facilities Data School Dude Work Tickets	The district will monitor and respond to maintenance management, facility usage, technology management, and energy management work orders via School Dude Helpline reports.	The district will monitor and respond to maintenance management, facility usage, technology management, and energy management work orders via School Dude Helpline reports.		

LCAP Goal 3 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Facilities and Materials Data Williams Quarterly Report	The district will provide quarterly BOE reports on Williams Act Compliance.	The district will have Zero Williams compliance issues	There were no Williams complaints	TCUSD is currently meeting this goal.
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%.	98% Contactable	TCUSD is currently meeting this goal

LCAP Goal 3 - Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
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	-Tech Committee -Wellness Committee	In Progress
Facilities maintenance and school site improvements	The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.	The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.	The District will continue to fund and support maintenance efforts to maintain the integrity and appearance of all school facilities on a continuing basis.	In Progress

LCAP Goal 3 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Elementary and Middle School Counselors	\$843,525.00	\$843,525.00	
At-Promise Counselor for DDSLC	\$144,180.00	No monies yet expended	Position is currently flying
Assist foster and homeless families.	\$89,525.00	Data Not Yet Available	Ongoing Need
Dual Language Immersion Program	\$234,607.00	No monies expended	In Progress
Fund the Director of Enterprise	\$181,075.00	\$181,075.00 Encumbered	In Progress
Maintain Facilities (Routine Restricted Maintenance)	\$1,800,000.00	Ongoing Costs	In Progress

Closing

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, and most important the impact on the social emotional of staff and students has presented many challenges the first half of the school year.

Despite these challenges, the Temple City Unified School District is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.

Questions?