

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other support, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Temple City Unified values our stakeholders as partners and sought to engage them as we developed our Expanded Learning Opportunities Grant Plan (ELO). Throughout the changing public health guidelines, surveys, input from families and staff, and ongoing staff review, we sought feedback from our community. Meaningful data, input and feedback were collected from all stakeholders as the District Administration provided our stakeholders with ongoing information and transparent planning in an ever changing and rapidly evolving Covid-19 pandemic landscape.

The Superintendents Task Force bi-weekly meetings were a time for ongoing discussion and collaboration on preparing protocols and procedures that were aligned to the Los Angeles County Public Health Reopening of Schools Guidelines to ensure a safe in-person learning for students. It was also a time to disaggregate academic, social-emotional and absentee data and to review parent surveys. All these factors were considered in developing the Expanded Learning Opportunities Grant Plan.

Recognizing the unique challenges facing each school site and their respective communities, each site Principal held several site-based Principal's meetings to share detailed site-specific plans. Under the Superintendent's leadership, Town Hall meetings were also held with a live streamed Q&A session for parents and staff. These meetings were translated in Spanish and Mandarin to ensure all of our families could participate.

In addition, the District maintains a Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) that provides input and recommendation on our programs. The PAC consists of parent representatives from each site along with some student representatives and site administration. The DELAC is composed of parents of English Learners from each school site. Throughout the year, the DELAC received information on the achievement and progress of English Learner (EL) students as well as the development and implementation of the programs and services supporting our EL students. The PAC's main focus is to engage in the Local Control and Accountability Plan (LCAP) development. Both of these groups met as the various components of the LCAP and the ELO were being developed.

The following details a sampling of efforts to engage our stakeholders:

The Superintendent's Task Force:

Safe School Reopening met to engage in discussion in developing the reopening plan.

Dates: February 4th, February 25th March 4th and March 23rd from 2:30pm-3:30pm

Principal's meetings:

Reopening of School protocols and procedures

Dates: February 9th, March 9th, and March 23rd from 9:00am-12:00pm

School Site Based Reopening Planning Meetings:

Staff meetings focused on site specific plans at various dates and times

Parent meetings: Coffee with the Principal, Q&A Parent meetings, and School Site Councils

Dates: On-going meetings between the months of February-May, 2021

Written Communication to inform stakeholders

-Bi-Weekly Superintendent's Newsletter sent via Parent Square to all parents, staff and TCUSD Board members and posted on the District's website

-Regular principal communication sent to all staff and parents

(These updates were translated in Spanish and Mandarin to ensure all of our families received updated information)

Expanded Learning Opportunity Grant Survey:

Surveys were administered in April 2021

Town Hall meetings for parents and staff: Translation provided in Spanish and Mandarin

Town Hall meetings for parents and staff were held on March 26th and April 15th to present the summer and fall options to mitigate student learning loss

Temple City Unified promoted the engagement of our stakeholders in a variety of ways including posted information and updates on our district website.

A description of how students will be identified and the needs of students will be assessed.

Temple City Unified will use a variety of tools to identify students in need of academic support. These tools include results from the district's and site's formative and summative assessments as well as parent, teacher and site principal feedback. School engagement and discipline data will be used in conjunction with input from parents, teachers, counselors and site admin to identify students in need of social-emotional support. Students with disabilities who demonstrate a need for support in the summer to mitigate regression will be offered Extended School Year opportunities based on their specific Individualized Education Plan.

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

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents of TCUSD students will be informed of opportunities for supplemental instruction and support in a variety of ways. Each school site will communicate with families of identified students through phone, in person, or electronic communication such as Parent Square, Superintendent's Newsletter and Principal's Newsletter. All information pertaining to summer school programs and options will be published for all stakeholders.

A description of the LEA's plan to provide supplemental instruction and support.

As we developed our Expanded Learning Opportunities Grant Plan (ELO), we listened to the feedback from our families, students and staff regarding the design of the plan. The following are the ways in which the LEA plans to provide supplemental instruction and support to mitigate learning loss.

Supplemental Instruction and Support:

- 1.Extended Instructional Learning Time:** TCUSD will offer robust summer programs across the majority of the grade levels that will address learning loss for students based on formative and summative assessments.
- 2.Accelerating Progress to Close Learning Gaps:** TCUSD will offer intervention and tutoring to help eliminate learning gaps.
- 3.Integrated Student Supports to Address Other Barriers to Learning:** TCUSD will continue the work of building a systematic district wide benchmark and common formative assessment to identify and support all students through the Multi-Tiered System of Support in the Professional Learning Community.
- 4.Community Learning Hubs:** TCUSD will continue to provide Hot Spots for any students who need internet access
- 5.Supports for credit deficient students to complete graduation/promotion:** TCUSD will offer courses to support students who may be credit deficient complete the graduation requirements to meet UC and CSU eligibility.
- 6.Additional academic services for students:** TCUSD will expand the use of iReady by providing ongoing training for staff to support learning in the classroom. Additionally, instructional aides will receive training to support students in the classroom.
- 7.Training for school staff on strategies:** TCUSD will provide Professional Development around Restorative Justice and Trauma informed teaching and learning for all staff. All staff including instructional aides and noon duty aides will receive training on Restorative Justice and trauma informed learning to support students in and out of the classroom.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$1,824,726	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$892,800	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$284,250	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$30,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$145,400	[Actual expenditures will be provided when available]
Additional academic services for students	\$273,812	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$225,000	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$3,675,988	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

TCUSD is coordinating the Expanded Learning Opportunities (ELO) Grant funds with federal Elementary and Secondary School Emergency Relief (ESSER) Funds to maximize services and support for both students and staff. TCUSD has been strategic in using these one-time funds to provide access, resources, and training that can be used to support our students beyond 2022. This planning will allow us to coordinate our efforts through both ELO and ESSER funding to mitigate learning loss that may have occurred as a result of the Covid school closures.