

# Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Saugus Union School District	Edwin T. Clement, Assistant Superintendent Education Services	<a href="mailto:eclement@saugususd.org">eclement@saugususd.org</a> 661-294-5300 x5141

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Saugus Union School District (SUSD) continues its commitment toward Excellence in Elementary Education despite the overwhelming number of challenges experienced as a result of the COVID-19 pandemic. Academic and personal success for every child is our district vision and continues to drive our response to educating children during this crisis. SUSD services approximately 9,400 students including low income students (22.5%), English Learners (12.1%), and Foster Youth (0.2%).

The impact of the COVID-19 pandemic and the restrictions placed upon the school district by the current health orders have created a more than six-month ongoing crisis. All facets of the school district have had to react, change, and adapt to continue instruction, prepare for students and staff members return to campus, provide emergency services of food distribution, connectivity accesses, and other services, all while continuing to maintain the day-to-day elements of operations associated with a school district. The impact has been tremendous.

The Saugus Union School District originally responded to the closure of schools in March, 2020 as a temporary crisis that would be for a short time frame. As it became clear that the need to keep students at home was going to last through the end of the school year, the district adapted its program to better address the social emotional needs of students while maintaining the state expectations for instruction. By the end of May, 2020, it was clear that school in the fall would need multiple formats in order to address the continued concerns around the virus and address the growing concerns over getting kids back to school. SUSD used all available resources to develop a plan that allowed students and staff to return to campus in a healthy manner, but also provided a digital only format for those who elected to remain “safer at home”. The preparation for two different school formats in an ever-changing environment was difficult, but SUSD was prepared. On July 17, 2020, however, Governor Newsom issued an order that students could not return to campus until the residing county was not on the state COVID-19 monitoring list for 14 consecutive days. Once again, SUSD had to shift to meet the current health orders. The shifts and challenges that all school districts have experienced during this pandemic are continual and require that districts remain positive about the things within their control - teaching and learning.

The Saugus Union School District continued to receive registration requests from families to enter the Saugus Digital Learning Academy (SDLA). SDLA was created in response to families requesting that they be allowed to remain in an in-home schooling format until there was a vaccine or we were in Stage 4 of Recovery for the virus. SUSD also continued creating classes for its on campus blended learning cohort model to allow students to return to campus following Los Angeles County meeting the 14 consecutive day marker. By maintaining the two distinct programs, students, teachers, and families are provided a level of consistency during an extremely inconsistent time. SDLA students and teachers will maintain their digital learning environments regardless of the county’s status on the monitoring list. Blended Learning Cohorts will also maintain their class consistency (students and teachers) by having the same digital and on-site configurations. SUSD is committed to finding some sense of normalcy when “normal” is difficult to remember.

In addition to addressing parental concerns related to the instructional format (digital only or blended), SUSD also addressed the concerns of families for more direct teaching even when in a digital model. By collaborating with teachers and our labor partners, SUSD was able to create expectations for digital instruction that includes a direct, live-streamed, teaching piece for a portion of each instructional day. While students are all experiencing school in a digital only format, they will receive approximately 60 minutes per day (M, TU, TH, F) of live instruction with a small group of their peers. Because Wednesday is designed to be an intervention and enrichment day, they will receive approximately 20 minutes of a whole class social emotional learning (SEL) activity live from their teacher. When some of our students return to school campuses two-days per week (Cohort A = M, TU; Cohort B = TH, F) and receive digital instruction three-days per week, we will continue the live contact on the digital days through short 10 to 15-minute check in periods two-days, and 20 minutes of whole class SEL instruction on Wednesdays. The on-site focus for instruction will be on the core English Language Arts (ELA) and Math lessons where science and social science topics will be included as appropriate. Online intervention programs and digital support programs will round out the learning on the digital only days. SUSD refined its program support for the 2020-2021 school year to include several digital programs that will support student learning and any potential gaps experienced by students (i.e., i-Ready, Next Gen Math, Studies Weekly, etc.). Digital arts, music and PE programs were also added to the digital curriculum to ensure that students are receiving the instructional balance needed to promote excellence and achievement.

The staff, both the certificated and the classified, have been a tremendous asset to the district's ability to continue providing services throughout this crisis. Both labor groups (Saugus Teacher Association (STA) and California School Employees Association (CSEA)) have collaborated with district leadership to develop and refine memorandums of understanding (MOU) to ensure that employee bargaining issues are addressed while continuing to provide services to students. The impact, however, of the COVID-19 pandemic has been difficult for all staff. Our classified staff members have had to assist with additional duties to ensure that new protocols (i.e., calling students at home, materials distribution, food distribution, etc.) are available to families. This is in addition to completing many additional tasks, such as monitoring hand sanitizing stations, repeatedly cleaning of multi-touch points on campus, and learning to effectively monitor appropriate social distancing. Our teachers have had to learn many new technology skills, such as videotaping lessons or learning new platforms for delivery (i.e., FlipGrid), in order to present information to students. They have had to become their own personal "geek squad" in order to complete the regular teaching and learning they did so naturally in their classrooms. The teachers have had to dedicate additional time for instruction of simple concepts as most things in the digital realm seem to take longer than when we are together in the same space. Finally, all staff (classified, certificated, and administrators) have had to learn how to cope with uncertainty on a level that makes it difficult to feel confident in your individual skills and abilities. The constant change in conditions and external expectations from the health department to social media has made the mental health of our employees and our students a top priority. Maintaining a positive "can do" attitude in order to best support our students is difficult, but our team in SUSD is doing the appropriate work to ensure all of us are prepared for the "new normal" of school in the age of COVID-19.

The Saugus Union School District community is varied in its response to COVID-19. While many families within the district believe that the "safer at home" orders and precautions are necessary, many others do not. Those individuals who desire that "school return to normal again" have voiced their concerns and in some cases asserted their rights to make different choices for their children's education. SUSD respects the values and beliefs of each of its families, of its staff members, and of its leadership. We believe that "Together WE Achieve More" and we have worked extremely hard to provide options for learning that allow all members of our community to continue their participation in learning and continue their participation in our journey toward Excellence in Elementary Education.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Saugus Union School District engaged in the following process to gather stakeholder input beginning in the spring of 2020:

- School-wide poll administered (5/14/20) regarding preferred school format/model
- Regular district-wide ParentSquare updates with accompanying response (over 27 since 3/13/20)
- Weekly parent check-ins for each family that included a comment section. Comments were monitored and shared by site administrators with District Office staff
- Weekly and/or bi-weekly Meet and Confer session with labor partners (Saugus Teacher Association (STA) & California School Employees Association (CSEA)).
- July, 2020 Coffee with Superintendent Sessions - 8 sessions (2 held in Spanish; 2 employees only) via Zoom. Presentation included use of the Zoom chat feature to record questions that were answered at the end of the presentation and used to create a 10-page FAQ related to school opening. FAQ documents and various other opening of school documents are available via the ParentSquare files section.
- July/August, 2020 Special Education Parent and Staff Meetings – meetings held by SPED staff to share information with parents and staff as well as respond to and collect questions
- Regular administrator meetings (2/month regular and various emergency meetings) to discuss developments and problem-solve protocols for addressing concerns of reopening schools for 2020-2021.
- Weekly Extended Cabinet meetings to share information from Opening Committees, to problem-solve issues, and to review current health order expectations.
- Committee to determine appropriate tasks for paraprofessionals (and others) during campus closure (included administrators, labor leaders, and classified staff)
- Board Presentations – 7/7/20; 7/21/20; 8/18/20; Special Meeting 6/9/20; 6/23/20; 6/26/20 – Each presentation included time for public comment
- Opening Committee Meetings (varied 2-4 times each month) – Curriculum, Health & Safety, Social Emotional Learning, Operations, Communications; members included all site administrators, district office leadership (administrators, TOSAs, nursing leadership, classified team members, and labor leaders), and Governing Board member representatives (2)
- Student re-engagement calls/meets logs by Counselors and Office Staff- Beginning September 1, 2020 to determine “why” a student is not engaging.
- PAC Meeting – September 3, 2020
- DELAC Meeting – September 2, 2020
- Public Hearing – September 15, 2020 and Approval – September 29, 2020

### [A description of the options provided for remote participation in public meetings and public hearings.]

Community members and district stakeholders are encouraged to participate in the variety of public meetings and/or hearings provided by the Governing Board or the District/Schools through the use of virtual meeting tools and telephone contacts. Each of the Governing Board meetings since March, 2020 has been held using a Zoom format that includes taking public comment via email, via Zoom meeting statement or via phone statement. Written email comments are included in the record to allow them to be shared with the public, while comments/statements are summarized for the record. Those without Internet access can participate in the meetings via the telephone. The phone contact information is posted with the agenda (both online and at the District Office) for people to gain access to the meeting. Again, during the public comment section, the Board President asks if anyone on the phone wishes to make public comment before closing the public comment section.

Other District/School site meetings related to COVID-19 are also held via the Zoom or Google Meets platform. In these meetings, chat questions are gathered during the course of the meeting. During the question and answer section of the meeting, each presenter answers as many of the written questions as possible. All questions are then used to develop frequently asked question (FAQ) sheets for those who could not attend the live meeting. In addition, parent and other stakeholder communications received via ParentSquare, District email, or personal interaction are compiled as part of the development of additional meetings, responses to issues, etc.

For our Spanish speaking community, the district offers regular translation support via live a translator and via translated documents. For example, the FAQ and the various presentations given to the Board have been translated and posted within ParentSquare for access by our parent stakeholders. All forms used for communication about school reopening have included a “stacked” translation feature to ensure that all data gathered is inclusive of Spanish speaking stakeholders. Finally, the Coffee with the Superintendent event (2 separate meetings) and the DELAC meeting were held in Spanish to ensure participation. If other languages are needed, those stakeholders can make a request for accommodations and the District will provide appropriate assistance, document translation, and additional meetings to address the language needs.

All meetings of the Governing Board are publicized through the District Website and through the posted agenda found outside of the District Office. All other meetings for school district families and stakeholders are publicized via our internal communication system (ParentSquare). This system includes our internal email/message communication, our newsletters, our emergency messages, etc. Parents/users can access via their email system, their computer or phone, or via the app for their phone. Messages and posts are pushed to users at their preferred response time for all district and site-specific notices. In addition, Coffee with Superintendent events and other such meetings are posted on the district social media pages.

### [A summary of the feedback provided by specific stakeholder groups.]

The following is a brief summary of the feedback provided by SUSD stakeholders:

- More live interaction needed – Parents and teachers have both desired additional, consistent live interaction as part of the digital teaching and learning process. Many of our teachers and families wish to return to the classroom for face-to-face instruction, however, they understand that this may not be possible until LA County is removed from the monitoring list.
- More digital tools available for instructional purposes – Teachers expressed desires for additional digital resources to support learning whether they were in the blended model or in the SDLA model.
- More access to print resources for students – Teachers and parents requested having access to student textbooks, workbooks, and online tools.
- More live services for special education students – Parents requested more access to some of the service providers available during classroom instruction (i.e., paraprofessional support).
- Planning time for digital learning – Teachers requested adequate planning time be made available for creating digital lessons/videos, engaging with individual students, and participating in professional development.
- Expand work around equity for all stakeholders – Parents have requested, through a variety of channels (i.e., emails, posts, meetings, etc.) that SUSD examine its work around equity, diversity, inclusivity, and implicit bias to ensure that students are engaging in a school environment that reflects them as individuals and supports their positive self-image.
- Provide school options for students who cannot or do not want to return to campus prior to a vaccine – While approximately 2/3 of the families wanted students to return to school, many of those without masks or social distancing, the remainder wanted a more restrictive option. Parents and staff desired options to allow them to maintain a more secure and less risk laden instructional process through offering a digital only learning model for the 2020-2021 school year.
- Provide opportunities for students to engage socially – Students have shared they want time online to see and engage with their friends in non-academic manners.

Several of the comments or feedback received from stakeholders are things that were also addressed by SB 98 and the opening of school for the 2020-2021 school year, but some of the concerns noted are things that are specifically addressed through actions and services stated in the LCP. For example, additional

digital tools were purchased for use during the 2020-2021 school year to support all students and unduplicated students in a variety of ways. A digitized version of Meet the Masters was purchased to provide consistent art instruction for all students and provide additional schema development for our high needs students (low-income and foster youth) as well as enrich the vocabulary development of our EL students. The Studies Weekly program was purchased to allow all students access to additional social studies content and grade appropriate expository reading selections. Rosetta Stone and Imagine Learning were purchased to support our EL students and our Dual Language Immersion (DLI) students with the language supports and intervention resources needed to help them be successful in a digital environment.

Saugus Digital Learning Academy (SDLA) was created to allow families who had concerns about returning to on-campus instruction the opportunity to have a rigorous school experience while remaining safer at home. This model also allows our students and staff who are health compromised to continue engaging in school.

The school day/week was structured to ensure that students have the appropriate number of instructional minutes (synchronous and asynchronous) while still allowing teachers time for planning and preparation of asynchronous activities (i.e., video creations, resource reviews, etc.). Teachers and other staff are also afforded time on Wednesday to participate in additional staff development to support digital learning, social emotional needs, equity and diversity, as well as academic programs and instructional strategies to best meet the current needs of their students.

We are addressing the social needs by the students by having “Wacky Wednesday” activities, “recess”, and lunch times that are supervised by classroom teachers and classified staff, but are not structured or academically focused. These opportunities are times for students to be together and to develop or maintain relationships with their peers.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

During our PAC and DELAC meetings the questions that were asked were of an individual or personal nature (i.e., how do I get a new Chromebook). These questions were answered during the meeting so the individual would be immediately informed. All members of the PAC and DELAC receive a copy of the DRAFT LCP (English and Spanish) and have been given the opportunity to comment directly via email or phone (using a translator if needed) to the Superintendent prior to the submission of the final plan for approval. As of the finalizing of the LCP (9/24/20) we have not received any written comments from members of the PAC or DELAC. While the questions received from the DELAC and the PAC were written into the “chat feature” during our meeting and are more individual/personal nature, they will be combined and posted with the appropriate written responses and the finalized plan (<https://www.saugususd.org/LCAP>).

All district stakeholders (parents and staff) received a copy of the DRAFT plan via ParentSquare on September 11, 2020 and it was posted to the district website for community member access. A special email address was created to allow for direct comment or questions to be addressed by staff ([LCP@saugususd.org](mailto:LCP@saugususd.org)). As of the finalizing of this plan we have not received comments at this email.

The feedback listed above was used to develop the plan. There were no public comments made during the public hearing held on September 15<sup>th</sup>, nor any comments made regarding needed changes to the plan prior to its final draft.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

As per Governor Newsom’s Order on July 17, 2020, SUSD cannot provide in person instructional offerings until LA County has had 14 consecutive days off of the state COVID-19 Monitoring List (moving from purple to red).

When SUSD can offer in-person instructional offerings we will have a Blended Learning Model for all students who desire on campus instruction. The Blended Learning Model includes two days per week of on campus instruction in a small consistent cohort and three days of digital only learning. While the cohort’s alternate days of the week that they attend campus, teachers are instructing both cohorts each day to meet the demands of daily live interaction when students are learning digitally/distantly. On the days that students participate in digital learning they will receive digital interaction with their teacher in the afternoon following the dismissal of the on-campus cohort.

Wednesdays will continue to be a modified learning day for all students to allow teachers ample time for professional planning and lesson development for the digital portion of the model. Teachers will meet with their class for live interaction that has a social-emotional focus to maintain student relationships and school engagement. Wednesdays will also allow for an emphasis on intervention and enrichment. Students will have access to a variety of arts, music, PE, etc. lessons that they may engage in digitally. Students will also have assigned time for intervention and/or enrichment by using the digital platform from i-Ready as a tool for closing the gaps or “learning loss” that may have occurred for an individual student. i-Ready provides English Language Arts (ELA), mathematics, and literacy preparedness information and lesson support for students and teachers.

SUSD participated in the creation of the Los Angeles County Office of Education (LACOE) Planning Framework for reopening schools in 2020. Part of this framework was detailed matrices related to all of the considerations needed when reopening schools (i.e., access to campus, hygiene practices, PPE, cleaning, etc.). We established a Health & Safety committee to consider all of the criteria provided by LACOE and the Los Angeles County Department of Public Health. We have and are currently implementing the LADPH guidance for K-12 schools to ensure that all employees and students who are on a school campus are experiencing a safe/healthy environment. SUSD has implemented symptom checks for all employees and students (when they return) through our ParentSquare system. SUSD has purchased hand sanitizer stations for use when students enter campus, enter the lunch area, and for use at recess. Additional sanitizer stations are provided for multiple use items such as copy machines and in areas where soap and water are unavailable. PPE (i.e., masks, face shields, gowns, gloves, etc.) are provided for all students and employees as appropriate to their assignment/tasks performed. All students and staff have been/will be provided with two cloth face coverings. SUSD has worked with our transportation provider to ensure that they implement and follow all of the LADPH protocols around transportation (i.e., appropriate seating of students, use of PPE, etc.). Copies of the current health orders from LADPH can be accessed on the District’s COVID-19 webpage. This webpage also includes other important health and safety information/links as required by the LADPH orders.

SUSD teacher teams collaborated to develop district-wide pacing guides, assessment, and instructional support tools to ensure that there is parity and alignment between classrooms, school, and learning models (i.e., SDLA and Blended Learning). All teachers are using these tools as a foundation for their instruction to ensure that students participate in rigorous, grade-level appropriate instructional activities. SUSD will monitor student achievement through use of assessments in i-Ready, the TOMS Interim-Assessments (IAB), and use of Next Gen Math assessments. During the 2019-2020 school year SUSD began implementation of a formal Professional

Learning Communities (PLC) to foster the cycle of continuous improvement and to address the achievement gap within SUSD. This structure has been enhanced with the collaboration necessary to meet the needs of the COVID-19 crisis. During the 2020-2021 school year, SUSD will continue with its regular district assessment cycle for ELA and math. This cycle will provide teachers with information for the design and implementation of grade level instruction as well as provided information for intervention activities needed for individual students. This information will be used in conjunction with the data provided from the i-Ready assessments to design online interventions for students throughout the year. The online activities and assessments can be completed whether the campus is in a blended learning cohort model or in a fully digital learning environment.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
1. LLMF: Purchase a variety of Personal Protective Equipment (PPE), health and safety tools (i.e. hand sanitizer stations, sanitizer, etc.), and cleaning materials to support the health and safety of all students and staff.	\$850,000	N
2. LLMF: Provide tutoring support for all students (blended and digitally) to address learning gaps identified by i-Ready Diagnostic Assessment, IABs, Next Gen Assessments, etc. to support all student’s attainment of grade level standards.	\$1,000,000.00	N
3. LLMF: Provide additional staff to meet demands of providing small cohort instruction for identified student groups (EL, low-income, foster youth, and special education) while maintaining safety protocols outlined in LADPH orders/protocols (i.e., custodial support, classroom supervision, teacher support, etc.)	\$250,000	Y
4. LLMF: Provide additional staff to meet demands of providing on-campus blended learning activities for all students while maintaining safety protocols outlined in LADPH orders/protocols (i.e., custodial support, classroom supervision, teacher support, etc.)	\$150,000	N
5. Supplemental: To better addressed the assessed needs of our unduplicated students (EL, low-income, and foster youth) we will build Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of our UDP students and to better address the language needs of our EL students. This includes professional development and curriculum development activities around PLC tenets. (LCAP 1.11.1)	\$190,700	Y

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

SUSD uses curriculum guides and pacing plans to ensure that California State Standards for the subject areas are addressed in each of its classrooms at each of its grade levels. Critical standards (“promise standards”) have been identified and are provided with additional time and emphasis throughout the school year. The District also ensures that all students have access to state approved and district adopted instructional tools to provide consistency in rigor and alignment to grade level standards. Finally, SUSD has implemented a district-wide assessment system to ensure that students across all schools and programs are achieving. These assessments allow the district and individual schools to provide intervention and enrichment that is appropriate to the skills mastered by the individual students and classes. Regardless of the model for school attendance (blended or digital), SUSD will use these tools to design the learning opportunities provided to its students.

In addition to our traditional textbook instructional resources, SUSD has purchased several tools that allow students digital resources to both supplement the core and enhance their learning. For example, we invested in Studies Weekly to provide additional digital resources and content specific reading passages for students who are learning social studies content. We continued our work with Next Gen Math to allow students digital tutorials and assessments specifically aligned to grade level standards (claims and targets) so they may have additional practice and support, but we extended this tool to grades K-2 for the 2020-2021 school year. We also are providing social emotional learning lessons (Sanford Harmony), art and music lessons (Meet the Masters, Cal Arts, etc.) and digital PE lessons to continue providing students with a well-rounded full subject content curriculum. These tools and platforms are in addition to expanding our use of Google classroom with G suite and the inclusion of Screencastify, FlipGrid, and SeeSaw to refine how instruction is delivered and how students can respond.

Supplemental tools for addressing learning loss and achievement gaps are fully explored later in this document, however, a key element that is part of our new digital resources is the district-wide use of i-Ready. This tool allows teachers to assess students’ knowledge of grade level learning in ELA and math. It further allows them to customize the intervention or enrichment path for each individual student.

Finally, SUSD created two instructional models for student enrollment – a Blended Cohort Model (i.e., on campus 2 days/week and digital 3 days/week) and Saugus Digital Learning Academy (SDLA: 5 days/week of digital learning). SDLA allows families with health concerns or who simply desire staying safer at home to engage in a fully digital learning format using the same curriculum and resources as that of the Blended Model classrooms. By providing this option, we hope that families will not need to engage in multiple transitions between brick and mortar classes and digital only learning. Currently, SDLA has approximately 3,200 students enrolled. The teachers and students within the academy classes will remain consistent throughout the school year. Blended Cohort classes are currently in a digital only mode, but will return to the school campus for the blended model once we have DPH approval. Again, these classes will continue with their assigned teacher and classroom peers to allow for maximum consistency of learning.

Creating enrollment stability with our Blended Cohort Classes (i.e., on campus 2 days/week and digital 3 days/week) and SDLA (5 days/week of digital learning), maintaining our core curriculum resources and standards aligned pacing, maintaining our district assessment process, and providing the same instructional and digital tools to all students, SUSD is prepared to manage the challenges faced with the transitions that will arise during the continuation of this pandemic and throughout the school year.



## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

SUSD provides 1:1 Chromebook devices to grades 3-6 students and 3:1 Chromebook devices to grades TK-2 students. During the spring of 2020, it was determined that we would need approximately 750 additional Chromebooks to ensure that all students TK-6 have access to a district provided device. These devices were ordered and are currently being provided to students. TK and K students receive touch-screen Chromebooks, special education students receive a Chromebook unless they need a different tool of adaptive technology to assist with their individual needs, and preschool students have access to an iPad or touch screen Chromebook as appropriate.

Connectivity continues to be challenging as current area providers are struggling with the demand of live streaming from so many different locations. Most students have access to home-based Internet services, but those that do not are supported on an individual basis. If a free Internet service provider program is available and applicable, then staff assist families with registering for the service. If mobile hotspots are needed for connectivity in more remote or poorly serviced areas, then the district provides these hot spots. Finally, all school sites Internet capability is fully accessible from the areas immediately surrounding the individual school sites. Students may use the school-based Internet with the school-based device from the school parking lot or surrounding areas as feasible.

Finally, the district is working on a connectivity “study” to determine if there are specific areas and specific carriers that are more problematic than others to see if we can facilitate boosted signals or supports from those providers.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

SUSD monitors student attendance and participation through the use of the formats required by SB 98 - daily attendance, daily participation/engagement, and assignments log. Students are marked as “present” if they attend the live interaction session(s), if they participate in their digital assignments, if they participate in a phone conversation, including a back and forth exchange with their teacher, or if they do a combination of these activities. Attendance is monitored via Infinite Campus and recorded by 3:00 pm each day. Teachers also record, daily, how the student engaged in learning by use of the participation grid provided by CDE (<https://www.cde.ca.gov/fg/aa/pa/documents/template.pdf>). Teachers monitor students access to the digital platforms and assignments by monitoring student access to Google Classroom and the Clever Portal. Accessing them and submitting assignments is considered engaged, but work is evaluated using traditional grading practices. Each week this grid is submitted to the office for review by site administration and office staff for engagement. If a student is only accessing a single mode of instruction, missing several days of school, or only participating in the phone call mode, then outreach for re-engagement occurs (see tiered system below). Finally, teachers create a live interaction schedule (synchronous) and Google Classroom assignments (asynchronous) that are maintained each week. This is in addition to the graded assignments kept by each teacher for creating the trimester grade.

All students are expected to participate in daily live interaction between their teacher and their peers as part of the SB 98 requirement and as part of SUSD expectations. Teachers schedule this time to best meet the needs of their individual students. This can include a single session of small group instruction for a minimum of 60 minutes or can be a combination of whole group and small group interactions throughout the school day. Individual teachers determine how to group and schedule all live interaction times, but each student is required to participate in a minimum of 60 minutes of live interaction time each day. The asynchronous instructional time is structured for the grade levels to include the following:

- Example: TK-K (180 total – 60 live interaction = 120 minutes asynchronous activity)

- Example: 1-3 Grade (230 total – 60 live interaction = 170 minutes asynchronous activity)
- Example: 4-6 Grade (240 total – 60 live interaction = 180 minutes asynchronous activity)

While each of these timeframes is the minimum expectation, individual teachers will vary these times as the needs of their students/class require. All will participate in instructional activities, asynchronous and synchronous, for a minimum of the total instructional minutes required each day. Wednesdays are used for intervention and enrichment activities. While total instructional time includes the same number of minutes indicated above, the live interaction time is approximately 30 minutes and the focus is on social emotional learning (SEL). The asynchronous activities included PE, Art, Music, and the 90-minute minimum of i-Ready work.

Teachers will continue to evaluate student work (class participation, written or oral assignments, etc.) using District Board Policy and standard grading practices. Monitoring of “participation/time value” will continue to be done by individual teachers using their professional expertise in designing appropriate lessons, activities, and practice for students. Teachers are responsible for ensuring that students learn and have access to all grade level appropriate standards. Teachers are also engaged in the results / achievement of their students on the variety of district assessments administered throughout the year. By engaging in the assessment data review and evaluating the classroom assignments teachers will be able to determine the appropriateness of the work assigned and the time spent on each assignment. Feedback will be provided to families and students on a weekly basis to ensure that students are maintaining engagement and fully participating in the learning activities. Regular district assessments will be required each trimester and teacher/grade level created assessments will be given to monitor student achievement and mastery of standards instructed. In addition, the i-Ready diagnostic assessment will be administered as prescribed to support closing individual learning gaps and measure overall achievement.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

All SUSD teachers are equipped with a laptop computer to use at home or in their classrooms. All SUSD teachers have an Instructional Flat Panel (IFP) device in their classrooms and all teachers working from home may request use of an iPad device as an “at-home IFP”. In addition, SUSD has provided a variety of digital instructional tools for use during both digital learning and classroom learning. These digital tools include Sanford Harmony (SEL), Next Gen Math, Wonders digital platform, STEMScopes, Studies Weekly, See-Saw, FlipGrid, Go-Guardian, G Suite Enterprise level, Quaver and CalArts Music, Meet the Masters digital, PE and mindfulness lessons created for online viewing, Screencastify, Studies Weekly, i-Ready, Rosetta Stone Language Learning, etc.

To support teachers within the SDLA and the digital component of the Blended program, SUSD has two full time Teacher on Special Assignment (TOSA) positions focused on instructional technology. Together with the six other TOSA members these teachers designed weekly professional development for teachers to access and provided numerous training sessions in both the spring and summer to support teacher development of digital learning skills. Each school is assigned a TOSA point of contact to ensure that teachers have direct access to support and assistance with instructional and potentially technical issues. In addition, the district has implemented a new electronic work order system for technology services. This will allow for greater efficiency and data tracking to ensure that problems are addressed appropriately and in a timely manner. We have our IT department staff assigned to individual school sites to ensure efficiency in responding to work orders and support needs.

To further support of teachers and parents with technical issues related to use of the varied learning programs, our TOSA team has created instructional support videos and FAQs that are posted within grade level support rooms on social media and on a parent website (<https://sites.google.com/saugusud.org/remotelarning/home?fbclid=IwAR0sMtoev4Bnblcw7foTqHOIWopF9nZmr1-QgOXvcYkwRDmaiBBGN6cJWmU>). This tool provides families with support at times when staff may not be available, but digital learning is occurring.

Professional development was provided between August 3<sup>rd</sup> and August 11<sup>th</sup> for all SUSD teachers and other certificated staff to support the implementation of the new digital platforms, curriculum, and process developed for the 2020-2021 school year. In addition, teachers have 2 hours per month of SEL training scheduled for Wednesdays. This is in addition to the early release training time (13 Wednesdays) that are part of our Collective Bargaining Agreement (CBA). SUSD understands, however, that teachers will need continued ongoing support with effectively using digital tools and striving to meet the demanding state standards in this truncated format. The TOSA team, therefore, provides regular ongoing support and office hours for teachers during the school day (8 am – 3 pm). These sessions include one on one tutoring support and group presentations related to the needs expressed by teachers.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

All SUSD employees have retained their titles and roles in the 2020-2021 school year, each classification has been asked to “step up to the plate” in relation to completing necessary tasks related to campus closures, COVID-19, digital learning, etc. All staff have learned new skills around technology (i.e., use of Google Meets/Zoom, use of Google Classroom, etc.) and each has become their own individual version of the “help desk” as we all try to navigate this ever-changing landscape. Non-classroom based certificated staff (i.e., counselors, psychs, nurses, etc.) continue with their regular assigned duties as the support services they provide are still relevant and/or required in a digital and blended environment. Some health staff also support various task force needs related to suspected illness due to COVID-19. Many of our classified staff members have stepped in and are working to provide needed services that may not generally be part of their current job title or description. For example, staff that are normally tasked with supervising or supporting students (i.e., library assistants, para professionals, instructional assistants, noon supervisors, etc.) have pitched in to do a variety of academically related and social emotional support tasks during this time. The following are examples of support tasks:

- Assist in distribution of student materials (i.e., Chromebooks, textbooks, etc.)
- Assist in distribution of student meals daily
- Assist in contacting families for students who do not attend the live interactions or who do not engage in the online activities
- Assist in room set-up, sign distribution, floor markers, etc.
- Create video story times for use on Wednesday digital learning
- Provide family and student support with language (i.e., phone contact to further explain translated documents)
- Provide regular outreach for students enrolled in SDLA to maintain connection to home school

Currently all of SUSD’s classified support staff are on site completing their regularly assigned duties or participating in the various adjunct tasks described above. Our transportation staff and our food services staff are contracted to outside providers, but currently each group is providing their services in a modified format. Transportation is transporting special education students for small cohort instruction and food services provides grab-n-go meals at each campus.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

As the details of this plan were designed from the general, all students, to the specific needs of individual groups of students or even individual students, school site and district staff were included in the process. District staff include site administrators, teacher leaders, counselors, social workers, etc. so that all aspects of individual student groups could be considered. The District also used its administration leadership responsible for each unique group to advise the plan to ensure that the needs of these students and families were met. Finally, the data gathered from parent emails, check-ins, meeting comments, etc. were used to ensure that the needs/concerns of these pupils was appropriately addressed. The following information is related to supports for our pupils with unique needs:

**English Learners:** SUSD EL Coaches have designed English Language Development (ELD) lessons and activities to meet the demands of the nearly 1,000 EL students within the school district. EL students are expected to access core curriculum from these resources a minimum of 30 minutes each day. In addition to the regular ELD instructional activities, SUSD has purchased Rosetta Stone to provide additional support to our English Learners with accessing appropriate models of English during the fully digital learning experience. Rosetta Stone will continue as a piece of the digital support when we return to a Blended Cohort model and are able to engage in in-person instruction for a portion of the week. In addition, school staff have been assigned to contact these students to speak with them in English to assist them in maintaining their oral communication skills. The District Translator provides one-to-one support to parents as needed. ParentSquare communications also offers parents' their language of choice. Additional language services are offered through the District Translator, EL Family Liaison, and a contracted translation company. EL students, like all students, participate in the regular SEL activities included in their daily live interaction and asynchronous learning to help them with the connectedness needed to maintain appropriate learning and skills.

**Foster Youth** (less than 10 students): SUSD's Homeless/Foster Youth Liaison is actively communicating with each individual family on a regular basis and collaborating with other SCV school districts, community organizations and Department of Child and Family Services to maintain up-to-date information and provide available resources to students in need. District staff attend LACOE Student Support Services meetings to understand current guidance and obtain additional resources for families. District provided counseling services are provided to these students to assist them with any needs they have during this very isolated time. Foster youth are provided with all technology and school supplies needed to be successful in the digital and blended learning programs. These students also have access to all meal services provided by the district.

**Homeless Students** (less than 75 students): Technology has been the most immediate support that we are providing to students at this time. We are ensuring that all students have a device and internet access at home to participate in distance learning. For those students that do not, we are providing them with Chromebooks and individual hot spots. In addition, the District has pre-filled backpacks with school supplies to assist students with their classwork. Meal support (5/day) is provided at all schools. Families are being given information for local resources to help with specific needs, such as free groceries, free/low-cost internet, low cost housing, and social services programs for extra food benefits and rent relief. Additional resources (Wi-Fi services, groceries, medical/dental services, mental health services) are being provided to our Homeless families, but are available to any student/family who is in need of assistance. District provided counseling services are provided to these students to assist them with any needs they have during this very isolated time.

**Students with Exceptional Needs:** Students with exceptional needs are receiving online live interaction services and asynchronous services to meet their IEP service requirements. All related services (counseling, APE, speech, OT, and PT) are provided as close to the minutes in the IEP as written. Academic services or related services that need a change in provision during the distance learning period will be directly communicated with the student's parents or guardian. Additionally, we are providing paraprofessional (paras) support via online strategies to allow students to better access the curriculum and get much needed supports. The paras received 8 days of training sessions to prepare them to support students with the various digital platforms. We have provided touch screen Chromebooks for our preschool students to ensure consistency as students move through the system.

We have purchased additional on-line programs to help support students during distance learning, some are on-line tools and others are hard copies. Some of these programs purchased are: Ultimate SLP, Boom Cards, Wonder-works, Orton Gillingham. Our students have access to all of the gen ed tools and programs that the District

uses for core instruction and supplemental support. Our teachers, with the help of paras, are creating individualized task boxes and other types of hands on curriculum for our students to access while at home.  
 For students who struggle to fully access the digital program, we are designing a process to bring these students to campus to receive face-to-face support in accessing their program and services.

**Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
1. LLMF: Purchase and implement digital platforms to supplement the core subject areas (i.e., Studies Weekly, i-Ready, Next Gen Math, G Suite, etc.) for all students to meet needs of digital only and blended learning environments.	\$950,000	N
2. LLMF: Provide instructional materials and supplies needed for distance/digital learning (i.e. copied items, tools, etc.) for all students.	\$400,000	N
3. LLMF: Provide professional development to teachers, administrators, and classified staff in a variety of online platforms and curriculums to support digital learning for all students (i.e., Studies Weekly, Meet the Masters, etc.).	\$200,000	N
4. LLMF: Provide professional development to teachers, administrators, and classified staff in a variety of online platforms and curriculums to support digital learning of EL, low-income, and foster youth students (i.e., Rosetta Stone, Imagine Learning, etc.).	\$300,000	Y
5. LLMF: Provide additional technology tools (i.e., Chromebooks, iPads, hot spots, video systems, etc.) to allow all students and staff with appropriate digital access to instruction.	\$950,000	N
6. LLMF: Provide tutoring support for all students (blended & digitally) to address learning gaps identified by i-Ready Diagnostic Assessment, IABs, Next Gen Assessments, etc. to support all student’s attainment of grade level standards. (Duplicate from In-Person Table #2)	\$1,000,000.00	N
7. Supplemental: To better addressed the assessed needs of our unduplicated students (EL, low-income, and Foster Youth) we will build Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of our UDP students and to better address the language needs of our EL students.	\$190,700	Y

This includes professional development and curriculum development activities around PLC tenants. (LCAP 1.11.1) (Duplicate from In-Person Table #5)		
---	--	--

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

SUSD purchased i-Ready in the spring of 2020 as a resource for addressing learning loss and as a resource for addressing digital assessment needs for students. The i-Ready platform provides appropriate screening assessments (i.e., early literacy screening) and provides grade level aligned assessments to allow teachers to better understand the current level of skills of individual students in the areas of English Language Arts and Mathematics. Starting in August 2020 Saugus Union implemented an additional component of i-Ready called the Teacher Toolbox. This digital online toolbox allows the teacher to look at the i-Ready learning path of each student and quickly identifies specific targeted areas where students are struggling. Once these specific targeted areas are identified the Teacher Toolbox provides teachers with instant access to lessons and strategies designed specifically for the correlating California state standard which the student is struggling with. Lessons can be delivered during synchronous digital live instruction with a teacher, or through added online asynchronous lessons completed with the computer independently, and can be used in small group instruction live at school once state and county levels and permissions are stabilized. Students who are in English Language Development classes and have specific learning needs and are grouped for EL intervention group added instruction online and or during approved small group intervention can be assigned lessons within their i-Ready learning pathway for additional online asynchronous practice and teachers can also use EL student indicators within i-Ready lessons and assessments correlated with their appropriate ELPAC level of ELD instruction to pull lessons from the teacher toolbox which will apply directly to the students language development learning needs. Combining the use of the i-Ready assessments with the current CAASPP interim benchmarks, SUSD has developed a system for understanding the current achievement level and progress of its students throughout the year. Students will take the math and reading diagnostic assessments from i-Ready in the beginning of the year (August/September) and again in December to show growth and to guide instruction, and finally at the end of the year as a summative assessment will look at each student and their individual achievement for the year. Students in grades 3-6 will take the interim benchmark assessments 3 times during the school year based on the instruction provided during that specific trimester. Students in grades TK – 2 will take common formative assessments to monitor their progress in ELA and Mathematics.

The i-Ready program provides students with grade level lessons, but also provides students with individualized ELA and Math learning paths and it provides lessons to address learning gaps identified through the assessment and lesson practice. i-Ready provides students with enrichment or challenge activities to extend or refine known skills. This approach allows students weekly lessons to specifically address their individual learning needs with both remediation and above grade level enrichment.

SUSD will continue its work with mathematics tutoring (grades 3-6) by providing additional learning opportunities beginning in early October, 2020. This program is offered at every school site and is focused on increasing student achievement in the area of mathematics through better understanding the mathematical vocabulary needed to fully participate in the rigorous grade level standards. Teachers will continue using grade level California standards identified by collaborative teacher groups as promise, or essential, standards, the TOMS resources provided on the CAASPP site, and our Next Gen Math program to provide appropriately rigorous and targeted support for grade level learning.

In addition, approximately 40 primary teachers and 8 site administrators, are participating in the “Get Reading Right (GRR)” literacy training and implementation program to strengthen our early literacy curriculum and instructional strategies across the district. Students will participate in three early literacy assessment administrations and lessons aligned to increased reading proficiency as part of each teacher’s participation in the training model. Simultaneously the two Saugus Union ELA teachers on assignment will provide staff development on phonics and reading instruction to K-2 teachers and will work with teachers as instructional coaches to refine practices and work in classrooms alongside teachers as we build the capacity of our early literacy teachers to ensure all students are reading at level by third grade. Additional learning opportunities will be provided to students needing additional ELA tutoring (K-2) beginning early October, 2020. Pre and post data will be recorded and kept on phonics reading inventory common assessments to provide data to teacher and grade level teams who will use results to maintain a continuous cycle of instruction and intervention throughout the school year. The phonics and reading inventory assessment will be given 3 separate times over the school year to determine intervention effectiveness and next steps in planning ELA first best instruction ELA intervention. This data will be compared to i-Ready online assessments and grade level and teacher created common formative assessments.

### **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

All students, regardless of subcategory, will be involved in rigorous, standards aligned, grade level instruction. All students will experience that curriculum through use of our core adopted instructional resources as well as a variety of supplemental materials provided by the district, individual school sites, and individual teachers to meet the needs of specific groups of students. SUSD has created district-wide curriculum guides and pacing documents to ensure that instructional time is maximized by emphasizing the most important grade level standards (i.e., promise standards). Intervention programs and groups, differentiation of instructional strategies, and outreach assistance and support will differ for students who are low income, foster youth, and or homeless based on the achievement data of common formative assessments, summative assessments, and ongoing classroom and teacher observations for each individual student. Teachers and Administrators together in SUSD understand the value of continuous improvement as they work collaboratively to create, learn, and refine our commitment to Professional Learning Communities. Evidence of this is recorded by the Ventura County Office of Education facilitation and documentation of staff participation and outcome of school data goals and increases in student achievement. SUSD also is proud to have two principals who have been selected or invited to become PLC facilitators for Year 1 school sites from outside our district who are entering the PLC process. Within our grade level PLCs and our school level leadership PLCs teachers and schools implement PLC practices where they analyze grade level data and drill down to individual student performance and needs. Students who struggle within a subject, concept, or are identified to have a social emotional need are placed in immediate intervention groups where remediation and additional instructional opportunities are implemented in order to meet the identified needs of each student or group of similar students depending on CFA outcome and performance. As students receive additional help, support, or services and ongoing assessments monitor progress, students fluidly move from one intervention group to another, or into the group demonstrating no intervention needed, and repeated cycles of ongoing inquiry and CFAs which continue to drive instruction and determine immediate needs or changes in each students’ unique learning path. During the current COVID reality, digital learning platforms, and ongoing isolation teachers are challenged with new types of challenges and needs with their students. With the implementation of both synchronous and asynchronous daily instruction, SUSD teachers and administration continues to reserve time for increased opportunity for teachers to work together in planning and collaboration. For the 2020-21 school year teachers, teacher union leaders, and administration worked together to increase dedicated paid time for teachers to plan, collaborate, and analyze data to determine next steps in their students’ educational journey which provides the time needed to teachers to adjust and compensate for the considerations of their new learning environments.

In addition to the programs described above, specific categories of students will be supported in the following:

**English Learners** will be monitored and supported by additional personnel at each school site from an ELD site coach who will collaborate with students, the classroom teacher, and administration to ensure students are receiving appropriate services, instruction, and assessments as defined by the state of California. To address the learning loss due to COVID, their classroom teachers will post the lessons in Google Classroom and interact with each student providing feedback and support daily. Teachers were trained by Rosetta Stone Language Learning in order to support and deliver individualized lessons to students. Teachers will assign students to complete daily Rosetta Stone lessons interaction and will monitor progress and differentiate instruction to meet the needs of the individual students. The district will monitor site and student use of the Rosetta Stone program and will work with site teams in order to ensure students are regularly using the program and all components effectively. All English Learners in SUSD complete daily lessons through the EL ACHIEVE program which supports students in their learning pathway and supports teachers as they plan and deliver appropriate lessons to their EL students and the appropriate language support level. Teachers will give students E.L. Achieve unit assessments to assess students' learning status in English language development and adjust instruction as determined by the results. Additional school staff have been assigned to contact these students to speak with them in English to assist them in maintaining their oral communication skills. While supporting students with instructional questions with daily class and homework, they will also connect with the parents in order to make sure communication barriers are removed between the home family unit and the teacher and or school setting. The district translator stationed within the district office provides families and parents language support to individual families, and groups of parents as they attend district or school functions. They provide individual parent support as they access various technology platforms and assist with school and district communication set up and troubleshooting. Staff within SUSD use an online communication system for email, text, school communications and ongoing updates via ParentSquare. ParentSquare communications offers all parents the ability to select all communication to be automatically translated to a language of their choice. Additional language services are offered through the district translator, EL Family Liaison, and a contracted translation company which allows Saugus to translate into most languages we might have a barrier with. Recently SUSD has been able to increase bilingual technology support by offering parent direct access to a bilingual information technology employee who can build student and parent confidence and effectiveness with help troubleshooting use and issues with student Chromebooks and other district technology devices and platforms. Along with technology support parents and families will also be offered training on how to use their devices more effectively within their learning day which will build confidence, engagement, and achievement when working from home and in class. Without the support and results from the summative ELPAC assessment in the Spring of 2020, school site teams collaborated using common formative assessments, the i-Ready program diagnostic results, prior years determined proficiency levels, and classroom teacher assessments and observational data to assure the proper support for each student. In the fall we will administer the optional summative ELPAC in order to ensure students are placed in correct levels and are receiving ELD at their appropriate levels, and have the opportunity for reclassification as indicated by the increase in student achievement and related results from ELPAC testing. In September and October 2020, we are implementing additional learning opportunities where small groups of students are provided in-person English Language support, academic intervention support, as well as social emotional support to help increase engagement and achievement within their learning. Students will have access to vocabulary rich environments and will benefit from assistance from both the teacher, other school site personnel, and will have increased opportunities for social and academic language practice with staff and peers.

**Low-income, Foster Youth & Homeless:** We are ensuring that all students have a device and internet access at home to participate in distance learning. For those students that do not, we are providing them with Chromebooks and individual hot spots. In addition, the District has pre-filled backpacks with school supplies to assist students with their classwork. SUSD's Homeless/Foster Youth Liaison is actively communicating with each individual family on a regular basis and collaborating with other SCV school districts, community organizations and Department of Children and Family Services to maintain up-to-date information and provide available resources to students in need. District staff attend LACOE Student Support Services meetings to understand current guidance and obtain additional resources for families. Meal support (5/day) is provided at all schools. Families are being given information for local resources to help with specific needs, such as free groceries, free/low-cost internet, low cost housing, and social services programs for extra food benefits and rent relief. Additional resources (Wi-Fi services, groceries, medical/dental services, mental health services) are being provided based on individual family needs.



### **Students with Exceptional Needs:**

To address learning loss with our students with exceptional needs we are working with their Individualized Education Plans (IEPs) to ensure that appropriate accommodations and support services are being provided as well as ensuring that any services designed to mitigate learning loss are also aligned to each student's IEP. We have ensured that all special education students have access to a device so that they can participate in daily instruction supports and services. In some cases, students have both an assistive technology device and distance learning device (i.e., iPad and Chromebook) so that they can fully participate. We have provided teacher training on the different instructional platforms so that they are proficient on providing rigorous lessons and specialized academic instruction aligned with the student's IEP goals and grade level curriculum. Each student has an individualized plan that has been communicated with the family. If the student needs additional live support beyond the 1 hour of live teaching, they are being pulled into additional instructional support groups that are facilitated by our paraprofessionals or teachers. We have provided specific training for our paraprofessionals so they can support students virtually with the on-line tools. Some paraprofessionals are supporting students during their live sessions and/or in additional support groups after the live instruction. For students who have exhibited learning loss or regression, IEP teams are discussing how to increase supports and services to meet their needs. For students who may need face to face support, teams are considering if this option is appropriate to provide one to one services and support to that student in addition to their synchronous instruction. All teachers will be providing IEP benchmark data so that they can monitor the students' progress and communicate that with the parent. For students who are not making the expected progress on their benchmarks, will have a meeting to discuss additional supports and strategies.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and/or support provided to students to address learning loss will be measured using a variety of both formative and summative assessments throughout scheduled regular intervals during the 2020-21 school year. Assessments will be teacher and grade level created Common Formative Assessments used to identify and create additional learning interventions for students not demonstrating mastery of first best instructional delivery within the main instruction during classroom learning time.

The following are examples of metrics used:

**Attendance and Engagement (formative):** Students attendance and engagement will be closely monitored by teachers and administrators. This will help us to see if students are participating in daily activities and learning. This monitoring will enable us to reach out to individual students and families in need of support so that each student is supported academically, socially, and emotionally according to their level of need.

**Assignments (formative):** The work assigned to students during tutoring time or in small group intervention time will be assessed by the individual teacher to ensure skill attainment and necessary re-teaching of skills.

**Teacher and Grade Level Common Formative Assessments (Formative):** SUSD teachers within all grade, school, and district levels create and use Common Formative Assessments (CFAs) as part of the Professional Learning Communities process. Essential standards determined and agreed upon by staff are monitored closely using weekly or regularly scheduled CFAs to monitor student progress, create fluid intervention groups, and to revisit topics with interventions based on individual, class, and graded level student data. CFAs are a continuous cycle of inquiry providing feedback to teachers, students, and families as we work together collaboratively to monitor and ensure high levels of learning for all, without anyone being left behind. CFAs are used in ELA and MATH with classroom teachers and teachers delivering English Language Development monitor students' progress and adjust instruction using CFAs as part of the constant cycles of inquiry and assessment needed to adjust and differentiate to ensure English Learner progress towards language proficiency and reclassification.

**Next Gen Math Assessments (formative & summative):** The lessons, tutorials, and accompanying quizzes will be used to determine student mastery of specific mathematics skills and provide information to classroom teachers on how best to design future lessons. This tool will also be used to provide classroom-based assessments on sets of grade level mathematical skills learned.

**i-Ready Diagnostic Assessment (formative):** This assessment provides teachers with current skills knowledge compared to grade level standards to assist teachers in interventions of missing skills. This assessment is also part of developing the individualized online instructional program for each student as the program is designed to address deficits in learning and enhance known skills. The adaptive diagnostic will be given in August 2020, December 2020 as a formative assessment which will be used by teachers and administrators to inform and guide individualized instruction for all students regardless of their level.

**i-Ready Summative Assessment (summative):** The final i-Ready Assessment at the end of the school year is a summative look at each individual student and their growth and achievement according to their individualized learning path. Each student has their own learning path which will minimize learning loss, maintain student achievement at their grade level, or can excel them above grade level depending on how each student performs. This summative assessment provides feedback for the student, their families, and helps the school and staff with student placement for the next school year.

**CAASPP Interim Assessments (formative):** This assessment is used to ensure grade-level appropriate assessments of instructed skills. Teachers will use the information gathered from these assessments to provide additional instruction, correct misconceptions, and determine mastery.

**English Language Acquisitions/Progress (formative):** We will use weekly formative assessments built into the EL Achieve program to guide and adjust instruction. Unit assessments provided within the program will allow us to monitor progress in English of all of our EL students. Units are approximately 5 weeks over the course of the year and 6-unit assessments are used to guide instruction. Additionally, our core curriculum Wonders program includes quick check assessments designed to monitor progress of English Learners and included unit assessments given approximately every 6-weeks.

**ELPAC Assessments (summative):** English Learners will be assessed using the ELPAC as an initial assessment once they begin school and or enter the country/district. In October, 2020 English Learners who have demonstrated proficiency in previous ELPAC summative assessments and classroom work, assessments, and online platforms will take the Optional Summative ELPAC which will allow teachers to adjust levels and instruction to better meet the needs of students and will allow reclassification for those students who qualify. Finally, in the Spring of 2021 students will take the yearly summative ELPAC assessment which will allow levels to be adjusted according to student outcomes and would allow students to reclassify once all criteria have been met.

### Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
1. LLMF: Purchase and implement digital platforms to supplement the core subject areas (i.e., Studies Weekly, i-Ready, Next Gen Math, G Suite, etc.) for all students to meet needs of digital only and blended learning environments. (Duplicate from Digital/Distance Table #1)	\$950,000	N
2. LLMF: Provide instructional materials and supplies needed for distance/digital learning (i.e. copied items, tools, etc.) for all students. (Duplicate from Digital/Distance Table #2)	\$400,000	N

3. LLMF: Provide professional development to teachers, administrators, and classified staff in a variety of online platforms and curriculums to support digital learning for all students (i.e., Studies Weekly, Meet the Masters, etc.). (Duplicate from Digital/Distance Table #3)	\$200,000	N
4. LLMF: Provide professional development to teachers, administrators, and classified staff in a variety of online platforms and curriculums to support digital learning of EL, low-income, and foster youth students (i.e., Rosetta Stone, Imagine Learning, etc.). (Duplicate from Digital/Distance Table #4)	\$300,000	Y
5. LLMF: Provide tutoring support for all students (blended and digitally) to address learning gaps identified by i-Ready Diagnostic Assessment, IABs, Next Gen Assessments, etc. to support all student’s attainment of grade level standards. (Duplicate from In-Person Table #2)	\$1,000,000.00	N
6. LLMF: Provide additional staff to meet demands of providing small cohort instruction for identified student groups (EL, low-income, foster youth, and special education) while maintaining safety protocols outlined in LADPH orders/protocols (i.e., custodial support, classroom supervision, teacher support, etc.) (Duplicate from In-Person Table #3)	\$250,000	Y
7. LLMF: Provide additional staff to meet demands of providing on-campus blended learning activities for all students while maintaining safety protocols outlined in LADPH orders/protocols (i.e., custodial support, classroom supervision, teacher support, etc.) (Duplicate from In-Person Table #4)	\$150,000	N

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

In 2019-2020 SUSD began an initiative called “Maslow’s Before Bloom’s” where classrooms were required to allow up to 2 hours per week to focus on SEL and executive functioning skills. In addition, SUSD staff participated in a district-wide book study of *Fostering Resilient Learners* by Kristen Souers. Our counseling team put together monthly presentations for staff to experience during our regular staff meetings. Finally, the district began refining its response to student behaviors by establishing a Behavior Support Team and by rebooting its Positive Behavior Intervention Support (PBIS) across all 15 sites. The combination of these elements supported the district in addressing the SCV area experiences around social emotional learning and more specifically the Saugus High School shooting and the COVID-19 pandemic.

For the 2020-2021 school year, SUSD continued to enhance these initiatives by creating a teacher on special assignment position (TOSA) that is focused on student and teacher wellness, establishing an opening committee of teachers and administrators focused on the mental health and wellness of all of its stakeholders, adopting a SEL curriculum (Sanford Harmony) to establish consistency across the district, dedicating two-hours each month around PD associated with SEL/Wellness, and ensuring that SEL instruction is included in all 5 days of instruction both live interaction and digital learning. Teachers are using the common curriculum coupled with individual supplements to ensure that students, parents, and peers have all of the emotional support needed to be successful in this ongoing (5 months +) pandemic. Finally, the SEL lessons combined with our weekly physical education / mindfulness lessons have been supported by the district TOSA team to ensure that digital resources (i.e., videos, PowerPoints, etc.) are available for use and consistency. The SEL curriculum has been paced for the year to ensure that it is a central part of our curriculum.

Administrators provide professional development during staff meetings, parent & staff newsletter wellness sections, and daily check-ins with teachers to ensure that they are coping well with the current situation and have everything they need to accomplish their job. Administrators also review weekly parent check-in sheets to determine if parents have what they need to support their children's learning and SEL needs. Staff (administrators, teachers, counselors, psychs, health staff and classified employees) reach out to individual families to follow up on attendance, but to also check in and keep these individuals connected. Part of our PBIS process is to use regular check-ins with struggling students. The same staff members working on attendance outreach are also providing these students with "2 by 10" meetings (2 minute conversations with the same adult for 10 days) and CICO (check-in; check-out) meetings to support their overall success. School counselors provide classroom-based lessons and individual sessions to support students and/or staff who are struggling. The Saugus counselor team includes members with varied types of education and experience including child welfare and attendance, behavior management, parent and family resource outreach, and also includes one social worker. During these extreme conditions of isolation and global discourse the counselor team has worked together to create systems and procedures to check in and support administrators and teachers in maintaining and increasing student attendance and engagement. Counselors are providing child welfare and attendance checks, are checking in on students in order to help them connect to their learning or regain motivation to participate and be active in their learning, and are providing social and academic tutoring lessons in order to support main instruction and the overall well-being of our students. Counselors are also undergoing new and more in-depth training with our school psychologist team which will increase their team's overall effectiveness supporting student behaviors, psychological crisis assessments, restorative practices, and procedures for completing home visits and wellness checks. Teachers continue using our referral process for the Behavior Support Team to monitor students in class and develop plans for effectively addressing undesired behaviors. The Behavior Support Team also sends our regular (every two weeks) tips and support guidance to parents and staff in helping their children in the home/school setting that is part of digital learning.

While each of the school-based supports, including those stated in IEPs, are available to students and staff as appropriate, some individuals may need additional support. Our various mental health staff members, teachers and administrators all work to support students and their families in dealing with their social emotional needs, but when additional services are needed staff encourage families to access their personal insurance carriers or refer them to the Child and Family Center where they can receive additional counseling support. Our mental health staff can provide limited support to employees for personal social emotional needs, but employees have access to regular/on-going mental health services through their employee health benefits. For those with limited mental health benefits or those who need additional support, our parent liaisons have lists of local area support services for a variety of social emotional needs (i.e., food banks, domestic violence centers, etc.), each of our labor partners offers referrals to free counseling and our JPA (Keenan & Associates) also offers limited counseling on an as needed basis.

## **Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

ParentSquare is the platform that SUSD uses to communicate with its parent stakeholder group. All communications are centralized in this platform that allows our parents/guardians to receive communication from their child(ren)'s teacher(s), their school site and their district in a single location at the timeframe of their choosing. Communication documents (i.e., FAQs, Parent Handbooks, etc.) are contained within Parent Square to allow ease of location and updates. This platform also provides communications in the preferred home language for our families who choose to receive them in their home language. In addition to the use of the consistent communication platform, all school sites communicate regularly with families through newsletters, site level meetings, and classroom messages.

Our family engagement continues through the use of weekly parent check-in forms that are submitted by parents for their child(ren)'s experience with digital learning. Administrators review the weekly database for individual parent comments so they can address any commonalities as well as individually address parent concerns or needs.

Engagement is further tracked and monitored through our regular attendance process and the use of the CDE participation grid to track the different types of participation a student accesses each day. Students are considered present if they participate in live interaction or participate in asynchronous learning activities. Students are engaged when they do both. The participation grid is submitted to the office staff each week where it is reviewed to ensure students who only participate in one format for 60% of the week (i.e., 3 or more days) are contacted by the administrator or designee to begin developing an appropriate plan for engagement. Our office staff and other classified staff members monitor the daily attendance of students and contact any student(s) who are not accessing some form of instruction each day. Bilingual classified staff reach out to parents in their primary language as appropriate. SUSD use the following tiered system of review for supporting families fully engage in school:

- Tier I - verification of current contact information by school staff (e.g., office staff or other assigned individual) through a phone contact
- Tier I - daily notification to parent/guardian of student absence (i.e., lack of attending live interaction sessions, lack of login for learning platforms, or both)
- Tier II – adjust student live interaction schedule to allow increased participation
- Tier II - development of individual attendance plan with parents, teachers, and site administrator(s) to resolve issues surrounding attendance and agree on participation that meets the requirements and accommodates for competing demands (i.e., child care issues, access/connectivity, etc.)
- Tier III - appropriate implementation of SART and SARB process
- Tier III - return to on campus instruction for SDLA students (as practicable)

The Tier II response of developing an individual plan with a team (parents, teacher, administrator) to resolve issues and design a customized approach to attendance allows the team the flexibility to meet the educational needs of the student while addressing the individual demands creating challenges for the family. Because the Tier II process involves customizing a solution to resolve the participation issues, the Tier III process includes the use of SART and SARB as a portion of documenting the absences from school and formally communicating the need for participation with the family. The return of a student to on campus instruction for Tier III will be implemented for students who have opted for our SDLA learning format. If a student is unable to fully engage digitally, then the resolution will be to attend on campus in the blended model. If returning to school is not an option, for blended models or small cohort models, then this option will not be used.

# School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

SUSD works with the Santa Clarita Valley School Food Services Agency to provide meals to the students whether they are physically on campus or in a full distance/digital learning format. While in the full digital learning format SCVFSA provides meals (breakfast and lunch) at 15 sites for pick up by students who are eligible for free or reduced-price meals. All meals provided meet the current USDA requirements for school meals.

For distance-learning, students are provided meals in a drive-up service. Meal bags contain both breakfast and lunch. Parents are asked to provide their students' personal identification numbers (PINs) to cafeteria personnel. Drive-up service occurs 11:30 am to 1:00 pm each school day. Nutritional equivalents are based on requirements by the National School Lunch Program (NSLP) and National School Breakfast Program (NSBP).

For students attending school in-person, the same scenario occurs. Parents may receive meals as they pick up students from morning classes or drop of students for afternoon classes. All meals are provided in either a frozen or refrigerated state with cooking instructions for at-home dining. No meals are served on campus. If parents do not have automobiles, a walk-up service is provided outdoors by cafeteria personnel.

Under both meal delivery systems, students are served the proper components per grade level under NSLP and NSB regulations. These components are set by the United States Department of Agriculture (USDA). All lunches include five components including Meat/Meat Alternate (protein), Fruits, Vegetables, Grains/Breads, and Dairy (fluid milk). All breakfasts include four components including two Grains/Breads (or one Meat/Meat Alternate), Fruits, and Dairy (fluid milk).

Upon returning to on-campus learning, SCVFSA will provide meals to students attending school and to all those participating in digital learning each day.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
1. Continuity of Instruction – in person and distance	Provide COVID testing for employees to meet the California Department of Public Health Order dated July 17, 2020 ( <a href="https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf">https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf</a> ). Every staff member one time every two months. This is for 23 weeks of required testing.	\$1,060,000	N
2. Pupil and Family Engagement and Outreach	Supplemental: Continue with Parent Liaisons (foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting EL and foster youth) with resources in the school and community. (LCAP 2.2.1)	\$ 69,842	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.51%	\$4,268,309.00 of Supplemental Funds from LCFF

## Required Descriptions

[For the actions 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 needs of these students.]

SUSD stakeholders examined the specific needs of our unduplicated pupils in a regular school setting (i.e., use of our previous year’s LCAP information, actions and services) and added the restrictions, limitations, and challenges encountered by the COVID-19 pandemic to determine the actions and services that would be principally directed toward its unduplicated pupils, but would also be include in district wide applications. The following is a brief summary of how the needs were considered and addressed and the actions that were principally directed:

**English Learners:** While our English Learners have made acceptable growth in the area of English Language Arts (ELA) and Mathematics, as well as made annual increases in reclassification rates, gaps still exist when we examine previously administered CAASPP assessment data. We know that our EL students need increased opportunities to engage in using their English skills and participating in face-to-face encounters that allow them to understand English better through the use of all communication tools (i.e., facial expression, tone, inflection, etc.). Because we are currently in a digital only world and students are isolated at home, we need to provide opportunities for our students to engage in instructional experiences that allow them to continue learning English while maintaining already known information. To address these needs, we ensured that all ELD instruction was standardized, centrally posted, and monitored by our site level EL Coaches. This ensures that the smaller EL populations across the 15 schools continue to receive this critical support and core instruction during our modified settings. Support staff are being used to connect with individual students in order to allow them to use their English skills while staying connected to the school environment. Finally, the use of Rosetta Stone, provides practice and appropriate English models for students to increase and maintain skills while away from campus. These are in addition to the required 30 minutes of ELD instruction/activities provided each day to EL students.

We also needed to address the possible learning loss and gaps that our EL students regularly experience and now experience as a result of COVID-19. We purchased two intervention programs that each are successful with intervention and closing learning gaps for EL students - Imagine Learning and i-Ready. Both of these programs are included in our regular weekly instructional time and the data from them is used to support classroom instruction and intervention tutoring sessions beginning in October, 2020 and continuing through summer, 2021. By providing research-based proven intervention materials combined with additional time and instruction both digitally and in a live interaction method, we are able to address the unique needs of the individual student and assistant in supporting them in increasing their academic performance.

Finally, the personal learning needs of EL students were considered in how funds were directed and actions selected to address the regular school setting connectedness issues, behavior needs, social emotional learning, parental connection/communication, etc. as well as any that are added or exacerbated as a result of the COVID-19 pandemic. For example, a consistent social emotional learning program was provided and a TOSA group has created consistent lessons, parent resources (translated), and added supplemental resources through mindfulness and PE to ensure the mind and bodies of our EL students are cared for and strong.

**Actions Principally Directed to English Learners: In-person (IP) # 3 & 5; Digital/Distance Learning (DL) #4 & 7; Pupil Learning Loss (PLL) #4 & 6; Additional Actions (AA) #2**

**Low-Income Students:** Our low-income students have also seen increases in achievement that have started to narrow the learning gaps in ELA and Math over the last few years. During our last CAASPP assessment we saw a 12%-point increase for students in each category (ELA and Math). We know, however, that our low-income students need additional support in vocabulary development, access to developing appropriate background knowledge, and having appropriate access to support tools (i.e., technology, books at home, etc.).

By targeting the accessibility to technology (i.e., connectivity and hardware) we are able to ensure that all students are connected to the Internet with provided hotspots and all students have appropriate hardware (Chromebook) in the home. We also ensured that our students can engage in learning tools that will address their individual needs. Use of the i-Ready intervention system allows us to address both learning loss and learning gaps that low-income students face in regular settings and may face as a result of the COVID-19 pandemic. The use of this intervention tool is in addition to the after-school support tutoring that students will receive beginning in October, 2020 and continuing through summer, 2021. Low-income students and others, in grades 3-6, will be offered the opportunity to participate in after-school math tutoring to address gaps and increase skills. Primary students, in grades TK-3, will be offered tutoring support in ELA. All tutoring candidates will be provided opportunities based on assessed needs and aligned to standards gaps.

Finally, the district has included arts, music, and social emotional learning programs to ensure students remain interested and engaged in school while increasing their overall background knowledge in some of the humanities content skills. The personal learning needs of low-income students were considered in how funds were directed and actions selected to address the regular school setting connectedness issues, behavior needs, social emotional learning, parental connection/communication, etc. as well as any that are added or exacerbated as a result of the COVID-19 pandemic. For example, a consistent social emotional learning program was provided and a TOSA group has created consistent lessons, parent resources (translated), and added supplemental resources through mindfulness and PE.

**Actions Principally Directed to Low-Income Students: In-person (IP) # 3 & 5; Digital/Distance Learning (DL) #4 & 7; Pupil Learning Loss (PLL) #4 & 6**

**Foster Youth:** The Saugus Union School District currently has fewer than 10 students who are identified as Foster Youth. This relatively small number allows our Foster/Homeless liaison to connect with the students and Foster families in order to provide a variety of services and supports. The needs of SUSD Foster Youth are not considered on a “category basis”, but they are addressed on a student by student individual basis because of our staff who work with these individual families. We understand that Foster Youth students may need the same supports provided to English Learners or to low-income students to support core academic success or to intervene and close learning gaps, but we identify that the social emotional needs of these students may be greater at times or in specific circumstances. These students also receive district provided counseling services to assist them with any needs they have during this very isolated time. Additional services provided to Foster Youth by district counselors and social workers would include, but not be limited to, establishing and maintaining connections to the school environment, daily and weekly social check in activities where students participate in digital structured online activities, home visits and wellness checks centered around child welfare and attendance, additional materials and supplies needed to navigate school in a similar fashion and structure compared to non foster youth students, work in social groups helping them to assimilate into their new school community, etc.



**Actions Principally Directed to Foster Youth: In-person (IP) # 3 & 5; Digital/Distance Learning (DL) #4 & 7; Pupil Learning Loss (PLL) #4 & 6; Additional Actions (AA) #2**

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

By examining the specific needs of our unduplicated pupils in a regular school setting and then adding the restrictions, limitations, and challenges encountered by the COVID-19 pandemic, SUSD designed its programs and services to meet those specific challenges. We targeted the use of LLMF dollars aligned with SB 98's instructional expectations for a rigorous program, the mitigation of learning loss, 100% connectivity, engagement of students, positive mental health, and sufficient food and basic human resources. The following details how the identified actions noted within the plan address increased/improved services for unduplicated pupils (English Learners, low income students, Foster Youth) and how Supplemental dollars from the Local Control Accountability Plan (LCAP) are continued being used to address the needs of these students as established prior to COVID-19:

English Learners:

In-Person Instruction and Distance Learning - The actions for each of these sections are designed to provide English Learners with increased or improved services regardless of how the instruction is provided - in-person or digitally. In order to provide EL students with small cohort services, funds were expended to provide additional support staff. This allowed EL students to have much needed in-person ELD and academic support services. In addition, Supplemental funds identified for Professional Learning Communities work provides a structure for the cycle of continuous improvement to occur within the school setting (digital only instruction, blended instruction, or full time face-to-face) that allows teachers to systematically monitor student progress, collaborative design instruction to improve achievement, and adjust intervention support to meet student needs. By having this system in place, English learners will receive additional targeted instruction and attention to their individual learning needs. The Supplemental funds provided in the LCAP have also been used to promote increased services to EL students by providing technology support and Technology professional development and support teachers (TOSA) allows English Learners to have increased access to digital tools to promote their learning, to have increased ongoing access to technology (i.e., 1:1 Chromebook), and to ensure that their teachers use appropriate 21st Century learning strategies to best meet their language needs, reading needs, writing needs, listening and speaking needs, and mathematical needs.

The use of LLMF funds to provide additional support to students with tutoring opportunities ensures that English Learners have additional and/or extended learning opportunities to expand their academic skills and close their learning gaps. These funds are also used to ensure that students and teachers have access to a variety of digital resources that will enhance and improve both their on campus and digital learning experiences. For example, Next Gen Math allows students to have additional practice with standards aligned mathematics based on their individual needs, while access to Rosetta Stone allows students to have appropriate English models and practice within a digital environment. Finally, providing teachers with appropriate professional development opportunities to implement these learning tools and strategies provides English Learners with enhanced lesson activities to increase their access to core curriculum.

**Pupil Learning Loss** - Some of the actions associated with in-person and distance learning are also actions that address learning loss. For example, use of funds to purchase Next Gen Math allowed students K-6 to have access to unlimited practice opportunities for problems directly related to claims and targets of standards. Having repeated practice of problems provides EL students with additional practice in content specific English that supports their learning both content and language systems. The use of Supplemental funds to design and implement a systematic benchmark assessment program allows teachers to thoroughly understand, evaluate, and target the needs of students in order to close the gaps experienced by individual students. The professional development included by both the LLMF and Supplemental funds are designed to ensure that staff responsible for supporting English Learners are capable of providing targeted, effective strategies that maximize student learning and narrow any gaps experienced due to language barriers/ELD needs or other learning needs. The most direct action toward mitigating learning loss is the purchase and implementation of i-Ready as it provides individual student support for their assessed needs. By providing individualized intervention support

English Learners have both increased and improved access to the regular curriculum. LLMF funds and some supplemental funds will be used to provide additional instruction/tutoring (after school, Saturday school, and/or summer school) for English Learners to directly address their learning needs with live instruction and provide them with additional instructional time.

**Mental Health and Social Emotional Needs** - Many of the actions formally included in the 2019 LCAP were focused on increased or improved services for students around mental health and social emotional learning as this was and continues to be a major area of focus for SUSD. Supplemental funds support actions associated with providing additional counselors, psychologists, PBIS training and activities, our Behavior Support Team, and additional support for wellness and PE. Each of these actions ensure that English learners have more access to these services to support their connectedness toward school, their ability to maintain high academic engagement due to addressing mental health needs, and correcting any adverse behaviors that might impact their ability to learn.

**Pupil and Family Engagement** - The actions and services targeted by the Supplemental funds for AA #2 are designed to ensure that students and their families are able to completely engage in the educational process. The translation services allow English Learner families to better access and engage with the school staff to ensure appropriate communication and support for their children. Specifically providing our English Learner liaison allows for increased communication services with families to ensure that their specific language and cultural needs are being addressed through parent workshops, meetings, and individual connections.

LCP Actions Related to Improved or Increased Services for English Learners: In-person (IP) # 3 & 5; Digital/Distance Learning (DL) #4 & 7; Pupil Learning Loss (PLL) #4 & 6; Additional Actions (AA) #2

LCAP Actions Continued to Support Increased Services to English Learners: Technology – LCAP 1.6.1, 1.13.1, 1.13.2; Academic Support & Intervention – LCAP 1.2.1, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.12.1; Social Emotional/Behavior – LCAP 1.4.1, 2.2.2, 2.2.5, 2.2.8, 2.4.1, 2.4.3, 2.4.5; School Connectedness/Engagement – 2.2.1, 2.2.3, 2.2.4, 2.2.6, 2.2.7, 2.2.8

#### **Low Income Students:**

**In-Person Instruction and Distance Learning** - The actions noted for each of these sections are designed to provide low income students with increased or improved services for both in-person or blended learning and digital only learning. Low-income students are provided small cohort services by accessing additional staff to meet the demands of student to adult ratios to allow students to participate in on-campus learning activities over and above their regular live interactions. This support allowed students to better access asynchronous learning activities with on-campus adult support. Supplemental funds identified for Professional Learning Communities work provides a structure for the cycle of continuous improvement to occur within the school setting (digital only instruction, blended instruction, or full time face-to-face) that allows teachers to systematically monitor student progress, collaborative design instruction to improve achievement, and adjust intervention support to meet student needs. Low income students require additional learning opportunities that allow them to develop the foundational experiences needed to accelerate closing their learning gaps. The PLC structure allows low income students to receive additional targeted instruction and attention to their individual learning needs. The Supplemental funds used to provide technology support and Technology professional development and support teachers (TOSA) allows low-income students to have increased access to digital tools to promote their learning, to have increased access to technology (i.e., 1:1 Chromebook), and to ensure that their teachers use appropriate 21st Century learning strategies to best address any learning needs they may have in the core areas. All of the technology supports also ensure that these students have regular consistent access/connectivity to the Internet and devices needed to engage in school. Finally, Supplemental funds used to provide SART and SARB meetings and staff to ensure appropriate school attendance and participation occur in “normal school” settings as well as in the unique setting as a result of COVID-19.

The use of LLMF funds to provide additional support to students with tutoring opportunities and/or additional staff members for regular instruction ensures that low-income students have additional and/or extended learning opportunities to expand their academic skills and close their learning gaps. These funds are also used to ensure that students and teachers have access to a variety of digital resources that will enhance and improve both their on campus and digital learning experiences. For example, Next Gen Math allows students to have additional practice with standards aligned mathematics based on their individual needs, while access to Studies Weekly allows students to have online supplemental resources to better access their social studies standards in a digital environment. Finally, providing teachers with appropriate professional development opportunities to implement these learning tools and strategies provides low-income students with enhanced lesson activities to increase their access to core curriculum.

**Pupil Learning Loss** - Many of the actions associated with in-person and distance learning are also actions that address learning loss. For example, use of funds to purchase Next Gen Math allowed students K-6 to have access to unlimited practice opportunities for problems directly related to claims and targets of standards. The use of Supplemental funds to design and implement a systematic benchmark assessment program allows teachers to thoroughly understand, evaluate, and target the needs of students in order to close the gaps experienced by individual students. The professional development included by both the LLMF and Supplemental funds are designed to ensure that staff responsible for supporting low-income students are capable of providing targeted, effective strategies that maximize student learning and narrow any gaps. The most direct action toward mitigating learning loss is the purchase and implementation of i-Ready as it provides individual student support for their assessed needs. By providing individualized intervention support low-income students have both increased and improved access to the regular curriculum. Finally, LLMF funds and some supplemental funds will be used to provide additional instruction/tutoring for students to directly address their learning needs and provide them with additional instructional time.

**Mental Health and Social Emotional Needs** - Many of the actions formally included in the 2019 LCAP were focused on increased or improved services for students around mental health and social emotional learning as this was and continues to be a major area of focus for SUSD. Supplemental funds support actions associated with providing additional counselors, psychologists, PBIS training and activities, our Behavior Support Team, and additional support for wellness and PE. The actions noted provide low income students more access to mental health services to support their connectedness toward school, their ability to maintain high academic engagement, and correcting any adverse behaviors that might impact their ability to learn.

**Pupil and Family Engagement** - The actions and services targeted by the Supplemental funds are designed to ensure that students and their families are able to completely engage in the educational process. Our Counseling and Behavior Support Team staff provide additional support to low income students and families by ensuring they have adequate access to academic and social emotional resources to be successful. Continued additional psychologist positions ensure that academic supports are more readily available to low-income students.

LCP Actions Related to Improved or Increased Services for Low-Income Students: In-person (IP) # 3 & 5; Digital/Distance Learning (DL) #4 & 7;

Pupil Learning Loss (PLL) #4 & 6

LCAP Actions Continued to Support Increased Services to Low-Income Students: Technology – LCAP 1.6.1, 1.13.1, 1.13.2; Academic Support & Intervention – LCAP 1.2.4, 1.2.6, 1.12.1; Social Emotional/Behavior – LCAP 1.4.1, 2.2.2, 2.2.5, 2.2.8, 2.4.1, 2.4.3, 2.4.5; School Connectedness/Engagement – 2.2.4, 2.2.6, 2.2.7, 2.2.8

#### **Foster Youth:**

The actions noted above and repeated below for low-income students are also available for our Foster Youth students to support their academic and social development due to challenges encountered resulting in their placement into a foster setting. In addition, SUSD provides a Foster/Homeless liaison to ensure that both students and families have appropriate support and access to outside resources and programs (i.e., Family and Child Center referral, medical assistance, back-pack school supplies, etc.).

**In-Person Instruction and Distance Learning** - The actions, noted by each funding source, for each of these sections are designed to provide Foster Youth with increased or improved services regardless of how the instruction is provided - in-person or digitally. Supplemental funds identified for Professional Learning Communities work provides a structure for the cycle of continuous improvement to occur within the school setting (digital only instruction, blended instruction, or full time face-to-face) that allows teachers to systematically monitor student progress, collaboratively design instruction to improve achievement, and adjust intervention support to meet student needs. Some Foster Youth require additional learning opportunities that allow them to develop the foundational experiences needed to accelerate closing their learning gaps, while others may not have gaps in learning but need systematic approaches to addressing attendance and behavior. The PLC structure allows Foster Youth students to receive additional targeted instruction and attention to their individual learning needs. The Supplemental funds used to provide technology support and Technology professional development and support teachers (TOSA) allows Foster Youth students to have increased access to digital tools to promote their learning, to have increased access to technology (i.e., 1:1 Chromebook), and to ensure that their teachers use appropriate 21st Century learning strategies to best address any learning needs they may have in the core areas. All of the technology supports also ensure that these students have regular consistent access/connectivity to the Internet and devices needed to engage in school. Finally, Supplemental funds used to provide SART & SARB meetings and staff to ensure appropriate school attendance and participation occur in “normal school” settings as well as in the unique setting as a result of COVID-19.

The use of LLMF funds to provide additional support to students with tutoring opportunities and/or additional staff members for regular instruction ensures that Foster Youth students have additional and/or extended learning opportunities to expand their academic skills and close their learning gaps. These funds are also used to ensure that students and teachers have access to a variety of digital resources that will enhance and improve both their on campus and digital learning experiences. For example, Next Gen Math allows students to have additional practice with standards aligned mathematics based on their individual needs, while access to Studies Weekly allows students to have online supplemental resources to better access their social studies standards in a digital environment. Finally, providing teachers with appropriate professional development opportunities to implement these learning tools provides Foster Youth with enhanced lesson activities to increase their access to core curriculum.

**Pupil Learning Loss** - Many of the actions associated with in-person and distance learning are also actions that address learning loss. For example, use of funds to purchase Next Gen Math allowed students K-6 to have access to unlimited practice opportunities for problems directly related to claims and targets of standards. The use of Supplemental funds to design and implement a systematic benchmark assessment program allows teachers to thoroughly understand, evaluate, and target the needs of students in order to close the gaps experienced by individual students. The professional development included by both the LLMF and Supplemental funds are designed to ensure that staff responsible for supporting struggling students are capable of providing targeted, effective strategies that maximize student learning and narrow any gaps. The most direct action toward mitigating learning loss is the purchase and implementation of i-Ready as it provides individual student support for their assessed needs. By providing individualized intervention support Foster Youth students have both increased and improved access to the regular curriculum. Finally, LLMF funds and some supplemental funds will be used to provide additional instruction/tutoring for students to directly address their learning needs and provide them with additional instructional time.

**Mental Health and Social Emotional Needs** - Many of the actions formally included in the 2019 LCAP were focused on increased or improved services for students around mental health and social emotional learning as this was and continues to be a major area of focus for SUSD. Supplemental funds support actions associated with providing additional counselors, psychologists, PBIS training and activities, our Behavior Support Team, and additional support for wellness and PE. The actions noted provide Foster Youth students more access to mental health services to support their connectedness toward school, their ability to maintain high academic engagement, and correcting any adverse behaviors that might impact their ability to learn.

**Pupil and Family Engagement** - The actions and services targeted by AA #2 and by the Supplemental funds are designed to ensure that students and their families are able to completely engage in the educational process. The implementation of a Foster/Homeless liaison supports families and students by providing individual monitoring and outreach to families to address their individual needs in accessing school and maintaining connectedness to learning. Our liaison regularly connects with individuals to provide resources as well as conducts training and support workshops to address parents of school age children needs. Counseling and Behavior

Support Team staff provide additional support to Foster Youth and Homeless families by ensuring they have adequate access to academic and social emotional resources to be successful.

LCP Actions Related to Improved or Increased Services for Foster Youth: In-person (IP) # 3 & 5; Digital/Distance Learning (DL) #4 & 7; Pupil Learning Loss (PLL) #4 & 6; Additional Actions (AA) #2

LCAP Actions Associated Continued to Support Increased Services to Foster Youth: Technology – LCAP 1.6.1, 1.13.1, 1.13.2; Academic Support & Intervention – LCAP 1.2.4, 1.2.6, 1.12.1; Social Emotional/Behavior – LCAP 1.4.1, 2.2.2, 2.2.5, 2.2.8, 2.4.1, 2.4.3, 2.4.5; School Connectedness/Engagement – 2.2.1, 2.2.4, 2.2.6, 2.2.7, 2.2.8

While the LLMF support all students and specifically support the unique needs of English Learners, Low-Income Students, and Foster Youth during the 2020-2021 school year as a result of the COVID-19 pandemic, the regular unique needs of these unduplicated pupil groups still exist and must be addressed. By using the process developed during the creation of the current LCAP, SUSD has been able to examine the specific needs of each of these groups and implement research-based actions and services for closing any academic gaps and addressing any social emotional needs. Whether it is providing additional Chromebooks so every student, regardless of COVID, has 1:1 access, providing counseling support, a Wellness Teacher on Special Assignment to address physical and social emotional needs of these groups of students, or providing parent liaison support to more fully engage families in the educational process, SUSD continues to use its Supplemental Funds to address the learning needs of its EL, Low-income, and Foster students. The LCAP numbers indicated throughout this section support the actions and services that are increased for these groups.