

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	Temple City Unified School District, District Office
ELO Grant	Temple City Unified School District, District Office

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

### Total ESSER III funds received by the LEA

\$ 6,199,344.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	[\$ 2,500,000.00]
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	[\$ 2,000,000.00]
Use of Any Remaining Funds	[\$ 1,699,344.00]

**Total ESSER III funds included in this plan**

[\$ 6,199,334.00]

## Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Temple City Unified School District values our stakeholders as partners in decision making. An ESSER III Survey was sent out to all stakeholders to gather meaningful data and feedback from our community. Due to limits on outside adults on school campuses because of COVID restrictions, in-person parent meetings are not yet feasible. In place of an in-person community forum, a survey was sent out via ParentSquare to all staff, parents, and students as well as posted on the District website for all community members to respond. The survey was made available in English, Spanish, and Mandarin to reach all stakeholders. The survey links were also communicated in the bi-monthly Superintendent newsletter to all parents. In addition, meetings were held with Union representatives to ensure staff voices are heard.

A description of how the development of the plan was influenced by community input.

Based on survey results and meetings with Union leadership, the ESSER III plan was developed. Stakeholder feedback indicated these general areas of priority: facility improvements to improve air quality and mitigate disease transmission (51% of stakeholders); programs, strategies, and interventions to address the impact of learning loss (65% of parents); and summer learning opportunities (45% of stakeholders). To continue safe in-person learning, it is imperative to improve facilities to enhance air quality in our classrooms and indoor facilities. The ESSR plan addresses the impact of lost instructional time with the implementation of programs and interventions at all levels to support our students' transition back to in-person learning. This also means giving our students learning opportunities that extend into the summer.

## Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

[\$ 2,500,000.00] ESSER Funds in this category will be used to repair and replace HVAC units at all sites from Pre-K through high school. The replacement units will promote better air quality as well as mitigate disease transmission.

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3, Action 6	Improving Air Quality	Repair and replace HVAC units at the elementary sites. Pre-K-6 <sup>th</sup> grade	\$ 1,250,000.00
LCAP Goal 3, Action	Improving Air Quality	Repair and replace HVAC units at the secondary sites, TCHS, Oak and DDSLC.	\$ 1,250,000.00

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

**Total ESSER III funds being used to address the academic impact of lost instructional time**

[\$ 2,000,000.00] ESSER funds in this category directly support the impact of lost instructional time on our students. The funds will be used to provide teacher-directed academic intervention outside of instructional time with a focus on English and mathematics including English Language Learners and Special Education. Instructional materials and digital textbooks will be purchased in mathematics grades six through Algebra 2. This includes next Generation Science K-12 as well. During the school year and extending into summer, opportunities will be designed for students who are below grade level or credit deficient for select core subjects

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO	Learning Support	Teacher directed academic intervention outside of instructional time focusing on English and mathematics including English Language Learners and Special Education.	\$ 500,000.00
LCAP, Goal 1, Action 9	Curriculum Adoption	Purchase needed instructional material and digital textbooks in mathematics grades 6 through course Algebra 2 and Next Generation Science K-12.	\$ 1,000,000.00
ELO, LCAP Goal 2, Action 10	Extended Learning	During the school year and Summer extended learning opportunities for who are below grade level or credit deficient for select core subjects.	\$ 500,000.00

**Use of Any Remaining Funds**

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

**Total ESSER III funds being used to implement additional actions**

[\$ 1,699,344.00] ESSER funds in this category will address universal access, professional development in multiple areas at all sites, substitute pay, and independent study. Upgrades are necessary to support technological access with the addition of Wi-Fi hubs to support on-campus student access across all sites. Professional learning strategies targeting social emotional learning and equity and access will be provided for our staff. Additionally, in order to maintain high quality substitute teachers for the District, a temporary increase in the substitute pay rate is needed. Finally, these funds will support the creation and hosting of a virtual academy to assist students who have chosen to remain in distance learning as we emerge from the Covid-19 pandemic.

<b>Plan Alignment (if applicable)</b>	<b>Action Title</b>	<b>Action Description</b>	<b>Planned ESSER III Funded Expenditures</b>
ELO, LCAP Goal 3, Action 6	Universal Access	Creation of additional wifi hubs to support on campus student access across all sites.	\$ 40,344.00
ELO, LCAP Goal 2, Action 2	Professional Development	Professional learning strategies, social emotional learning and equity and access. Including curriculum associated with each area.	\$ 659,000.00
	Temporary increase in substitute teacher pay	In order to maintain high quality substitute teachers for the District, a temporary increase in the substitute pay rate is needed	\$ 50,000.00
	Independent Study	Creation and hosting of a virtual academy to assist students who have chosen to remain in distance learning.	\$ 950,000.00

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
Learning Supports	Teacher directed academic interventions. Use of iReady to monitor students in both ELA and Math to monitor student progress at the elementary level. At the secondary level, pre and post assessments will be used to monitor student progress.	Iready test will be used on a weekly basis. Pre and post test will be used at the onset and completion of each unit of study.
Extended Learning Summer Learning Opportunities	Summer learning opportunities will be monitored by both teacher records and assessments in	Daily teacher checks. Daily progress checks in online platform.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	online platforms like Apex Learning and Accelerate.	Quarterly and end of semester grades reports.
Extended Learning Credit Recovery	Credit Recovery opportunities at the secondary level will be monitored by daily teacher observations of online platforms as well Apex Learning generated formative and summative assessments.	Daily teacher progress checks. Formative assessments inside each unit of study. Summative assessments at the end of each unit of study.