



## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

### Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

**SUSD Board Approved 6.22.21**

# Goal 1

## Increase Student Achievement

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1. Attendance Chronic Absenteeism Suspension and Expulsion</p> <p>2. Local ELA/Math Benchmarks</p> <p>3. CAASPP-ELA/Math Percent of Students meeting or exceeding the standards</p> <p>4. English Learner Reclassification Rate</p> <p>Progression toward English Proficiency</p> <p>5. Science: Increase student proficiency</p> <p>6. Physical Fitness Test (PFT)</p> <p>7. Visual and Performing Arts (VAPA)</p> <p>8. Technology Integration</p>	<p>1. Our student's attendance continues to maintain 96.1% of students in attendance. Distance learning was challenging in the beginning of the pandemic. Chromebooks and hotspots were available to families in order to assist with attendance. Chronic Absenteeism increased to 6.7%, while our suspension rate dropped to 0.01% and our expulsion rate remained at 0%. Annual CALPADS attendance data - As of May 17, 2021 = 98.12% overall attendance rate.</p> <p>2. Local ELA/Math Benchmarks demonstrate students' academic achievement throughout the year. These Benchmark assessments were discontinued due to COVID.</p> <p>3. CAASPP-ELA/Math Percent of Students meeting or exceeding the standards- Assessments not available due to COVID. We did however give District Common Formative Assessments in both ELA and Math at the end of the first trimester. At that time, 57% of students were at or above grad level in ELA and 56% of students were at or above grad level in Math. 2019 CAASPP - All Students - 66.78% ; Black or African American - 53.4% ;</p>

Expected	Actual
<p>9. Social Studies- Student proficiency</p> <p>10.Special Education</p> <p>11. Gifted and Talented Education (GATE)</p> <p><b>19-20</b></p> <p>1. Students show proficiency on local Language Arts and/or Math Benchmarks Increase by 2%</p> <p>Goal: Increase by 2% the number of students meeting or exceeding the standards in ELA and Math as measured by CAASPP: Goal: All teachers will implement the CCSS in Math and ELA/ELD as measured by classroom observations.</p> <p>2. English Learner Progress and Proficiency report (ELPAC). The new ELPAC scale scores in the 2018 ELPAC data results will measure and determine the annual outcomes and progress for English Learners. 18-19 ELPAC Baseline: Students will increase in ELPAC Level 4 by 5% Students will increase in ELPAC Level 3 by 5% Students will increase in ELPAC Level 2 by 5% Students will increase in ELPAC Level 1 by 5%</p> <p>Reclassify students at a 18% rate annually EL Common Assessments 80% proficiency</p> <p>3. Science: Increase the number of students Proficient or Advanced by 5%</p> <p>4. PFT: Increase the number of students who meet the requirements for all 6 Healthy Fitness Zones by 2% in each category.</p>	<p>Hispanic/Latino - 55.59%; English Learner - 31.46%; SED - 48.22%; SPED - 28.96%; Female - 71.87% / Male - 62.14%; Asian - 84.57% ; Filipino - 78.62% ; Two or More Races - 72.15%; White - 70.57%</p> <p>GAP = difference between "All student group" and identified group. 2019 CAASPP - All Students - 56.06% : Black or African American - 38.22%; Hispanic/Latino - 42.9%; English Learner - 57.34%; SED - 35.81%; SPED - 23.93%; Female - 53.65% / Male - 58.24%; Asian - 80.68% ; Filipino - 71.47% ; Two or More Races - 63.29%; White - 59.67% GAP = difference between "All student group" and identified group.</p> <p>4. English Learner Reclassification Rate- minimum assessment availability due to COVID-19. The Summative ELPAC spring assessment was not able to be administered. Some students were not able to complete the reclassification requirements before the pandemic. 11% of our English Learners were able to successfully reclassify before the safer at home orders were in place. Students who were not able to take the Summative ELPAC in the spring, were given the opportunity to take an optional summative in the fall of 2020.</p> <p>Progression toward English Proficiency is always a goal for Saugus. Many English Learner students were not assessed due to COVID. Our ELD coaches provided virtual ELD lessons to support teachers and students to continue their English fluency. Rosetta Stone was also offered for English Learners during distance learning.</p> <p>5. Science: Increase student proficiency -Assessment not available due to COVID. Our Science TOSA guided teachers and students through science curriculum, while providing lessons and resources for students to have engaging and interactive virtual science experiences. The active participation of a team of teachers involved with Next Generation Science Standards (NGSS) professional development workshops sponsored by our</p>

Expected	Actual
<p>5. VAPA: Increase the number of Arts Integration- trained teachers from 91 -95.</p> <p>6. Technology: 100% participation grades 1-6; Increase teacher use of technologically interactive and collaborative teaching based on observations.</p> <p>7. Social Studies: Students will master all expected California social studies standards as demonstrated by first and second reporting period report card scores.</p> <p>8: Low performing and Special Education Students: Students will master IEP goals based on Common Core standards as measured by annual IEP reports</p> <p>9. Gifted and Talented Education (GATE): Student achievement and Parent surveys will demonstrate an 88% satisfaction with the level of differentiated instruction the students receive.</p> <p><b>Baseline</b> 1.Attendance: 97.2% Truancy 13% Chronic Absenteeism 3.5% Suspension Rate: 0.3% Expulsions: 0 expulsions</p> <p>2.All Students: Local Benchmarks (TK-2) 70% English Learners: 65% Socioeconomically Disadvantaged 45%</p> <p>3.CAASPP:</p>	<p>district and pilot curriculum companies has been very successful. These workshops and professional development have provided teachers with NGSS strategies using the 5E model (Engage, Explore, Explain, Elaborate, and Evaluate) to support the implementation of NGSS. 2019 CAASPP Science - All Students - 45.7% SPED - 17.11%; EL - 10.9%; Female - 48.64% / Male - 43.12%; SED - 25.57%; Black or African American - 34.69%; Hispanic/Latino - 30.97%; Asian - 73.21% ; Filipino - 50%; White - 51.73% GAP = difference between "All student group" and identified group.</p> <p>6. Physical Fitness Test (PFT)- 2020 Assessments not available due to COVID. Our PE TOSA created and delivered Physical Education virtual lessons for teachers to share with their students at home. Students were encouraged to exercise, eat healthy and focus on their own self well-being. Our Physical Fitness Test results in 2018 were: All 5th Grade Students: Aerobic Capacity: 82% increase to 89.3% for the 2018 school year Body Composition 68% increase to 73.1% for the 2018 school year Abdominal Strength 77% increase to 81.3% for the 2018 school year Trunk Extension Strength 85% increase to 90.6% for the 2018 school year Upper Body Strength 80% increase to 81.0% for the 2018 school year Flexibility 86% increase to 86.8% for the 2018 school year</p> <p>7.Visual and Performing Arts (VAPA)- Our Music and Arts TOSAs were not able to provide professional development to teachers in the area of Visual and Performing Arts due to COVID.</p> <p>8. Technology Integration- 100% participation. Technology integration was at the forefront as our Educational Technology TOSAs continue to provide professional development to teachers to ensure the integration of technology was accessible and evident</p>

Expected	Actual
<p>All Students ELA 65%; Math 52%</p> <p>English Learners: ELA 60% Math 50%</p> <p>Socioeconomically Disadvantaged: ELA 43%</p> <p>Math: 29%</p> <p>4. Reclassify students at 18% rate annually</p> <p>English Learner Progress and Proficiency report (ELPAC). The new ELPAC scale scores in the 2018 ELPAC data results will measure and determine the annual outcomes and progress for English Learners.</p> <p>18-19 ELPAC Baseline:</p> <p>Students will increase in ELPAC Level 4 by 5%</p> <p>Students will increase in ELPAC Level 3 by 5%</p> <p>Students will increase in ELPAC Level 2 by 5%</p> <p>Students will increase in ELPAC Level 1 by 5%</p> <p>English Learner Progress and Proficiency</p> <p>Percentage of students making annual progress:</p> <p>ELPAC</p> <p>EL Common Assessments 80% proficiency</p> <p>5. Science proficiency: 70%</p> <p>6. Physical Fitness Test:</p> <p>All Students</p> <p>Aerobic Capacity: 82%</p> <p>Body Composition 68%</p> <p>Abdominal Strength 77%</p> <p>Trunk Extension Strength 85%</p> <p>Upper Body Strength 80%</p> <p>Flexibility 86%</p> <p>7. VAPA Number of teachers trained 61</p> <p>8. Technology Integration 100%</p>	<p>in every virtual class. All classes (Grades TK-6) access the curriculum using the IFP, Chromebooks, iPads as well as multiple virtual platforms.</p> <p>9. Social Studies- Student proficiency- Did not assess proficiency district wide due to COVID. Students worked on all expected California social studies standards during distance learning.</p> <p>10. Special Education- Special Education continued to be monitored through the implementation and assessment of IEP (individualized Education Goals) for each student. The pandemic presented challenges for parent meetings and goals being able to be evaluated and met. 2019-2020 Initial IEPs = 160, 2019-2020 Referrals to Behavior Support Team = 39, 2019-2020 Student Study Team (SST) = 395 (approximately 4% of total student enrollment).</p> <p>11. Gifted and Talented Education (GATE)- This program initial start up was implemented, but was not completed due to COVID. In 2019, we showed that GATE: 80% satisfaction on Student/parent surveys.</p>

Expected	Actual
<p>9. Social Studies: All students-Mastery grades on first and second reporting periods on report cards.</p> <p>10. Special Education: Individual IEP goals met at 70-80%.</p> <p>11. GATE: 84% of satisfaction on Student/parent surveys.</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.Increase Achievement in Language Arts and Math.</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement.</p> <p>Provide Library Media Specialists and Library Software at each site.</p> <p>Provide four TOSAs focused on providing early literacy and math instruction through Professional Development, modeling lessons, and classroom Instructional Support.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Moved to Action 2 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Moved to Action 2 3000-3999: Employee Benefits Base \$0</p> <p>Moved to Action 2 4000-4999: Books And Supplies Base \$0</p> <p>Moved to Action 2 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>See new action 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 1000-1999: Certificated Personnel Salaries Title II \$8,457</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas</p>	<p>Moved to Action 2 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Moved to Action 2 3000-3999: Employee Benefits Base \$0</p> <p>Moved to Action 2 4000-4999: Books And Supplies Base \$0</p> <p>Moved to Action 2 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>See new action 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 1000-1999: Certificated Personnel Salaries Title II \$1,224</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>of ELA and Math to increase student achievement. 3000-3999: Employee Benefits Title II \$1,540</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 4000-4999: Books And Supplies Title II \$4,500</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 5000-5999: Services And Other Operating Expenditures Title II \$1,500</p> <p>Provide Library Media Specialists and Library Software at each site. 2000-2999: Classified Personnel Salaries Base \$173,034</p> <p>Provide Library Media Specialists and Library Software at each site. 3000-3999: Employee Benefits Base \$17,603</p> <p>Provide Library Media Specialists and Library Software at each site. 5000-5999: Services And Other Operating Expenditures Base \$12,000</p> <p>Provide four TOSAs focused on providing early literacy and math instruction through Professional Development, modeling lessons, and classroom Instructional Support. 1000-1999: Certificated</p>	<p>of ELA and Math to increase student achievement. 3000-3999: Employee Benefits Title II \$271</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 4000-4999: Books And Supplies Title II \$2,134</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 5000-5999: Services And Other Operating Expenditures Title II \$0</p> <p>Provide Library Media Specialists and Library Software at each site. 2000-2999: Classified Personnel Salaries Base \$165,548</p> <p>Provide Library Media Specialists and Library Software at each site. 3000-3999: Employee Benefits Base \$18,352</p> <p>Provide Library Media Specialists and Library Software at each site. 5000-5999: Services And Other Operating Expenditures Base \$21,710</p> <p>Provide four TOSAs focused on providing early literacy and math instruction through Professional Development, modeling lessons, and classroom Instructional Support. 1000-1999: Certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Personnel Salaries Other \$298,870</p> <p>Provide four TOSAs focused on providing early literacy and math instruction through Professional Development, modeling lessons, and classroom Instructional Support. 3000-3999: Employee Benefits Other \$108,843</p> <p>Provide four TOSAs focused on providing early literacy and math instruction through Professional Development, modeling lessons, and classroom Instructional Support. 5000-5999: Services And Other Operating Expenditures Other \$3,300</p>	<p>Personnel Salaries Other \$375,987</p> <p>Provide four TOSAs focused on providing early literacy and math instruction through Professional Development, modeling lessons, and classroom Instructional Support. 3000-3999: Employee Benefits Other \$113,665</p> <p>Provide four TOSAs focused on providing early literacy and math instruction through Professional Development, modeling lessons, and classroom Instructional Support. 5000-5999: Services And Other Operating Expenditures Other \$1,547</p>
<p>2. Increase the number of reclassified English Language (EL) Students.</p> <p>Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning).</p> <p>ELD Coaches provide in-services and in class support for ELD instruction. Additionally, ELD coaches participate in professional development to advance skills as ELD Coaches (Sub costs, conferences, Extra-Duty Pay).</p> <p>Provide Professional Development to English Learner Coordinators for facilitating EL programs and services (Extra Duty Pay)</p> <p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support)</p>	<p>Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning). 1000-1999: Certificated Personnel Salaries Supplemental \$111,641</p> <p>Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning). 2000-2999:</p>	<p>Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning) 1000-1999: Certificated Personnel Salaries Supplemental \$110,680</p> <p>Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning). 2000-2999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide Summer Intervention (ELD) for English Learners.</p> <p>Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers.</p> <p>Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs)</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Classified Personnel Salaries Supplemental \$85,253</p> <p>Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning). 3000-3999: Employee Benefits Supplemental \$74,031</p> <p>Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning). 5000-5999: Services And Other Operating Expenditures Supplemental \$960</p> <p>ELD Coaches provide in-services and in class support for ELD instruction. Additionally, ELD coaches participate in professional development to advance skills as ELD Coaches (Sub costs, conferences, Extra-Duty Pay). 1000-1999: Certificated Personnel Salaries Title III \$60,596</p> <p>ELD Coaches provide in-services and in class support for ELD instruction. Additionally, ELD</p>	<p>Classified Personnel Salaries Supplemental \$52,476</p> <p>Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning). 3000-3999: Employee Benefits Supplemental \$58,614</p> <p>Provide teachers and administrators with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning). 5000-5999: Services And Other Operating Expenditures Supplemental \$960</p> <p>ELD Coaches provide in-services and in class support for ELD instruction. Additionally, ELD coaches participate in professional development to advance skills as ELD Coaches (Sub costs, conferences, Extra-Duty Pay). 1000-1999: Certificated Personnel Salaries Title III \$28,676</p> <p>ELD Coaches provide in-services and in class support for ELD instruction. Additionally, ELD</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>coaches participate in professional development to advance skills as ELD Coaches (Sub costs, conferences, Extra-Duty Pay). 3000-3999: Employee Benefits Title III \$8,404</p> <p>ELD Coaches provide in-services and in class support for ELD instruction. Additionally, ELD coaches participate in professional development to advance skills as ELD Coaches (Sub costs, conferences, Extra-Duty Pay). 5000-5999: Services And Other Operating Expenditures Title III \$6,000</p> <p>Provide Summer Intervention (ELD) for English Learners. 1000-1999: Certificated Personnel Salaries Supplemental \$27,129</p> <p>Provide Summer Intervention (ELD) for English Learners. 3000-3999: Employee Benefits Supplemental \$3,646</p> <p>Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers. 1000-1999: Certificated Personnel Salaries Supplemental \$76,098</p>	<p>coaches participate in professional development to advance skills as ELD Coaches (Sub costs, conferences, Extra-Duty Pay). 3000-3999: Employee Benefits Title III \$6,186</p> <p>ELD Coaches provide in-services and in class support for ELD instruction. Additionally, ELD coaches participate in professional development to advance skills as ELD Coaches (Sub costs, conferences, Extra-Duty Pay). 5000-5999: Services And Other Operating Expenditures Title III \$151</p> <p>Provide Summer Intervention (ELD) for English Learners. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Provide Summer Intervention (ELD) for English Learners. 3000-3999: Employee Benefits Supplemental \$0</p> <p>Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers. 1000-1999: Certificated Personnel Salaries Supplemental \$32,708</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers. 2000-2999: Classified Personnel Salaries Supplemental \$125,336</p> <p>Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers. 3000-3999: Employee Benefits Supplemental \$26,922</p> <p>Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers. 4000-4999: Books And Supplies Supplemental \$78,259</p> <p>Provide resources for programs that target students that fall within the unduplicated count population:</p>	<p>Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers. 2000-2999: Classified Personnel Salaries Supplemental \$108,390</p> <p>Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers. 3000-3999: Employee Benefits Supplemental \$15,513</p> <p>Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers. 4000-4999: Books And Supplies Supplemental \$43,740</p> <p>Provide resources for programs that target students that fall within the unduplicated count population:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers. 5000-5999: Services And Other Operating Expenditures Supplemental \$43,385</p> <p>Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers. 6000-6999: Capital Outlay Supplemental \$0</p> <p>Train instructional-Coaches for ELD support in the classroom 1000-1999: Certificated Personnel Salaries Title I \$0</p> <p>Train instructional-Coaches for ELD support in the classroom 3000-3999: Employee Benefits Title I \$0</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 1000-1999:</p>	<p>Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers. 5000-5999: Services And Other Operating Expenditures Supplemental \$15,844</p> <p>Provide resources for programs that target students that fall within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; TOSA and ELD Coaching assistance for teachers, teacher planning time, and subs for parent meetings with teachers. 6000-6999: Capital Outlay Supplemental \$0</p> <p>Train instructional-Coaches for ELD support in the classroom 1000-1999: Certificated Personnel Salaries Title I \$0</p> <p>Train instructional-Coaches for ELD support in the classroom 3000-3999: Employee Benefits Title I \$0</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Certificated Personnel Salaries Supplemental \$28,000</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 3000-3999: Employee Benefits Supplemental \$5,805</p> <p>Salaries Eliminated 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Eliminated 3000-3999: Employee Benefits Supplemental \$0</p> <p>Provide Professional Development to English Learner Coordinators for facilitating EL programs and services (Extra Duty Pay) 1000-1999: Certificated Personnel Salaries Supplemental \$17,500</p> <p>Provide Professional Development to English Learner Coordinators for facilitating EL programs and services (Extra Duty Pay) 3000-3999: Employee Benefits Supplemental \$4,480</p> <p>Provide Professional Development to English Learner Coordinators for facilitating EL programs and services (Extra Duty Pay) 5000-5999: Services And Other Operating</p>	<p>Certificated Personnel Salaries Supplemental \$0</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 3000-3999: Employee Benefits Supplemental \$0</p> <p>Salaries Eliminated 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Eliminated 3000-3999: Employee Benefits Supplemental \$0</p> <p>Provide Professional Development to English Learner Coordinators for facilitating EL programs and services (Extra Duty Pay) 1000-1999: Certificated Personnel Salaries Supplemental \$3,609</p> <p>Provide Professional Development to English Learner Coordinators for facilitating EL programs and services (Extra Duty Pay) 3000-3999: Employee Benefits Supplemental \$799</p> <p>Provide Professional Development to English Learner Coordinators for facilitating EL programs and services (Extra Duty Pay) 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Expenditures Supplemental \$28,020</p> <p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support) 1000-1999: Certificated Personnel Salaries Supplemental \$77,804</p> <p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support) 2000-2999: Classified Personnel Salaries Supplemental \$39,755</p> <p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support) 3000-3999: Employee Benefits Supplemental \$43,941</p> <p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support) 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p>	<p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support) 1000-1999: Certificated Personnel Salaries Supplemental \$99,483</p> <p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support) 2000-2999: Classified Personnel Salaries Supplemental \$235</p> <p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support) 3000-3999: Employee Benefits Supplemental \$31,996</p> <p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support) 5000-5999: Services And Other Operating Expenditures Supplemental \$8,625</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support) 5000-5999: Services And Other Operating Expenditures Title II \$30,750</p> <p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support) 5000-5999: Services And Other Operating Expenditures Title III \$10,250</p> <p>Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs) 1000-1999: Certificated Personnel Salaries Supplemental \$36,484</p> <p>Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs) 3000-3999: Employee Benefits Supplemental \$7,345</p> <p>Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs)</p>	<p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support) 5000-5999: Services And Other Operating Expenditures Title II \$0</p> <p>Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator &amp; clerical support) 5000-5999: Services And Other Operating Expenditures Title III \$0</p> <p>Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs) 1000-1999: Certificated Personnel Salaries Supplemental \$56,904</p> <p>Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs) 3000-3999: Employee Benefits Supplemental \$12,384</p> <p>Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>4000-4999: Books And Supplies Supplemental \$5,250</p> <p>Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$6,945</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 4000-4999: Books And Supplies Supplemental \$750</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 5000-5999: Services And Other Operating Expenditures Supplemental \$5,445</p>	<p>4000-4999: Books And Supplies Supplemental \$0</p> <p>Provide intervention support (ELA/Math) extended learning opportunities for unduplicated count students. (Sat. Academy/Summer Programs)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$152</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 4000-4999: Books And Supplies Supplemental \$0</p> <p>Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>
<p>3. Increase student understanding and performance in Science.</p> <p>Continue with Next Generation Science Standards and Science Coaches.</p> <p>Provide professional development in Next Generation Science Standards.</p>	<p>Continue with Next Generation Science Standards and Science Coaches. 1000-1999: Certificated Personnel Salaries Title II \$4,125</p> <p>Continue with Next Generation Science Standards and Science Coaches. 3000-3999: Employee Benefits Title II \$874</p> <p>Provide professional development in Next Generation Science Standards. 1000-1999:</p>	<p>Continue with Next Generation Science Standards and Science Coaches. 1000-1999: Certificated Personnel Salaries Title II \$2,254</p> <p>Continue with Next Generation Science Standards and Science Coaches. 3000-3999: Employee Benefits Title II \$490</p> <p>Provide professional development in Next Generation Science Standards. 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Certificated Personnel Salaries Title II \$13,034</p> <p>Provide professional development in Next Generation Science Standards. 3000-3999: Employee Benefits Title II \$4,960</p> <p>Provide professional development in Next Generation Science Standards. 4000-4999: Books And Supplies Title II \$2,000</p> <p>Provide professional development in Next Generation Science Standards. 5000-5999: Services And Other Operating Expenditures Title II \$10,000</p>	<p>Certificated Personnel Salaries Title II \$20,467</p> <p>Provide professional development in Next Generation Science Standards. 3000-3999: Employee Benefits Title II \$3,415</p> <p>Provide professional development in Next Generation Science Standards. 4000-4999: Books And Supplies Title II \$0</p> <p>Continue with Next Generation Science Standards and Science Coaches. 5000-5999: Services And Other Operating Expenditures Title II \$11,978</p>
<p>4. Increase student's Physical Fitness (Physical Education)</p> <p>Beyond the 200 minutes of P.E. instruction every 10 days that all students receive and additional P.E. Equipment, our P.E. TOSA will provide dedicated professional development/model lessons at schools with higher unduplicated count students.</p> <p>Purchase P.E. equipment.</p>	<p>Purchase P.E. equipment. 4000-4999: Books And Supplies Restricted Lottery \$25,000</p> <p>Beyond the 200 minutes of P.E. instruction every 10 days that all students receive and additional P.E. Equipment, our P.E. TOSA will provide dedicated professional development/model lessons at schools with higher unduplicated count students. 1000-1999: Certificated Personnel Salaries Supplemental \$95,497</p> <p>Beyond the 200 minutes of P.E. instruction every 10 days that all students receive and additional P.E. Equipment, our P.E. TOSA will provide dedicated professional development/model lessons at schools with higher unduplicated count students. 3000-3999:</p>	<p>Purchase P.E. equipment. 4000-4999: Books And Supplies Restricted Lottery \$43,390</p> <p>Beyond the 200 minutes of P.E. instruction every 10 days that all students receive and additional P.E. Equipment, our P.E. TOSA will provide dedicated professional development/model lessons at schools with higher unduplicated count students. 1000-1999: Certificated Personnel Salaries Supplemental \$95,497</p> <p>Beyond the 200 minutes of P.E. instruction every 10 days that all students receive and additional P.E. Equipment, our P.E. TOSA will provide dedicated professional development/model lessons at schools with higher unduplicated count students. 3000-3999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  Specific Schools: Rio Vista, Cedar creek. Skyblue, Highlands, Santa Clarita</p>	<p>Employee Benefits Supplemental \$30,279</p> <p>Beyond the 200 minutes of P.E. instruction every 10 days that all students receive and additional P.E. Equipment, our P.E. TOSA will provide dedicated professional development/model lessons at schools with higher unduplicated count students. 5000-5999: Services And Other Operating Expenditures Supplemental \$800</p>	<p>Employee Benefits Supplemental \$30,815</p> <p>Beyond the 200 minutes of P.E. instruction every 10 days that all students receive and additional P.E. Equipment, our P.E. TOSA will provide dedicated professional development/model lessons at schools with higher unduplicated count students. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,021</p>
<p>5. Increase student learning and experience of the Visual and Performing Arts (VAPA).</p> <p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37)</p> <p>Continue with one Music/Arts integration TOSA and provide lessons for students at sites with the highest unduplicated counts, and provide in-services, in-class support and instructional strategies for teachers.</p>	<p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37) 1000-1999: Certificated Personnel Salaries Henry Mayo \$10,122</p> <p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37) 2000-2999: Classified Personnel Salaries Henry Mayo \$327</p> <p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37) 3000-3999: Employee Benefits Henry Mayo \$1,714</p>	<p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37) 1000-1999: Certificated Personnel Salaries Henry Mayo \$8,851</p> <p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37) 2000-2999: Classified Personnel Salaries Henry Mayo \$351</p> <p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37) 3000-3999: Employee Benefits Henry Mayo \$1,960</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37) 4000-4999: Books And Supplies Henry Mayo \$5,433</p> <p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37) 5000-5999: Services And Other Operating Expenditures Henry Mayo \$7,904</p> <p>Continue with one Music/Arts integration TOSA and provide lessons for students at sites with the highest unduplicated counts, and provide in-services, in-class support and instructional strategies for teachers. 1000-1999: Certificated Personnel Salaries Supplemental \$93,997</p> <p>Continue with one Music/Arts integration TOSA and provide lessons for students at sites with the highest unduplicated counts, and provide in-services, in-class support and instructional strategies for teachers. 3000-3999: Employee Benefits Supplemental \$30,327</p> <p>Continue with one Music/Arts integration TOSA and provide lessons for students at sites with the highest unduplicated counts,</p>	<p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37) 4000-4999: Books And Supplies Henry Mayo \$4,710</p> <p>Increase and maintain the number of teachers to participate in Kennedy Arts Integration training. Note: \$7,500 Kennedy/\$15,000 (MFD, Speech Program, Club 37) 5000-5999: Services And Other Operating Expenditures Henry Mayo \$0</p> <p>Continue with one Music/Arts integration TOSA and provide lessons for students at sites with the highest unduplicated counts, and provide in-services, in-class support and instructional strategies for teachers. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Continue with one Music/Arts integration TOSA and provide lessons for students at sites with the highest unduplicated counts, and provide in-services, in-class support and instructional strategies for teachers. 3000-3999: Employee Benefits Supplemental \$0</p> <p>Continue with one Music/Arts integration TOSA and provide lessons for students at sites with the highest unduplicated counts,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	and provide in-services, in-class support and instructional strategies for teachers. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500	and provide in-services, in-class support and instructional strategies for teachers. 5000-5999: Services And Other Operating Expenditures Supplemental \$0
<p>6. Increase student and teacher integration of Technology in teaching, learning, and assessment.</p> <p>Continue with Two Technology TOSAs and provide in-services, in-class support, curriculum and assessment support, and instructional strategies for technology integration at sites with the highest unduplicated counts.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Continue with Two Technology TOSAs and provide in-services, in-class support, curriculum and assessment support, and instructional strategies for technology integration at sites with the highest unduplicated counts. 1000-1999: Certificated Personnel Salaries Supplemental \$186,994</p> <p>Continue with Two Technology TOSAs and provide in-services, in-class support, curriculum and assessment support, and instructional strategies for technology integration at sites with the highest unduplicated counts. 3000-3999: Employee Benefits Supplemental \$55,887</p> <p>Continue with Two Technology TOSAs and provide in-services, in-class support, curriculum and assessment support, and instructional strategies for technology integration at sites with the highest unduplicated counts. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>Eliminated 5000-5999: Services And Other Operating Expenditures Base \$0</p>	<p>Continue with Two Technology TOSAs and provide in-services, in-class support, curriculum and assessment support, and instructional strategies for technology integration at sites with the highest unduplicated counts. 1000-1999: Certificated Personnel Salaries Supplemental \$119,388</p> <p>Continue with Two Technology TOSAs and provide in-services, in-class support, curriculum and assessment support, and instructional strategies for technology integration at sites with the highest unduplicated counts. 3000-3999: Employee Benefits Supplemental \$39,092</p> <p>Continue with Two Technology TOSAs and provide in-services, in-class support, curriculum and assessment support, and instructional strategies for technology integration at sites with the highest unduplicated counts. 5000-5999: Services And Other Operating Expenditures Supplemental \$45</p> <p>Eliminated 5000-5999: Services And Other Operating Expenditures Base \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Eliminated 4000-4999: Books And Supplies Base \$0</p> <p>Eliminated 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Eliminated 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Eliminated 3000-3999: Employee Benefits Base \$0</p> <p>Eliminated 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Eliminated 3000-3999: Employee Benefits Base \$0</p> <p>Eliminated 5000-5999: Services And Other Operating Expenditures Base \$0</p>	<p>Eliminated 4000-4999: Books And Supplies Base \$0</p> <p>Eliminated 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Eliminated 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Eliminated 3000-3999: Employee Benefits Base \$0</p> <p>Eliminated 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Eliminated 3000-3999: Employee Benefits Base \$0</p> <p>Eliminated 5000-5999: Services And Other Operating Expenditures Base \$0</p>
<p>7. Increase student achievement on Individual Education Plan (IEP) Goals.</p> <p>Provide special education teachers professional development based on State Standards corresponding to the students' grade level.</p> <p>Provide substitutes for Special Day Class (SDC) to support triennial IEP's.</p>	<p>Move to action 6 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Provide special education teachers professional development based on State Standards corresponding to the students' grade level. 1000-1999: Certificated Personnel Salaries Title II \$2,237</p> <p>Provide special education teachers professional development based on State Standards corresponding to the students' grade level. 3000-3999: Employee Benefits Title II \$500</p>	<p>Move to action 6 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Provide special education teachers professional development based on State Standards corresponding to the students' grade level. 1000-1999: Certificated Personnel Salaries Title II \$0</p> <p>Provide special education teachers professional development based on State Standards corresponding to the students' grade level. 3000-3999: Employee Benefits Title II \$399</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Provide special education teachers professional development based on State Standards corresponding to the students' grade level. 5000-5999: Services And Other Operating Expenditures Title II \$13,763</p> <p>Provide substitutes for Special Day Class (SDC) to support triennial IEP's. 1000-1999: Certificated Personnel Salaries Special Education \$24,000</p> <p>Provide substitutes for Special Day Class (SDC) to support triennial IEP's. 3000-3999: Employee Benefits Special Education \$5,000</p>	<p>Provide special education teachers professional development based on State Standards corresponding to the students' grade level. 5000-5999: Services And Other Operating Expenditures Title II \$0</p> <p>Provide substitutes for Special Day Class (SDC) to support triennial IEP's. 1000-1999: Certificated Personnel Salaries Special Education \$11,142</p> <p>Provide substitutes for Special Day Class (SDC) to support triennial IEP's. 3000-3999: Employee Benefits Special Education \$1,778</p>
<p>8. Increase student Achievement on Individual Education Plan (IEP) Goals</p> <p>Provide special education teachers with professional development based on state standards corresponding to student's grade level.</p> <p>Provide substitutes for Special Day Class (SDC) to support IEPs.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> Students with Disabilities</p> <p><b>Location(s)</b> All Schools</p>	<p>Provide special education teachers with professional development based on state standards corresponding to student's grade level. 1000-1999: Certificated Personnel Salaries Title II \$500</p> <p>Provide special education teachers with professional development based on state standards corresponding to student's grade level. 3000-3999: Employee Benefits Title II \$2,237</p> <p>Provide special education teachers with professional development based on state standards corresponding to student's grade level. 5000-5999:</p>	<p>Provide special education teachers with professional development based on state standards corresponding to student's grade level. 1000-1999: Certificated Personnel Salaries Title II \$0</p> <p>Provide special education teachers with professional development based on state standards corresponding to student's grade level. 3000-3999: Employee Benefits Title II \$0</p> <p>Provide special education teachers with professional development based on state standards corresponding to student's grade level. 5000-5999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Services And Other Operating Expenditures Title II \$13,768</p> <p>Provide substitutes for Special Day Class (SDC) to support IEPs. 1000-1999: Certificated Personnel Salaries Special Education \$24,355</p> <p>Provide substitutes for Special Day Class (SDC) to support IEPs. 3000-3999: Employee Benefits Special Education \$4,645</p>	<p>Services And Other Operating Expenditures Title II \$0</p> <p>Provide substitutes for Special Day Class (SDC) to support IEPs. 1000-1999: Certificated Personnel Salaries Special Education \$0</p> <p>Provide substitutes for Special Day Class (SDC) to support IEPs. 3000-3999: Employee Benefits Special Education \$0</p>
<p>9. Increase Gifted and Talented Education (GATE) students' achievement</p> <p>Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request.</p> <p>Provide Professional Development in differentiated instruction for teachers of GATE students.</p> <p>Continue to fund site programs to test and provide differentiated instruction for GATE students.</p> <p>Continue to provide GATE Coordinators at each site.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request. 5000-5999: Services And Other Operating Expenditures Base \$16,950</p> <p>Provide Professional Development in differentiated instruction for teachers of GATE students. 1000-1999: Certificated Personnel Salaries Title II \$4,200</p> <p>Provide Professional Development in differentiated instruction for teachers of GATE students. 3000-3999: Employee Benefits Title II \$800</p> <p>Continue to fund site programs to test and provide differentiated instruction for GATE students. 1000-1999: Certificated Personnel Salaries Base \$12,501</p> <p>Continue to fund site programs to test and provide differentiated instruction for GATE students.</p>	<p>Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request. 5000-5999: Services And Other Operating Expenditures Base \$15,375</p> <p>Provide Professional Development in differentiated instruction for teachers of GATE students. 1000-1999: Certificated Personnel Salaries Title II \$0</p> <p>Provide Professional Development in differentiated instruction for teachers of GATE students. 3000-3999: Employee Benefits Title II \$0</p> <p>Continue to fund site programs to test and provide differentiated instruction for GATE students. 1000-1999: Certificated Personnel Salaries Base \$5,186</p> <p>Continue to fund site programs to test and provide differentiated instruction for GATE students.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>2000-2999: Classified Personnel Salaries Base \$434</p> <p>Continue to fund site programs to test and provide differentiated instruction for GATE students.</p> <p>3000-3999: Employee Benefits Base \$2,420</p> <p>Continue to fund site programs to test and provide differentiated instruction for GATE students.</p> <p>4000-4999: Books And Supplies Base \$5,940</p> <p>Continue to provide GATE Coordinators at each site. 1000-1999: Certificated Personnel Salaries Base \$1,575</p> <p>Continue to provide GATE Coordinators at each site. 3000-3999: Employee Benefits Base \$333</p>	<p>2000-2999: Classified Personnel Salaries Base \$69</p> <p>Continue to fund site programs to test and provide differentiated instruction for GATE students.</p> <p>3000-3999: Employee Benefits Base \$1,160</p> <p>Continue to fund site programs to test and provide differentiated instruction for GATE students.</p> <p>4000-4999: Books And Supplies Base \$324</p> <p>Continue to provide GATE Coordinators at each site. 1000-1999: Certificated Personnel Salaries Base \$1,426</p> <p>Continue to provide GATE Coordinators at each site. 3000-3999: Employee Benefits Base \$315</p>
<p>Moved to Action 2 or Eliminated</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>All Schools</li> </ul>	<p>Eliminated 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Eliminated 3000-3999: Employee Benefits Supplemental \$0</p> <p>Moved to Action 2 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Moved to Action 2 2000-2999: Classified Personnel Salaries Supplemental \$0</p> <p>Moved to Action 2 3000-3999: Employee Benefits Supplemental \$0</p>	<p>Eliminated 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Eliminated 3000-3999: Employee Benefits Supplemental \$0</p> <p>Moved to Action 2 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Moved to Action 2 2000-2999: Classified Personnel Salaries Supplemental \$0</p> <p>Moved to Action 2 3000-3999: Employee Benefits Supplemental \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Moved to Action 2 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Moved to Action 2 3000-3999: Employee Benefits Supplemental \$0</p> <p>Moved to Action 2 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>	<p>Moved to Action 2 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Moved to Action 2 3000-3999: Employee Benefits Supplemental \$0</p> <p>Moved to Action 2 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>
<p>11. Increase Student Achievement</p> <p>Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies. 1000-1999: Certificated Personnel Salaries Supplemental \$58,300</p> <p>Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies. 3000-3999: Employee Benefits Supplemental \$12,700</p> <p>Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum</p>	<p>Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies. 1000-1999: Certificated Personnel Salaries Supplemental \$8,883</p> <p>Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies. 3000-3999: Employee Benefits Supplemental \$1,308</p> <p>Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies. 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies. 5000-5999: Services And Other Operating Expenditures Supplemental \$124,000</p>	<p>Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies. 4000-4999: Books And Supplies Supplemental \$387</p> <p>Establish Professional Learning Communities (PLCs) through Professional Development/Curriculum Development to increase student achievement and support effective instruction. Increase for support of unduplicated counts students with effective instructional strategies. 5000-5999: Services And Other Operating Expenditures Supplemental \$43,979</p>
<p>12. Increase Student Achievement</p> <p>Provide one Next Generation Science Standards TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum and assessment strategies in the area of Science.</p>	<p>Provide one Next Generation Science Standards TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum and assessment strategies in the area of Science. 1000-1999: Certificated Personnel Salaries Supplemental \$86,406</p> <p>Provide one Next Generation Science Standards TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum and assessment strategies in the area</p>	<p>Provide one Next Generation Science Standards TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum and assessment strategies in the area of Science. 1000-1999: Certificated Personnel Salaries Supplemental \$86,406</p> <p>Provide one Next Generation Science Standards TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum and assessment strategies in the area</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>of Science. 3000-3999: Employee Benefits Supplemental \$28,684</p> <p>Provide one Next Generation Science Standards TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum and assessment strategies in the area of Science. 5000-5999: Services And Other Operating Expenditures Supplemental \$800</p>	<p>of Science. 3000-3999: Employee Benefits Supplemental \$28,771</p> <p>Provide one Next Generation Science Standards TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum and assessment strategies in the area of Science. 5000-5999: Services And Other Operating Expenditures Supplemental \$185</p>
<p>13. Increase Student Achievement</p> <p>Provide technology resources, i.e., chromebooks, to increase technology support of unduplicated count students and technology integration in ELA/Math.</p> <p>Technology professional development to support teachers in integrating technology in daily lessons and increase student achievement for unduplicated count students. Provide professional development for Student Information System and professional development for data analysis and technology integration.</p> <p>Provide Technology Intervention Programs (Next Generation Math, AR, SRI, iReady, CA Streaming) to increase student achievement for unduplicated count students struggling in ELA and Math.</p>	<p>Provide technology resources, i.e., chromebooks, to increase technology support of unduplicated count students and technology integration in ELA/Math. 4000-4999: Books And Supplies Supplemental \$600,000</p> <p>Provide technology resources, i.e., chromebooks, to increase technology support of unduplicated count students and technology integration in ELA/Math. 5000-5999: Services And Other Operating Expenditures Supplemental \$60,000</p> <p>Technology professional development to support teachers in integrating technology in daily lessons and increase student achievement for unduplicated count students. Provide professional development for</p>	<p>Provide technology resources, i.e., chromebooks, to increase technology support of unduplicated count students and technology integration in ELA/Math. 4000-4999: Books And Supplies Supplemental \$446,418</p> <p>Provide technology resources, i.e., chromebooks, to increase technology support of unduplicated count students and technology integration in ELA/Math. 5000-5999: Services And Other Operating Expenditures Supplemental \$103,963</p> <p>Technology professional development to support teachers in integrating technology in daily lessons and increase student achievement for unduplicated count students. Provide professional development for</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>Student Information System and professional development for data analysis and technology integration. 1000-1999: Certificated Personnel Salaries Supplemental \$40,000</p> <p>Technology professional development to support teachers in integrating technology in daily lessons and increase student achievement for unduplicated count students. Provide professional development for Student Information System and professional development for data analysis and technology integration. 3000-3999: Employee Benefits Supplemental \$18,550</p> <p>Technology professional development to support teachers in integrating technology in daily lessons and increase student achievement for unduplicated count students. Provide professional development for Student Information System and professional development for data analysis and technology integration. 5000-5999: Services And Other Operating Expenditures Supplemental \$101,450</p> <p>Provide Technology Intervention Programs (Next Generation Math, AR, SRI, iReady, CA Streaming) to increase student achievement for unduplicated count students</p>	<p>Student Information System and professional development for data analysis and technology integration. 1000-1999: Certificated Personnel Salaries Supplemental \$13,115</p> <p>Technology professional development to support teachers in integrating technology in daily lessons and increase student achievement for unduplicated count students. Provide professional development for Student Information System and professional development for data analysis and technology integration. 3000-3999: Employee Benefits Supplemental \$2,504</p> <p>Technology professional development to support teachers in integrating technology in daily lessons and increase student achievement for unduplicated count students. Provide professional development for Student Information System and professional development for data analysis and technology integration. 5000-5999: Services And Other Operating Expenditures Supplemental \$67,569</p> <p>Provide Technology Intervention Programs (Next Generation Math, AR, SRI, iReady, CA Streaming) to increase student achievement for unduplicated count students</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	struggling in ELA and Math. 5000-5999: Services And Other Operating Expenditures Supplemental \$160,000	struggling in ELA and Math. 5000-5999: Services And Other Operating Expenditures Supplemental \$155,410

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the COVID-19 pandemic, our planned goals, expected outcomes, actions/services, and budget expenditures were greatly impacted. Some actual costs of budgeted actions and services were less than anticipated and or were cut short due to restrictions and closures surrounded by COVID19. Due to the new virtual learning platform, professional development was limited or unavailable for Professional Learning Communities (PLCs), Physical Education, art, and the training of site instructional coaches for English Learners. Budgeted expenses such as substitute teachers, travel, accommodations, and mileage were not utilized. Programs such as Gifted and Talented Education (GATE) were not implemented fully and summer school for the 2019-2020 school year was not able to be implemented at all impacting budgeting for supplies, training, and salaries for certificated and classified staff. SUSD adjusted processes and procedures to maintain services to high needs students. We were not able to provide full in-services and in-class support for teachers as well as support for additional programs that target students that fell within the unduplicated count population: Homework assistance; intervention; arts enrichment; supplemental materials; English Language Development (ELD) Coaching assistance and training for teachers.

The funds that were budgeted for the Actions/Services that were not implemented were used to support students, families, teachers, and staff with online learning. Virtual professional development was provided to administrators, teachers, staff, and families to support teachers/staff and students/families to integrate technology in daily school routine be it synchronous or asynchronous lessons and online program use in order to maintain and or increase student achievement attempting to mitigate any learning loss for unduplicated count students. Parents had access to digital lessons provided by our Teachers On Special Assignment (TOSA) who support all sites as they work from the district office. Funds were also used for teacher-created SMART goal after school interventions, additional online training and coaching support in English Language Arts (ELA) and Math, and small group support for high needs students based on engagement levels, achievement, and English Learner status.

Our Music and Art TOSA left the district and we were not able to fill that position. One of our Technology TOSAs moved to another position in the district and that position was not filled until later in the year. Our ELA, Math, Science, Health and Wellness, and Technology TOSAs worked extended hours to provide lessons and support to administrators, teachers, students, staff and parents. Chromebooks, hot spots to provide internet access, textbooks, curriculum packets, art supplies, and basic school supplies were available to families for pick up. The funds were also used for additional diagnostic tools to better assess student needs in the areas of ELA and Math.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The pandemic provided many new challenges in ensuring student achievement. ALL stakeholders had to learn and adapt to the new learning platforms. Parents/guardians, students, teachers, and staff all worked together to provide the best learning scenario possible to our students.

Technology became the forefront of necessity to deliver information and instruction. Saugus provided a digital learning platform for all students. We trained instructional coaches for digital classroom support and provided professional learning in the areas of English Language Arts (ELA) and Math to help increase student achievement. Prior to the pandemic, teachers and administrators were provided with appropriate Professional Development in English language Development (ELD) Designated and Integrated Instruction (Constructing Meaning Strategies and Systematic English Language Development professional learning). During the pandemic Our ELD Coaches created an online curriculum for teachers to share with students during the pandemic. Diagnostic tools assisted in increasing student achievement in the areas of ELA and Math.

Our Teachers on Special Assignment (TOSA) were instrumental in contributing to the effectiveness and implementation of the actions and services. These include an increase in professional development for teachers, administrators and classified staff. The professional development included further study with the California Frameworks in various curricular areas; English Language Arts/English Language Development, Mathematics, and Next Generation Science Standards (NGSS) as well as professional learning in the curricular areas of Educational Technology. The dedication of our teachers and administrators to ensure standards based lessons and activities were taught each day was evident throughout the school year.

SUSD continued to enhance these initiatives by creating a teacher on special assignment position (TOSA) that was 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 Social Emotional Learning (SEL) curriculum to establish consistency across the district and to ensure that students, parents, and peers have all of the emotional support needed to be successful and to increase student achievement. School counselors and social workers supported teachers, students, and families during SEL lessons and follow up check-ins.

## Goal 2

Increase meaningful and purposeful student, teacher, and parent engagement

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1. Attendance: Chronic Absenteeism and Truancy</p> <p>2. Suspension/Expulsions</p> <p>3. Counseling Services</p> <p>4. District Communication</p> <p>5. Increase Students' sense of safety</p> <p>6. Parent Input and Decision Making</p>	<p>1. Attendance: Chronic Absenteeism and Truancy- Our student's attendance continues to maintain 96.1% of students in attendance according to our local data. Distance learning was challenging in the beginning of the pandemic. Chromebooks and hotspots were available to families in order to assist with attendance. Chronic Absenteeism increased to 6.7%. During the pandemic each school site made phone calls, sent emails, Parent Square messages, and even visited students at home to encourage participation and attendance. 2019-2020 CALPADS 14.1 Report for Chronic Attendance = 6.66% chronically absent (&gt;10%).</p> <p>2. . Our Suspension Rates continue to decrease from 0.3% to 0.1%. (All Students, Status-Very Low, Maintained at)            Expulsions: Maintain 0 expulsions            Attendance maintained at 96.1%            2019 Dashboard Data shows 0.3% of all students suspended (Blue); Homeless 1.0% (Increase; Yellow); Two or More Races 0.8% (Increase; Yellow); SED 0.7% (Increase; Yellow); SPED 1.1% (Increase; Yellow); African American 0.5% (Increase; Green); all other student groups in Blue tier and maintained 0%..</p> <p>3. Counseling Services- Counselors began implement the district plan for meeting the specific needs of our Foster, ELL,</p>

Expected	Actual
<p><b>19-20</b></p> <p>1. Decrease Truancy from 13% to 11% Chronic Absenteeism: Decrease from 3.5% to 3.3%</p> <p>2.Suspension Rate: Decrease Suspensions from 0.3% to 0.1% Expulsions: Maintain 0 (Zero) expulsions Attendance: Increase attendance from 97.2% to 98%</p> <p>3.Implement the district plan for meeting the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students; provide social skills counseling services at the school site.</p> <p>4. Increase parent satisfaction with the quantity of district communication from 94% to 97%.</p> <p>5. Increase students' sense of safety from 99.2-99.5 (TK-2) : 73%-75% (3-6th grade); Increase students' sense of school connectedness from 96.5 % to 97.5 (TK-6) as measured by survey; Increase teachers' sense of safety from 98% to 99% as measured by survey; Increase teachers' sense of school connectedness from 97% to 98%% as measured by survey.</p> <p>6. Increase parent input/decision making- provide additional opportunities for parents to provide input/ make decisions and increase communication regarding district and school goals.</p>	<p>Economically disadvantaged, and homeless students; provide social skills counseling services at the school site. During the pandemic, counseling services were available for any student in need. Social skills counseling services at the school sites for meeting the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students were successfully provided.</p> <p>4. District Communication- Communication played a vital role in the success and wellbeing of our community, staff and students. During the pandemic each school site made phone calls, sent emails, Parent Square messages, and even visited students at home to encourage participation and attendance. The district sent communications home with each new health update from the state and county. Items communicated were food distribution sites and times, school textbook and supplies pickup, safer at home orders, mask requirements, safety protocols, etc. The 2020 Connectedness/Climate Survey indicates that the six questions associated with safety, school facilities, and connectedness all show a majority agree/strongly agree with the statements - safety: Q19 (parents &amp; students) or Q21 (staff) = Q19 P 56% &amp; S 63%; Q21 S 85%; Q13 (parents &amp; students) or Q15 (staff) = Q13 P 69% &amp; Q13 S 65%; Q15 S 78%; facilities: Q18 (parents &amp; students) Q18 P87% &amp; Q18 S 57%; Q20 (staff) 76% ; connectedness: Q2 (all groups) = 82% parents; 61% students; 79% staff.</p> <p>5. Increase Students' sense of safety decreased from overall 98% in the 2018-2019 school year to 93% in the 2019-2020 school year.</p> <p>6. Parent Input and decision making happened throughout the school 2019-20 year. PTA, PAC, DELAC, ELAC and Site Council meetings were held virtually on a regular basis to gather parent input. The virtual platform lended to higher parent attendance for these meetings.</p>

Expected	Actual
<p><b>Baseline</b></p> <p>1. Attendance: Truancy 13% Chronic Absenteeism 3.5%</p> <p>2.Suspension Rate: 0.3% Expulsions: 0 expulsions</p> <p>3. Counseling services for unduplicated count students. (Number of students served on a monthly basis, 2% of the students in counseling have participated in 6-8 week counseling sessions- decrease by 1% as students demonstrate social/emotional progress).</p> <p>4. District Communication Satisfaction: 92%</p> <p>5. Increase students' sense of safety: Overall: 98%</p> <p>6. Increase parent input and decision making (Establish a baseline by increasing parent participation by 5%, via exit surveys, agenda minutes, increased discussion, participation rates, and input at DELAC and PAC meetings)</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Decrease Truancy, Chronic Absenteeism, Suspensions; and Expulsions</p> <p>Continue the use of Infinite Campus to track student attendance and performance and annual services fee (Online Student Registration)</p>	<p>Continue the use of Infinite Campus to track student attendance and performance and annual services fee (Online Student Registration) 5000-5999:</p>	<p>Continue the use of Infinite Campus to track student attendance and performance and annual services fee (Online Student Registration) 5000-5999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Services And Other Operating Expenditures Base \$114,000</p> <p>Completed 1000-1999: Certificated Personnel Salaries Title II \$0</p> <p>Completed 3000-3999: Employee Benefits Title II \$0</p> <p>Eliminated 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Eliminated 2000-2999: Classified Personnel Salaries Base \$0</p> <p>Eliminated 3000-3999: Employee Benefits Base \$0</p> <p>Eliminated 5000-5999: Services And Other Operating Expenditures Base \$0</p>	<p>Services And Other Operating Expenditures Base \$131,033</p> <p>Completed 1000-1999: Certificated Personnel Salaries Title II \$0</p> <p>Completed 3000-3999: Employee Benefits Title II \$0</p> <p>Eliminated 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Eliminated 2000-2999: Classified Personnel Salaries Base \$0</p> <p>Eliminated 3000-3999: Employee Benefits Base \$0</p> <p>Eliminated 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Base \$0</p>
<p>2. Meet the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students.</p> <p>Continue with Parent Liaisons (Foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts students) with resources in the schools and the community.</p> <p>Behavior Support Team and mental health support to provide outreach to students (priority to unduplicated count students) and assist with social/emotional well-being strategies for student success.</p> <p>Provide translation/interpretation services for parents at school and district events.</p>	<p>Continue with Parent Liaisons (Foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts students) with resources in the schools and the community. 2000-2999: Classified Personnel Salaries Supplemental \$49,830</p> <p>Continue with Parent Liaisons (Foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts</p>	<p>Continued with Parent Liaisons (Foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts students) with resources in the schools and the community. 2000-2999: Classified Personnel Salaries Supplemental \$47,744</p> <p>Continue with Parent Liaisons (Foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Professional Development for classified staff regarding parent outreach and support for students with special needs (unduplicated count).	students) with resources in the schools and the community. 3000-3999: Employee Benefits Supplemental \$17,880	students) with resources in the schools and the community. 3000-3999: Employee Benefits Supplemental \$16,863
Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS).	Continue with Parent Liaisons (Foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts	Continue with Parent Liaisons (Foster and EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting Unduplicated counts
Provide materials, supplies, and child care for parent workshops.	students) with resources in the schools and the community. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000	students) with resources in the schools and the community. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,730
Provide workshops for parents presented by teachers, administrators, consultants using research-based practices/materials in all of the areas of curriculum to increase parent involvement and engagement.	Provide translation/interpretation services for parents at school and district events. 5000-5999: Services And Other Operating Expenditures Title II \$3,000	Provide translation/interpretation services for parents at school and district events. 5000-5999: Services And Other Operating Expenditures Title III \$0
Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance.	Provide translation/interpretation services for parents at school and district events. 5000-5999: Services And Other Operating Expenditures Supplemental \$22,425	Provide translation/interpretation services for parents at school and district events. 5000-5999: Services And Other Operating Expenditures Supplemental \$5,594
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>	Provide translation/interpretation services for parents at school and district events. 2000-2999: Classified Personnel Salaries Supplemental \$10,620	Provide translation/interpretation services for parents at school and district events. 2000-2999: Classified Personnel Salaries Supplemental \$90
<b>Students to be Served</b>	Provide translation/interpretation services for parents at school and district events. 3000-3999: Employee Benefits Supplemental \$919	Provide translation/interpretation services for parents at school and district events. 3000-3999: Employee Benefits Supplemental \$8
English Learners Foster Youth Low Income		
<b>Scope of Services</b>		
LEA-wide		
<b>Locations</b>		
All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Provide Professional Development for classified staff regarding parent outreach and support for students with special needs (unduplicated count). 2000-2999: Classified Personnel Salaries Supplemental \$11,870</p> <p>Provide Professional Development for classified staff regarding parent outreach and support for students with special needs (unduplicated count). 3000-3999: Employee Benefits Supplemental \$3,130</p> <p>Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS). 2000-2999: Classified Personnel Salaries Supplemental \$20,000</p> <p>Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS). 3000-3999: Employee Benefits Supplemental \$4,774</p> <p>Provide materials, supplies, and child care for parent workshops. 4000-4999: Books And Supplies Supplemental \$2,279</p> <p>Provide materials, supplies, and child care for parent workshops. 1000-1999: Certificated Personnel Salaries Supplemental \$2,365</p>	<p>Provide Professional Development for classified staff regarding parent outreach and support for students with special needs (unduplicated count). 2000-2999: Classified Personnel Salaries Supplemental \$0</p> <p>Provide Professional Development for classified staff regarding parent outreach and support for students with special needs (unduplicated count). 3000-3999: Employee Benefits Supplemental \$0</p> <p>Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS). 2000-2999: Classified Personnel Salaries Supplemental \$0</p> <p>Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS). 3000-3999: Employee Benefits Supplemental \$0</p> <p>Provide materials, supplies, and child care for parent workshops. 4000-4999: Books And Supplies Supplemental \$321</p> <p>Provide materials, supplies, and child care for parent workshops. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Provide materials, supplies, and child care for parent workshops. 2000-2999: Classified Personnel Salaries Supplemental \$2,250</p> <p>Provide materials, supplies, and child care for parent workshops. 3000-3999: Employee Benefits Supplemental \$106</p> <p>Provide workshops for parents presented by teachers, administrators, consultants using research-based practices/materials in all of the areas of curriculum to increase parent involvement and engagement. 1000-1999: Certificated Personnel Salaries Supplemental \$2,900</p> <p>Provide workshops for parents presented by teachers, administrators, consultants using research-based practices/materials in all of the areas of curriculum to increase parent involvement and engagement. 3000-3999: Employee Benefits Supplemental \$1,600</p> <p>Provide workshops for parents presented by teachers, administrators, consultants using research based practices/materials in all of the areas of the curriculum to increase parent involvement and engagement. 4000-4999: Books And Supplies Supplemental \$500</p>	<p>Provide materials, supplies, and child care for parent workshops 2000-2999: Classified Personnel Salaries Supplemental \$316</p> <p>Provide materials, supplies, and child care for parent workshops 3000-3999: Employee Benefits Supplemental \$46</p> <p>Provide workshops for parents presented by teachers, administrators, consultants using research-based practices/materials in all of the areas of curriculum to increase parent involvement and engagement. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Provide workshops for parents presented by teachers, administrators, consultants using research-based practices/materials in all of the areas of curriculum to increase parent involvement and engagement. 3000-3999: Employee Benefits Supplemental \$0</p> <p>Provide workshops for parents presented by teachers, administrators, consultants using research-based practices/materials in all of the areas of curriculum to increase parent involvement and engagement. 4000-4999: Books And Supplies Supplemental \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS). 4000-4999: Books And Supplies Supplemental \$2,216</p> <p>Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS). 5000-5999: Services And Other Operating Expenditures Supplemental \$8,700</p> <p>Provide translation/interpretation services for parents at school and district events. 2000-2999: Classified Personnel Salaries Title III \$5,402</p> <p>Provide translation/interpretation services for parents at school and district events. 3000-3999: Employee Benefits Title III \$857</p> <p>Behavior Support Team and mental health support to provide outreach to students (priority to unduplicated count students) and assist with social/emotional well-being strategies for student success. 1000-1999: Certificated Personnel Salaries Supplemental \$374,146</p> <p>Behavior Support Team and mental health support to provide outreach to students (priority to unduplicated count students) and assist with social/emotional well-</p>	<p>Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS). 4000-4999: Books And Supplies Supplemental \$286</p> <p>Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS). 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p> <p>Provide translation/interpretation services for parents at school and district events. 2000-2999: Classified Personnel Salaries Title III \$0</p> <p>Provide translation/interpretation services for parents at school and district events. 3000-3999: Employee Benefits Title III \$0</p> <p>Behavior Support Team and mental health support to provide outreach to students (priority to unduplicated count students) and assist with social/emotional well-being strategies for student success. 1000-1999: Certificated Personnel Salaries Supplemental \$196,909</p> <p>Behavior Support Team and mental health support to provide outreach to students (priority to unduplicated count students) and assist with social/emotional well-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>being strategies for student success. 2000-2999: Classified Personnel Salaries Supplemental \$169,706</p> <p>Behavior Support Team and mental health support to provide outreach to students (priority to unduplicated count students) and assist with social/emotional well-being strategies for student success. 3000-3999: Employee Benefits Supplemental \$236,524</p> <p>Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance. 1000-1999: Certificated Personnel Salaries Supplemental \$30,186</p> <p>Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance. 2000-2999: Classified Personnel Salaries Supplemental \$34,449</p> <p>Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance. 3000-3999: Employee Benefits Supplemental \$23,693</p>	<p>being strategies for student success. 2000-2999: Classified Personnel Salaries Supplemental \$76,085</p> <p>Behavior Support Team and mental health support to provide outreach to students (priority to unduplicated count students) and assist with social/emotional well-being strategies for student success. 3000-3999: Employee Benefits Supplemental \$100,312</p> <p>Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance. 1000-1999: Certificated Personnel Salaries Supplemental \$14,972</p> <p>Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance. 2000-2999: Classified Personnel Salaries Supplemental \$11,302</p> <p>Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance. 3000-3999: Employee Benefits Supplemental \$9,220</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance. 5000-5999: Services And Other Operating Expenditures Supplemental \$240	Facilitate SART and SARB meetings for Certificated and Classified Staff to work with parents of unduplicated students to decrease truancy and tardiness and improve attendance. 5000-5999: Services And Other Operating Expenditures Supplemental \$120
<p>3. Increase parent satisfaction with district communication.</p> <p>Moved to Action 4</p> <p>Provide the District Community with ongoing two-way communication and support for unduplicated count students. (Parent Square, communication platform video services, etc.)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Combined into one goal 2000-2999: Classified Personnel Salaries Base \$0</p> <p>Combined into one goal 3000-3999: Employee Benefits Base \$0</p> <p>Combined into one goal 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Combined into one goal 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Combined into one goal 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Combined into one goal 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Combined into one goal 5000-5999: Services And Other Operating Expenditures Base \$0</p>	<p>Combined into one goal 2000-2999: Classified Personnel Salaries Base \$0</p> <p>Combined into one goal 3000-3999: Employee Benefits Base \$0</p> <p>Combined into one goal 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Combined into one goal 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Combined into one goal 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>Combined into one goal 5000-5999: Services And Other Operating Expenditures Base \$0</p>
<p>4. Increase students' and teachers' sense of safety and school connectedness</p> <p>Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic Experience, Grief, Family Crises, School Crises).</p>	<p>Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic Experience, Grief, Family Crises,</p>	<p>Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic Experience, Grief, Family Crises,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue Circle of Friends to connect general education unduplicated count students and students with disabilities at 8 sites.</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.</p> <p>Provide Positive Behavior Intervention and Supports training for Campus Supervisors to increase positive playground experiences for students.</p> <p>Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports.</p> <p>Provide additional School Psychologists to support student learning for our unduplicated count students.</p> <p>Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2 Data System for implementing PBIS. (Training for classified and certificated staff.)</p> <p>Provide the District Community with ongoing two-way communication and support for unduplicated count students. (Parent Square, communication platform video services, etc.)</p>	<p>School Crises). 1000-1999: Certificated Personnel Salaries Supplemental \$416,044</p> <p>Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic Experience, Grief, Family Crises, School Crises). 3000-3999: Employee Benefits Supplemental \$135,597</p> <p>Continue Circle of Friends to connect general education unduplicated count students and students with disabilities at 8 sites. 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites. 1000-1999: Certificated Personnel Salaries Supplemental \$25,197</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites. 2000-2999: Classified Personnel Salaries Supplemental \$1,789</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training</p>	<p>School Crises). 1000-1999: Certificated Personnel Salaries Supplemental \$463,861</p> <p>Provide counselors to conduct small group social skills counseling for students with priority given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic Experience, Grief, Family Crises, School Crises). 3000-3999: Employee Benefits Supplemental \$153,418</p> <p>Continue Circle of Friends to connect general education unduplicated count students and students with disabilities at 8 sites. 4000-4999: Books And Supplies Supplemental \$0</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites. 1000-1999: Certificated Personnel Salaries Supplemental \$18,110</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites. 2000-2999: Classified Personnel Salaries Supplemental \$516</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>and implementation for all sites.  3000-3999: Employee Benefits Supplemental \$5,582</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.  4000-4999: Books And Supplies Supplemental \$2,500</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.  5000-5999: Services And Other Operating Expenditures Supplemental \$59,932</p> <p>2000-2999: Classified Personnel Salaries Supplemental</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.</p> <p>Provide Positive Behavior Intervention and Supports training for Campus Supervisors to increase positive playground experiences for students.  2000-2999: Classified Personnel Salaries Supplemental \$8,500</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.</p> <p>Provide Positive Behavior</p>	<p>and implementation for all sites.  3000-3999: Employee Benefits Supplemental \$3,583</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.  4000-4999: Books And Supplies Supplemental \$22,753</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.  5000-5999: Services And Other Operating Expenditures Supplemental \$64,040</p> <p>2000-2999: Classified Personnel Salaries Supplemental</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.</p> <p>Provide Positive Behavior Intervention and Supports training for Campus Supervisors to increase positive playground experiences for students.  2000-2999: Classified Personnel Salaries Supplemental \$1,350</p> <p>Provide Positive Behavior Interventions and Supports at all school sites. Continue training and implementation for all sites.</p> <p>Provide Positive Behavior</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Intervention and Supports training for Campus Supervisors to increase positive playground experiences for students. 3000-3999: Employee Benefits Supplemental \$700</p> <p>Provide additional School Psychologists to support student learning for our unduplicated count students. 1000-1999: Certificated Personnel Salaries Supplemental \$269,280</p> <p>Provide additional School Psychologists to support student learning for our unduplicated count students. 3000-3999: Employee Benefits Supplemental \$78,394</p> <p>Provide additional School Psychologists to support student learning for our unduplicated count students. 5000-5999: Services And Other Operating Expenditures Supplemental \$6,480</p> <p>Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2 Data System for implementing PBIS. (Training for classified and certificated staff.) 2000-2999: Classified Personnel Salaries Supplemental \$849</p> <p>Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2</p>	<p>Intervention and Supports training for Campus Supervisors to increase positive playground experiences for students. 3000-3999: Employee Benefits Supplemental \$161</p> <p>Provide additional School Psychologists to support student learning for our unduplicated count students. 1000-1999: Certificated Personnel Salaries Supplemental \$299,523</p> <p>Provide additional School Psychologists to support student learning for our unduplicated count students. 3000-3999: Employee Benefits Supplemental \$91,056</p> <p>Provide additional School Psychologists to support student learning for our unduplicated count students. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,310</p> <p>Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2 Data System for implementing PBIS. (Training for classified and certificated staff.) 2000-2999: Classified Personnel Salaries Supplemental \$172</p> <p>Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Data System for implementing PBIS. (Training for classified and certificated staff.) 3000-3999: Employee Benefits Supplemental \$141</p> <p>Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2 Data System for implementing PBIS. (Training for classified and certificated staff.) 5000-5999: Services And Other Operating Expenditures Supplemental \$5,075</p> <p>Provide the District Community with ongoing two-way communication and support for unduplicated count students. (Parent Square, communication platform video services, etc.) 5000-5999: Services And Other Operating Expenditures Supplemental \$95,730</p>	<p>Data System for implementing PBIS. (Training for classified and certificated staff.) 3000-3999: Employee Benefits Supplemental \$28</p> <p>Employ Student-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2 Data System for implementing PBIS. (Training for classified and certificated staff.) 5000-5999: Services And Other Operating Expenditures Supplemental \$5,250</p> <p>Provide the District Community with ongoing two-way communication and support for unduplicated count students. (Parent Square, communication platform video services, etc.) 5000-5999: Services And Other Operating Expenditures Supplemental \$84,986</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were many challenges during the 2019-2020 school year that impacted our ability to complete our action plans. Local wildfires caused many of our families to evacuate in October, a shooting at a local high school in November, and then the impact of COVID-19 started in March. Increased needs for mental health support, counseling services, and the well being of staff and students caused increased spending than anticipated in our budgets. Our counselors conducted small groups virtually to work with students regarding social skills counseling for students with priority was given to students in our unduplicated count population (including support for students 1:1 on individual basis) and other support (i.e. Traumatic Experience, Grief, Family Crises, School Crises). We also increased our Positive Behavior Interventions and Supports training, implementation, and supplies as well as increased counselor, psychologist and or behavioural team support for staff and students.

Due to COVID we were not able to provide professional development for classified staff and paraprofessionals regarding parent outreach to support students with special needs, state standards, and Positive Behavioral Support Strategies. Our Circle of Friends program was put on hold when the pandemic hit. Our behavior support team was not able to provide in person services and training. This also includes items such as supplies, travel, substitutes, salaries, and benefits that were budgeted but not spent. Translations/interpretations were not being utilized because there were not in person meetings being held. Student Attendance Review Team (SART) and the Student Attendance Review Board (SARB) meetings were not able to commence in person. Attendance issues were handled with emails and phone calls to parents and guardians.

Saugus realized the need to focus on the social emotional wellbeing of students, teachers, administrators, staff and our community members. Counselors, teachers and administrators quickly reacted to the needs of our community to help provide support where needed. Our behavior support team was able to reach out to students (priority was given to unduplicated count students) and assist with social/emotional wellbeing strategies for student success. We adopted the Sanford Harmony Social and Emotional Learning curriculum. Our Health and Wellness TOSA created lessons and professional learning to help our staff in delivering the much-needed support to our students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The continued use of Infinite Campus was a great success. Our attendance and student data have successfully been uploaded and student information is readily available. This information system has made the process of monitoring student attendance easier for school office staff, and every school completed monthly attendance reports regarding truancy. Site administrators met with parents/guardians, as needed, to discuss absences and tardies, and if students had other needs, then the district nurse, counselor or other support staff were included in the meeting with parents. At times, a Student Success Team meeting was convened to brainstorm ideas and provide support. Students with special needs had their attendance addressed through a 504 plan or an IEP. Due to the attention given to attendance patterns, there was a reduction in referrals. Meetings for certificated and classified staff to work with parents of unduplicated students to decrease truancy and tardiness served to support students with an increase in attendance.

Prior to the pandemic, in order to increase family involvement and engagement to address the needs of our English Learners, economically disadvantaged, foster youth and homeless students for the 2019 - 2020 school year, a plan with implemented actions and opportunities was put into practice. It was important that in the various family educational opportunities, translation services, childcare, refreshments and convenient times for the parents to attend were available to them. Parents' feedback and surveys were also used to guide and plan the type of support, tools and workshops offered.

We increased our focus on family engagement by building relationships with our families through personal phone calls to connect them with resources and assist with any barriers that were preventing them from being fully involved in their child's education. These resources were also uploaded to our main parent and family communication system, Parent Square, and parents can look through hundreds of resources both in the Santa Clarita Valley and Los Angeles County. Furthermore, homeless families were directly connected with services, including backpacks, clothing, tutoring, childcare scholarships, medical services, housing services, and

employment assistance prior to and during the pandemic. The school counseling team delivered many online parent classes and have used Parent Square to create a Santa Clarita Valley resource hub that extends beyond our area and includes resources and supports throughout Los Angeles county.

## Goal 3

Provide an appropriate Basic Condition of Learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ol style="list-style-type: none"> <li>1. State Approved standards-based materials</li> <li>2. Credentialed teachers and appropriate assignments.</li> <li>3. Facilities in good repair-Hire sufficient staff</li> </ol> <p><b>19-20</b></p> <ol style="list-style-type: none"> <li>1. Students have access to state- approved standards-based materials as attested to by site administrators in annual Board agenda item in September.</li> <li>2. All teachers will be fully credentialed and appropriated assigned based on state requirements;</li> <li>3. Hire sufficient staff to maintain properties to meet 'Good" or "Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).</li> </ol>	<ol style="list-style-type: none"> <li>1. Students have access to 100% state-approved standards-based materials and textbooks as attested by site administrators according to the 2020 California Dashboard. All 100% of teachers (General Ed.) are credentialed and appropriately assigned based on California Standards and requirements. The 2020 California Dashboard show 0 mis-assigned teachers.</li> <li>2. District level support for recruiting and retaining personnel continues and is at the forefront of what we do each day to ensure all staff members receive the professional learning and support needed. The plan to recruit and retain personnel includes providing an evaluation process that promotes feedback for continuous improvement including reflection of instructional practices and implementation. Our district provides an orientation for new classified and certificated employees as well, as Peer Assistance and Review.</li> <li>3. Sufficient staff were hired to maintain facilities to meet "Good" and "Exemplary" status as measured by Facility Inspections Tool (FIT) and the School Accountability Report Card (SARC). 100% Staff were in place at all school sites and district office. Zero instances where facilities do not meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) on the FIT.</li> </ol>

Expected	Actual
<p><b>Baseline</b></p> <p>1. 100% State Approved standards-based materials attested by site administrators' signed form and Board approved.</p> <p>2. 100% credentialed teachers</p> <p>3. Facilities in good repair. 100% Staff in place at all school sites and district office.</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Ensure students access to state-approved standards-based materials and software licenses.</p> <p>District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science, (including materials and software licenses)</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science, (including materials and software licenses) 4000-4999: Books And Supplies Restricted Lottery \$145,000</p>	<p>District purchases standards-based textbooks for Math, Language Arts, Social Studies and Science, (including materials and software licenses) 4000-4999: Books And Supplies Restricted Lottery \$149,618</p>
<p>2. Ensure all teachers are appropriately credentialed</p> <p>Provide Peer Assistance and Review (PAR) support for teachers.</p> <p>Provide New Teacher Induction Program for teachers new to the profession (CTIP/Calif. Teacher Induction Program).</p>	<p>Provide Peer Assistance and Review (PAR) support for teachers. 1000-1999: Certificated Personnel Salaries Base \$21,050</p> <p>Provide Peer Assistance and Review (PAR) support for</p>	<p>Provide Peer Assistance and Review (PAR) support for teachers. 1000-1999: Certificated Personnel Salaries Base \$42,922</p> <p>Provide Peer Assistance and Review (PAR) support for</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>teachers. 3000-3999: Employee Benefits Base \$1,630</p> <p>Provide New Teacher Induction Program for teachers new to the profession (CTIP/Calif. Teacher Induction Program). 5000-5999: Services And Other Operating Expenditures Base \$9,777</p>	<p>teachers. 3000-3999: Employee Benefits Base \$3,005</p> <p>Provide New Teacher Induction Program for teachers new to the profession (CTIP/Calif. Teacher Induction Program). 5000-5999: Services And Other Operating Expenditures Base \$13,579</p>
<p>3. Maintain Properties</p> <p>Provide clean facilities.</p> <p>Maintain a quarterly Safety Committee review and monitor accidents and indoor quality.</p> <p>Provide sufficient staff and resources for maintenance and operations.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Provide clean facilities. 2000-2999: Classified Personnel Salaries Base \$3,662,660</p> <p>Provide clean facilities. 3000-3999: Employee Benefits Base \$1,396,711</p> <p>Maintain a quarterly Safety Committee review and monitor accidents and indoor quality. 1000-1999: Certificated Personnel Salaries Base \$8,017</p> <p>Maintain a quarterly Safety Committee review and monitor accidents and indoor quality. 2000-2999: Classified Personnel Salaries Base \$312</p> <p>Maintain a quarterly Safety Committee review and monitor accidents and indoor quality. 3000-3999: Employee Benefits Base \$1,671</p> <p>Provide sufficient staff and resources for maintenance and operations. 2000-2999: Classified Personnel Salaries Other \$789,404</p>	<p>Provide clean facilities. 2000-2999: Classified Personnel Salaries Base \$3,504,399</p> <p>Provide clean facilities. 3000-3999: Employee Benefits Base \$1,377,840</p> <p>Maintain a quarterly Safety Committee review and monitor accidents and indoor quality. 1000-1999: Certificated Personnel Salaries Base \$3,605</p> <p>Maintain a quarterly Safety Committee review and monitor accidents and indoor quality. 2000-2999: Classified Personnel Salaries Base \$360</p> <p>Maintain a quarterly Safety Committee review and monitor accidents and indoor quality. 3000-3999: Employee Benefits Base \$855</p> <p>Provide sufficient staff and resources for maintenance and operations. 2000-2999: Classified Personnel Salaries Other \$761,568</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Provide sufficient staff and resources for maintenance and operations. 3000-3999: Employee Benefits Other \$341,964	Provide sufficient staff and resources for maintenance and operations. 3000-3999: Employee Benefits Other \$310,970

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Our School Facilities were maintained in good repair in order to support learning. The pandemic affected our budgeted spending with less hours of maintenance and cleaning necessary due to the safer at home orders starting in March. More teachers participated in the Peer Assistance and Review (PAR) and the Induction Program than anticipated. Demonstration of increased or improved services for our unduplicated students continues to be at the forefront as reflected in our LCAP goals and actions. There are unduplicated count students in almost every classroom. Research is clear that highly trained teachers provide and implement effective instructional strategies. We will continue to train and provide professional learning to all teachers, administrators and staff to ensure effective instructional practices are in place in each classroom

The money not spent in the allocated areas was spent on additional cleaning supplies, sanitizing equipment, upgraded filters on heating and air conditioning (HVAC) systems to improve air quality and filtration, Personal Protective Equipment (PPE), and hand washing stations and hand sanitizer stations at all school and district facility locations. Proper cleaning and safety measures were taken to ensure that our students, families, teachers and staff were protected from harm as we implemented and monitored all state and county guidelines from the health department and governing authorities.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The overall effectiveness of Basic Conditions of Learning includes: All students were provided with the approved standards-based materials as monitored by the school principal. All teachers held the appropriate credentials based on state standards. Teachers were provided with ongoing support. Overall, district purchases for standards-based materials were purchased. Support for teachers was available through collaborative instructional planning time, virtual training, and professional learning. Facilities were maintained in good repair. Clean and well-maintained facilities continue to be the focus as school sites have continuous custodial and warehouse support. The Safety and Indoor Air Quality committees met quarterly to review and monitor accidents and indoor air quality.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>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).</p> <p>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.</p> <p>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.</p> <p>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 &amp; 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</p>			

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>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.</p> <p>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.</p>			
<p>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.</p>	\$850,000	\$680,000	No
<p>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.</p>	\$1,000,000	\$800,000	No
<p>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</p>	\$250,000	\$200,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
support, classroom supervision, teacher support, etc.)			
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	\$120,000	No
5. Supplemental: To better address 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	\$152,560	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The impact of the COVID-19 pandemic and the restrictions placed upon the school district by the current health orders have created an ongoing crisis. All facets of the school district had to react, change, and adapt to continue instruction, prepare for students and staff members return to campus, obtain proper personal protective equipment (PPE), provide emergency services of food distribution, ensure connectivity accesses, and other services, all while continuing to maintain the day-to-day elements of operations associated with a school district. 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's 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 experienced during this pandemic required that districts remain positive about the things within their control - teaching and learning.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Saugus Union School District (SUSD) teacher teams collaborated to develop district-wide pacing guides, assessments, and instructional support tools to ensure that there is parity and alignment between classrooms, school, and learning models including the Saugus Digital Learning Academy (SDLA) and Blended Learning on campus cohorts. All teachers used these tools as a foundation for their instruction to ensure that students participated in rigorous, grade-level appropriate instructional activities. SUSD monitored student achievement through use of assessments in i-Ready, the Smarter Balanced Interim-Assessment Blocks (IAB), and use of NextGen Math assessments. During the 2019-2020 school year SUSD began implementation of formal Professional Learning Communities (PLC) to foster the cycle of continuous improvement and to address the achievement gap within SUSD. This structure was enhanced with the collaboration necessary to meet the needs of the COVID-19 crisis. During the 2020-2021 school year, SUSD continued with its regular district assessment cycle for ELA and math. This cycle provided 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 was 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 were completed whether the campus was in a blended learning cohort model or in a fully digital learning environment.

At the start of the 20-21 school year 30% of our total enrollment chose not to come back in person and continued to learn digitally enrolled in our Saugus Digital Learning Academy (SDLA) and the other 70% chose the A-B cohort model or on campus learning once clearance was given. Until then we were able to start bringing small cohorts of high needs special education students on campus in August/September 2020 and small cohorts of high needs students such as our English Learners began on campuses October, 2020. The focus of these cohorts was to address the needs of students with unique needs and support the learning of our unduplicated students.

By March 2021 we had small groups of high needs students in primary classes using an AM-PM model and starting in April of 2021 we were able to bring back all of our students five days a week for 4.5 hours a day. It was challenging adhering to the county guidelines of keeping a six foot distance, removing water fountains, providing sanitizers, providing masks, and requiring healthy screening daily for all students, teachers, and staff. Students were provided grab and go lunches daily.

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 which include our Saugus Teacher Association (STA) and California School Employees Association (CSEA) collaborated with district leadership to develop and refine memorandums of understanding (MOU) to ensure that employee bargaining issues were 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.) were 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 and staff have had to learn many new technology skills, such as videotaping lessons or learning new platforms for delivery (Google Classroom, ScreenCastify, iReady, FlipGrid, etc.) in order to present information to students. Although staff and teachers had support from Teachers on Special Assignment as well as our Information Technology staff, they still had to become their own personal technology support or “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.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Continuity of Instruction:            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.</p> <p>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.</p> <p>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.</p> <p>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</p>			

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>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.</p> <p>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.</p>			
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	\$760,000	No
2. LLMF: Provide instructional materials and supplies needed for distance/digital learning (i.e. copied items, tools, etc.) for all students.	\$400,000	\$320,000	No
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	\$160,000	No
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	\$240,000	Yes
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	\$760,000	No
6. LLMF: Provide tutoring support for all students (blended & digitally) to address learning gaps identified by i-Ready Diagnostic	\$1,000,000	\$899,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessment, IABs, Next Gen Assessments, etc. to support all student's attainment of grade level standards. (Duplicate from In-Person Table #2)			
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. This includes professional development and curriculum development activities around PLC tenants. (LCAP 1.11.1) (Duplicate from In-Person Table #5)	\$190,700	\$152,560	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Distance learning changed the way teachers and students interacted with each other. There was an immediate need for an increase in devices and hotspots to ensure that every child was able to access their digital classroom. Saugus Union made chromebooks and hotspots available to any student who was in need. Teachers received new laptops that were more compatible with the technology platforms being used for instruction. Parent workshops and teacher technology professional development took precedence over what was originally planned in the budget. New digital platforms were purchased to support teachers, students and staff. Our unduplicated count students required additional support with technology due to their circumstances at home (lack of access to technology, devices, etc). Additional support for educational technology and resources were needed at the school sites as unduplicated count students may not have access to specific resources to meet their needs beyond the school day.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

**Access to Devices and Connectivity**  
 Saugus Union School District (SUSD) provided technology resources including district issued chromebooks, wifi/hotspot internet connectivity, etc. to increase technology support of unduplicated count students and technology integration in English Language Arts

(ELA) and Math. If mobile hotspots were needed for connectivity in more remote or poorly serviced areas, then the district provided these hot spots. Finally, all school sites Internet capability is fully accessible from the areas immediately surrounding the individual school sites. Students could use the school-based Internet with the school-based device from the school parking lot or surrounding areas as feasible.

#### Pupil Participation and Progress

SUSD monitored student attendance and participation through the use of the formats required by SB 98 - daily attendance, daily participation/engagement, and assignments log. Students were marked as “present” if they attended the live interaction session(s), if they participated in their digital assignments, if they participated in a phone conversation, including a back and forth exchange with their teacher, or if they did a combination of these activities. Attendance was monitored via Infinite Campus and recorded by 3:00 pm each day. Teachers also recorded, 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 monitored students' access to the digital platforms and assignments by monitoring student access to Google Classroom and the Clever Portal. Accessing them and submitting assignments was considered engaged, but work was evaluated using traditional grading practices. Each week this grid was submitted to the office for review by site administration and office staff for engagement. If a student was 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 occurred. Finally, teachers created a live interaction schedule (synchronous) and Google Classroom assignments (asynchronous) that were maintained each week. This was in addition to the graded assignments kept by each teacher for creating the trimester grade. All students were 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 scheduled this time to best meet the needs of their individual students. This could 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 determined how to group and schedule all live interaction times, but each student was required to participate in a minimum of 60 minutes of live interaction time each day. The asynchronous instructional time was 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)

#### Distance Learning Professional Development

Technology focused professional development and ongoing support and coaching was implemented to support teachers and staff in integrating core curriculum delivered via online based learning and technology in order to ensure daily lessons were engaging and standards based in order to mitigate any learning loss, advance students along their educational journey and to increase student achievement and eliminate any achievement gap students while maintaining higher levels of monitoring and services for unduplicated count students.

All SUSD teachers were 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 were able to request use of an iPad device as an “at-home IFP”. In addition, SUSD 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 was 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 implemented a new electronic work order system for technology services. This allowed for greater efficiency and data tracking to ensure that problems are addressed appropriately and in a timely manner. Our IT department staff were 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 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/saugusUSD.org/remotelarning/home?fbclid=IwAR0sMtoev4Bnblcw7foTqHOIWopF9nZmr1-QqOXvcYkwRDmaiBBGN6cJWmU>). This tool provided families with support at times when staff may not be available, but digital learning was occurring.

Professional development was provided between August 3rd and August 11th 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 had 2 hours per month of SEL training scheduled for Wednesdays. This is in addition to the early release training time (13 Wednesdays) that were part of our Collective Bargaining Agreement (CBA). The TOSA team provided regular ongoing support and office hours for teachers during the school day (8 am – 3 pm). These sessions included one on one tutoring support and group presentations related to the needs expressed by teachers.

### Staff Roles and Responsibilities

All SUSD employees retained their titles and roles in the 2020-2021 school year; each classification was asked to “step up to the plate” in relation to completing necessary tasks related to campus closures, COVID-19, digital learning, etc. All staff 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 navigated this ever-changing landscape. Non-classroom based certificated staff (i.e., counselors, psychs, nurses, etc.) continued with their regular assigned duties as the support services they provided were still relevant and/or required in a digital and blended environment. Some health staff also supported various task force needs related to suspected illness due to COVID-19. Many of our classified staff members stepped in and worked 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.) 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

All of SUSD's classified support staff were on sites 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 each group provided their services in a modified format. Transportation transported special education students for small cohort instruction and food services provided grab-n-go meals at each campus.

### Supports for Pupils with Unique Needs

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 were appropriately addressed. The following information is related to supports for our pupils with unique needs:

**English Learners:** SUSD EL Coaches 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 were expected to access core curriculum from these resources a minimum of 30 minutes each day. In addition to the regular ELD instructional activities, SUSD purchased Rosetta Stone to provide additional support to our English Learners with accessing appropriate models of English during the fully digital learning experience. In addition, school staff were assigned to contact these students to speak with them in English to assist them in maintaining their oral communication skills. The District Translator provided one-to-one support to parents as needed. ParentSquare communications also offers parents' their language of choice. Additional language services were offered through the District Translator, EL Family Liaison, and a contracted translation company. EL students, like all students, participated 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 actively communicated with each individual family on a regular basis and collaborated 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 attended LACOE Student Support Services meetings to understand current guidance and obtained additional resources for families. District counseling services were provided to these students to assist them with any needs they had during this very isolated time. Foster youth were provided with all technology and school supplies needed to be successful in the digital and blended learning programs. These students also had access to all meal services provided by the district.

**Homeless Students (less than 75 students):** Technology was the most immediate support that we provided to students. We ensured that all students had a device and internet access at home to participate in distance learning. For those students that did not, we provided them with Chromebooks and individual hot spots. In addition, the District had pre-filled backpacks with school supplies to assist students with their classwork. Meal support (5/day) was provided at all schools. Families were 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) were provided to our Homeless families, but were available to any student/family who was in need of assistance. District counseling services were 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 received online live interaction services and asynchronous services to meet their IEP service requirements. All related services (counseling, APE, speech, OT, and PT) were provided as close to the minutes in the IEP as written. Academic services or related services that needed a change in provision during the distance learning period were directly communicated with the student's parents or guardian. Additionally, we provided paraprofessional (paras) support via online strategies to allow students to better access the curriculum and get much needed support. The paras received 8 days of training sessions to prepare them to support students with the various digital platforms. We provided touch screen Chromebooks for our preschool students to ensure consistency as students move through the system. We purchased additional on-line programs to help support students during distance learning, some on-line tools and others are hard copies. Some of these programs purchased were: Ultimate SLP, Boom Cards, Wonder-works, Orton Gillingham. Our students had access to all of the gen ed tools and programs that the District used for core instruction and supplemental support. Our teachers, with the help of paras, created individualized task boxes and other types of hands-on curriculum for our students to access while at home. For students who struggled to fully access the digital program, we designed a process to bring these students to campus to receive face-to-face support in accessing their program and services.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>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.</p> <p>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.</p> <p>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</p>			

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>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.</p> <p>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.</p>			
<p>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)</p>	<p>\$950,000</p>	<p>\$760,000</p>	<p>No</p>
<p>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)</p>	<p>\$400,000</p>	<p>\$320,000</p>	<p>No</p>
<p>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)</p>	<p>\$200,000</p>	<p>\$160,000</p>	<p>No</p>
<p>4. LLMF: Provide professional development to teachers, administrators, and classified staff in a variety of online platforms and</p>	<p>\$300,000</p>	<p>\$240,000</p>	<p>Yes</p>

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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)			
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	\$800,000	No
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	\$200,000	Yes
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	\$120,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Saugus Union School District (SUSD) immediately began planning distance learning when the pandemic hit. We created grade level packets and distributed them to the students to assist them in their learning at home. When the safer at home orders were put into place, we were no longer able to provide in-person instruction for tutoring or intervention for struggling students. Salaries, benefits, building maintenance, and instructional supplies were no longer needed for tutoring and interventions. When the restrictions began to lift, all of SUSD classified support staff came back on site to complete their regularly assigned duties or participated in the various adjunct tasks providing services and assistance in a modified format. They supported staff and students by assisting in the distribution of student materials such as Chromebooks and core textbooks, distribution of student meals daily, in contacting families for students who do not attend the live interactions or who do not engage in the online activities, helping prepare classrooms or set-up, posted

signs, distribution floor markers, created video story times for use on Wednesday digital learning, provided family and student support with language translation on the phone or computer to contact and further explain translated school documents, provided regular outreach for students enrolled in Saugus Digital Learning Academy (SDLA) to maintain connection to home school, and even our transportation staff and our food services staff some of which are contracted to outside providers helps school staff in several areas.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The i-Ready diagnostic tool was an integral piece in determining pupil learning loss. Every student grades K-6 took diagnostic assessments throughout the year. The i-Ready program then determined individual learning paths for each student in the areas of Reading and Math. Students worked on their individual paths daily as part of their asynchronous learning time. Teachers monitored how their students were performing on the paths and then provided assistance where needed. Implementing a new style of assessment presented many challenges for students, parents, and staff. All parties had to learn to give the diagnostic assessments at home. It was hard for parents not to assist their students when they were struggling. We saw many inflated Kindergarten scores which later impacted our growth data at the end of the year.

Our English Learners (EL) continued to make progress as indicated in our common assessment data results, but showed there was need for support and intervention. Saugus has a dedicated structure of the language development instructional time which research indicates is necessary and proven to ensure language proficiency. Research also indicates that English Learners require additional language acquisition and language development therefore, our district provides dedicated English Learner Coaches to assist with model lessons, planning, and support for classroom EL instruction. The EL Coaches created online virtual lessons for teachers to share with their English Learners. English Learner families benefited from additional resources such as parent workshops to support language acquisition. The unique needs, conditions and circumstances of our English Learners (such as language acquisition, assimilation to school, workshops for parents, translations services) proved to be challenging during distance learning.

Low-income, Foster Youth & Homeless: We insured that all students had a device and internet access at home to participate in distance learning. For those students that did not, we provided them with Chromebooks and individual hot spots. In addition, the District had pre-filled backpacks with school supplies to assist students with their classwork. SUSD's Homeless/Foster Youth Liaison actively communicated with each individual family on a regular basis and collaborated 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 attended LACOE Student Support Services meetings to understand current guidance and obtain additional resources for families. Meal support (5/day) was provided at all schools. Families were 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) were provided based on individual family needs.

Students with Exceptional Needs: To address learning loss with our students with exceptional needs we worked with their Individualized Education Plans (IEPs) to ensure that appropriate accommodations and support services were provided as well as ensured that any services designed to mitigate learning loss were also aligned to each student's IEP. We ensured that all special education students had access to a device so that they could participate in daily instruction support and services. In some cases, students had both an assistive technology device and a distance learning device (i.e., iPad and Chromebook) so that they could fully participate. We provided teacher training on the different instructional platforms so that they are proficient in 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 was communicated with the family. If the student needed additional live support beyond the 1 hour of live teaching, they were pulled into additional instructional support groups that were facilitated by our paraprofessionals or teachers. We provided specific training for our paraprofessionals so they could support students virtually with the on-line tools. Some paraprofessionals supported students during their live sessions and/or in additional support groups after the live instruction. For students who exhibited learning loss or regression, IEP teams discussed how to increase supports and services to meet their needs. For students who needed face to face support, teams considered if the option was appropriate to provide one to one services and support to that student in addition to their synchronous instruction. All teachers were providing IEP benchmark data so that they could monitor the students' progress and communicate that with the parent. For students who were not making the expected progress on their benchmarks, had a meeting to discuss additional support and strategies.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

For the 2020-2021 school year, Saugus Union School District (SUSD) continued to enhance our mental health and social and emotional well-being initiatives by creating a teacher on special assignment position (TOSA) that focused on student and teacher wellness, established an opening committee of teachers and administrators focused on the mental health and wellness of all of its stakeholders, adopted Sanford Harmony Social Emotional Learning (SEL) curriculum to establish consistency across the district. Professional Development associated with SEL/Wellness ensured that SEL instruction was included in all 5 days of instruction both live interaction and digital learning by all teachers in every classroom. Teachers used the common curriculum coupled with individual supplements to ensure that students, parents, and peers had all of the emotional support needed to be successful in this ongoing pandemic. Finally, the SEL lessons combined with our weekly physical education / mindfulness lessons supported by the district TOSA team ensured that digital resources including videos, PowerPoints, etc. were available for use and consistency. The SEL curriculum was paced for the year to ensure that it was a central part of our curriculum. Administrators provided professional development during staff meetings, parent & staff newsletter wellness sections, and daily check-ins with teachers to ensure that they were coping well with the current situation and had everything they needed to accomplish their job. Administrators also reviewed weekly parent check-in sheets to determine if parents had what they needed to support their children's learning and SEL needs. Staff members including administrators, teachers, counselors, psychologists, health staff and classified employees reached out to individual families to follow up with attendance, but to also check in and keep these individuals connected as part of our re-engagement process.

Part of our Positive Behavior Intervention Supports (PBIS) process is to use regular check-ins with struggling students. The same staff members worked on attendance outreach and provided 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 provided 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 provided child welfare and attendance checks, checked in on students in order to help them connect to their learning or regain motivation to participate and be active in their learning, and provided social and academic tutoring lessons in order to support main instruction and the overall well-being of our students.

Counselors had more in-depth training with our school psychologist team hoping to increase their team's overall effectiveness supporting student behaviors, psychological crisis assessments, restorative practices, and procedures for completing home visits and wellness checks. Teachers continued 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 sent out regular (every two weeks) tips and support guidance to parents and staff in helping their children in the home/school setting that was part of digital learning. While each of the school-based supports, including those stated in IEPs, were available to students and staff as appropriate, some individuals needed additional support. Our various mental health staff members, teachers and administrators worked to support

students and their families in dealing with their social emotional needs, and staff encouraged families to access their personal insurance carriers or referred them to the Child and Family Center where they could receive additional counseling support. Our mental health staff provided limited support to employees for personal social emotional needs, but employees had access to regular/ongoing mental health services through their employee health benefits. For those with limited mental health benefits or those who needed additional support, our parent liaisons shared local area support services for a variety of social emotional needs (i.e., food banks, domestic violence centers, etc.), each of our labor partners offered referrals to free counseling and our JPA (Keenan & Associates) offered limited counseling on an as needed basis.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Saugus Union School District uses ParentSquare 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 ParentSquare 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 communicated regularly with families through newsletters, site level meetings, and classroom messages. Our family engagement continued through the use of weekly parent check-in forms that were submitted by parents for their child(ren)'s experience with digital learning. Administrators reviewed the weekly database for individual parent comments so they could address any commonalities as well as individually address parent concerns or needs. Engagement was 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 were considered present if they participated in live interaction or participated in asynchronous learning activities. Students are considered engaged when they do both. The participation grid was 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) were contacted by the administrator or designee to begin developing an appropriate plan for engagement. Our office staff and other classified staff members monitored the daily attendance of students and contacted any student(s) who were not accessing some form of instruction each day. Bilingual classified staff reached out to parents in their primary language as appropriate. SUSD used 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 plans with parents, teachers, and site administrator(s) to resolve issues surrounding attendance and agree on participation that meets the requirements and accommodates 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 allowed 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 involved customizing a solution to resolve the participation issues, the Tier III process included 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 was implemented for students who had opted for our SDLA learning format. If a student was unable to fully engage digitally, then the resolution was to attend on campus in the blended model. If returning to school was not an option, for blended models or small cohort models, then this option would not be used.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Saugus Union School District (SUSD) works with the Santa Clarita Valley School Food Services Agency (SCVFSA) 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 provided 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 were provided meals in a drive-up service. Meal bags contained both breakfast and lunch. Drive-up service occurred 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 received meals as they picked up students from morning classes or dropped off students for afternoon classes. All meals were provided in either a frozen or refrigerated state with cooking instructions for at-home dining. No meals were served on campus. If parents did not have automobiles, a walk-up service was provided outdoors by cafeteria personnel. Under both meal delivery systems, students were 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 included five components including Meat/Meat Alternate (protein), Fruits, Vegetables, Grains/Breads, and Dairy (fluid milk). All breakfasts included four components including two Grains/Breads (or one Meat/Meat Alternate), Fruits, and Dairy (fluid milk). Upon returning to on-campus learning, SCVFSA provided meals to students attending school and to all those participating in digital learning each day.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	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	\$0	No
Pupil 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	\$69,842	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Total funds for employee COVID testing were not used at all due to the changes in state and national funding sources which provided COVID testing without costs to school districts.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Saugus Union School District (SUSD) learned from implementing in-person and distance learning programs in 2020-21 which have informed the development of goals and actions in the 2021–24 LCAP.

Professional development will be provided for both certificated and classified staff to support student academic progress and the well-being of students. Training will include, but not be limited to, addressing areas of Social Emotional Learning, Equity & Diversity, and ELA, MATH, and English Learner Development along with best practices and learning strategies that effectively address learning gaps.

To improve services for high needs students, SUSD is providing staff with in depth training focused on Equity, Diversity, Inclusion and Cultural Proficiency. Topics will address the achievement gaps, implicit bias, race, ethnicity, and privilege. As a district we are looking at the achievement of each significant subgroup within Saugus Union and the gap that may or may not exist depending on the subject and the subgroup. Understanding that Saugus Union has an achievement gap and that we must address it, along with current scores being lower than normal due to the pandemic shapes our "why" and provides us with the need to intervene and now also the materials and supports to make a difference for all our students. Saugus Union School District monitors all students in order to determine individual students or groups of students not meeting standards. We use multiple assessments to recognize students who need support in academics and wellness and will continue to monitor students in the upcoming school year to provide additional data identifying additional academic and social emotional needs support.

The computer based i-Ready diagnostic assessment is given 3 times per year in August, December, and May. This is an individual adaptive assessment which identifies student performance achievement levels by standard for English Language Arts and Math. Once the diagnostic is finished the program creates an individual learning pathway for each student which provides ongoing practice lessons with built in progress monitoring and assessment so teachers, students, and families can track progress skill by skill and standard by standard. This program is designed to mitigate learning loss by filling in gaps in achievement and also extends and enriches students who are at or above grade level. The i-Ready system is a computer based online system which can be used as an extension of the school day. It may be completed in school and or at home allowing students more access to grade level standards as well as standards not yet met in order to close the gap and get students to grade level achievement or higher. This program monitors student progress and adjusts lessons increasing rigor or levels as the student demonstrates mastery allowing students in ELA and MATH to always have current and available intervention at their specific level at any moment. We will be using the i-Ready Standards Mastery assessments to determine intervention groups and differentiated instruction guidance.

Each school site (15 total) will have a new Intervention Teacher on Special Assignment who will create and run student intervention groups and will oversee a supplemental classified Intervention team of paraprofessionals (which we call instructional assistants in Saugus Union) This team lead by a credentialed teacher will consist of the teacher and the assigned instructional assistants and will be hired and trained to support the needs of our students. They will assist with assessing students using screeners, diagnostic assessments and benchmark assessments, support teachers in the classroom, provide small group instruction as well as one-on-one student support. Saugus will provide targeted intervention instruction and tutoring throughout the school year as well as provide a summer school program after the end of the 2021 and 2022 school years. 15 Intervention Teachers on Special Assignment (TOSA) will provide intervention groups for students and will support an intervention team of 40 paraprofessional/instructional assistants working 205 days at 5 hours/day as they do the same. ALL 15 schools will have an intervention team with 1 TOSA and 2 to 4 instructional assistants and will work with all students in all grade levels at. The TOSA team will also provide teachers of the Saugus Union School District with assistance, coaching, professional development, and short and long-range planning and support the

implementation of effective intervention and instruction. Additionally, they will find, gather, and make available instructional resources to support classroom teachers in the implementation of the California Content Standards with the emphasis in Reading/Language Arts and Math Intervention. The TOSAs will focus on targeted, tiered, intensive instruction that is able to accelerate learning while providing engaging learning opportunities for students.

SUSD will continue to provide research-based professional development to all teachers, administrators, and staff. Including a focus on PLCs (Professional Learning Communities) teams of teachers and administrators at each site.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Saugus Union School District (SUSD) continues to assess learning loss from the 20-21 school year, especially for pupils with unique needs, in several ways. By creating our Multi Tiered System of Support (MTSS), Integrating Special Programs and Interventions, Focusing on Early Literacy, and by focusing on Professional Learning Communities (PLC) and common assessments. This will be completed during the regular school year and will also utilize the added 30 minutes to each learning day and along with extended school year Summer school or added weeks of optional education opportunity this Summer, next Summer, and possible other break times such as Fall break and or Winter break.

Saugus Union had begun the process of MTSS but it was halted with COVID and needs to be restarted now that we are back. One of our main goals within the MTSS area is to meet the needs of students in the classrooms instead of having them pulled away for special services, English Language Development (ELD) and or counseling and special services. We will continue to have the district staff TOSA team and counselor team assist while adding additional social workers and behavior specialists to the team with the goal of serving students in the classroom with executive functioning skills and goals in order to help more students before major issues arise. We will maintain our PBIS focus while growing it to the next level at every site. And we will combine efforts with Special Education in order to better meet the needs of students in the general education classrooms as a team which will hopefully normalize our student referrals to special education and will get more students help sooner before assessment plans are needed. We will complete training on English Language development with teachers who have English Learner students and these students will be placed in classes based on priority in very specific classrooms according to their ELD level allowing teachers to provide more and better quality integrated ELD. Teacher teams will look at common assessments and data in order to drive their classroom instruction as part of the MTSS process. Schools are also adding new intervention Teachers on Special Assignment (TOSA) along with a team of instructional assistants that will rotate intervention groups with students outside in classroom intervention which creates an additional service/intervention and will add another layer to the MTSS based on their assessment and monitoring of students in their school.

During COVID we expanded our use of iReady to all grades and all classrooms committing to the diagnostic 3 times per year. We have committed to iReady for the next 3 years in order to provide consistency and longevity as we work to implement special intervention programs to mitigate learning loss. We also committed to NEXTGEN Math and Studies Weekly for the next three years. We have expanded our arts and music programs to all schools this year and based on assessment and feedback data from students

and parents we are expanding that with the new LCAP. We are also purchasing Ellevation for our teachers and added support for the English Learners in their classroom. This program will track assessments and will monitor the progress of our EL students and will help the teacher monitor and instruct more efficiently and more effectively.

During COVID we had around 50 attendees for the Science of Reading training or Getting Reading Right (GRR) instruction as our TOSA team and K-2 teachers really look at how to effectively teach reading to our little ones ensuring they go to third grade reading and ready to learn. We have another 40 participants attending summer 2021 to the same training and our TOSA team will support as we integrate the Basic Phonics Skills Test (BPST) along with the iReady dyslexia screener, Haggerty Phonics Implementation, and the Orton-Gillingham approach to Reading and Spelling. This is a major assessment and instruction overhaul for primary literacy within Saugus that will have long lasting benefits well into the future.

Coming full circle and linking all of these items together is our focus on common assessments and data driven PLC practices as we adopt Illuminate to house and track all of our data K-6 including district assessments and or Interim Assessment Blocks (IAB) each trimester, the BPST, the iReady diagnostic, NEXTGEN Math, ELD through both Ellevation and Illuminate, and individual common assessments created by teachers, grade levels, and schools. The new TOSA and instructional assistant intervention team will also integrate all their data with Illuminate as we track student success, progress, learning loss, and progress of standards for every student at the site and district level creating the most extensive intervention and data driven process Saugus Union has ever implemented.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Saugus continued to provide services from the 2019-2020 LCAP using supplemental funds identified for Professional Learning Communities work which provided 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 English Learners, Foster Youth, and our homeless students required additional learning opportunities that allowed them to develop the foundational experiences needed to accelerate closing their learning gaps, while others may not have gaps in learning but needed systematic approaches to addressing attendance and behavior. The PLC structure allowed 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) allowed students to have increased access to digital tools to promoted their learning, to have increased access to technology (i.e., 1:1 Chromebook), and to ensure that their teachers used appropriate 21st Century learning strategies to best address any learning needs they may have in the core areas. All of the technology supports also ensured that these students had regular consistent access/connectivity to the Internet and devices needed to engage in school.

The use of Supplemental funds to design and implement a systematic benchmark assessment program allowed 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 are designed to ensure that staff are capable of providing targeted, effective strategies that maximize student learning and narrow any gaps experienced due to language barriers or other learning needs.

Supplemental funds were used to provide additional instruction/tutoring (after school, Saturday school, and/or summer school) to directly address their learning needs with live instruction and provided them with additional instructional time.

Supplemental funds were used to 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 ensured that students had 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 have impacted their ability to learn.

Supplemental funds were used to ensure that students and their families could completely engage in the educational process. The translation services allowed 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 allowed for increased communication services with families to ensure that their specific language and cultural needs were being addressed through parent workshops, meetings, and individual connections. These services were not in response to the pandemic.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Saugus Union School district has added common assessments given to all students in every grade level each trimester, really for the first time. Grades TK-2 take the Basic Phonics Skills Test and grades 3-6 take the Smarter Balanced Interim Assessment Block exams each trimester. All students grades K-6 take the adaptive i-Ready diagnostic in August, December, and May. These assessments were the tools and driver for the added interventions classrooms that teachers began using when teaching targeted small groups after school. When we look at the 19-20 data, along with these added assessments mentioned above, we are able to better target the individual learning needs and specific achievement gaps of each student. This has allowed us to have more detailed discussions about our English Learners as we shift into the classroom teacher being responsible for English Language Development instruction and also allows us better monitoring and support for each student. We are focused on monitoring students who are homeless or foster youth, students who are socioeconomically disadvantaged, and students who present with an achievement gap significantly impacting their education when compared to grade level peers and or standards. Students were also monitored with our re-engagement process developed by our school psychologists, social workers, and counselors and we monitored the attendance, screen participation, and level of engagement and participation during both synchronous and asynchronous learning. Students who were identified were placed on the re-engagement committee list at each school where various school team members would develop rapport, complete daily check-ins, make phone calls, offer academic support, video meet with parents and students, and make home visits and or wellness checks ensuring all students are connected and engaged.

One of the main drivers and areas of focus based on our previous two years revolves around general education and special education coming together to create our Multi Tiered System of Supports (MTSS) centered around supporting the needs of our students in the appropriate tier of support in a systematic way allowing them to achieve and be successful as a result. Early literacy as a focus will create instructional practices and assessments demonstrating student achievement along the way so teachers know where the students are at and what the next steps for their educational plan need to be. This comprehensive look at K-2 instruction including the Basic Phonics Skills Test (BPST), Heggerty Phonics instruction, Orton-Gillingham approach to reading and spelling, and the Science of Reading training or Getting Reading Right (GRR) is a district wide focus that was created as the pandemic demonstrated the very high needs for many students which called on our teachers to take the initiative to sign up for and to integrate this new way of literacy as a district. Within the PLC framework of data driven instructional decision making teams at schools will look at assessment data gathered from all the various platforms such as Illuminate and Ellevation and intervention programs such as i-Ready and NEXTGEN Math in order to plan more in depth intervention and to mitigate previous learning loss while supporting students who are ready to extend beyond and be challenged. The last two years have shaped all of these decisions and choices creating a clear path that we embark on with excitement and a feeling of hope as we look to the future for all our students and for Saugus Union School District.

Pupil learning loss will continue to be assessed and addressed in the 2021-2024 LCAP, especially for students with unique learning needs including the following:

**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 support 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

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.

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 support 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 in 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 support 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.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	12,375,706.00	10,766,148.00
Base	5,458,618.00	5,307,063.00
Henry Mayo	25,500.00	15,872.00
Other	1,542,381.00	1,563,737.00
Restricted Lottery	170,000.00	193,008.00
Special Education	58,000.00	12,920.00
Supplemental	4,906,953.00	3,595,903.00
Title I	0.00	0.00
Title II	122,745.00	42,632.00
Title III	91,509.00	35,013.00
	94,510.00	35,013.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	12,375,706.00	10,766,148.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,549,607.00	2,121,788.00
2000-2999: Classified Personnel Salaries	5,191,780.00	4,730,971.00
3000-3999: Employee Benefits	2,754,343.00	2,437,152.00
4000-4999: Books And Supplies	889,627.00	714,081.00
5000-5999: Services And Other Operating Expenditures	990,349.00	762,156.00
6000-6999: Capital Outlay	0.00	0.00
	114,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	12,375,706.00	10,766,148.00
	Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	43,143.00	53,139.00
1000-1999: Certificated Personnel Salaries	Henry Mayo	10,122.00	8,851.00
1000-1999: Certificated Personnel Salaries	Other	298,870.00	375,987.00
1000-1999: Certificated Personnel Salaries	Special Education	48,355.00	11,142.00
1000-1999: Certificated Personnel Salaries	Supplemental	2,055,968.00	1,620,048.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	32,553.00	23,945.00
1000-1999: Certificated Personnel Salaries	Title III	60,596.00	28,676.00
2000-2999: Classified Personnel Salaries	Base	3,836,440.00	3,670,376.00
2000-2999: Classified Personnel Salaries	Henry Mayo	327.00	351.00
2000-2999: Classified Personnel Salaries	Other	789,404.00	761,568.00
2000-2999: Classified Personnel Salaries	Supplemental	560,207.00	298,676.00
2000-2999: Classified Personnel Salaries	Title III	5,402.00	0.00
3000-3999: Employee Benefits	Base	1,420,368.00	1,401,527.00
3000-3999: Employee Benefits	Henry Mayo	1,714.00	1,960.00
3000-3999: Employee Benefits	Other	450,807.00	424,635.00
3000-3999: Employee Benefits	Special Education	9,645.00	1,778.00
3000-3999: Employee Benefits	Supplemental	851,637.00	596,491.00
3000-3999: Employee Benefits	Title I	0.00	0.00
3000-3999: Employee Benefits	Title II	10,911.00	4,575.00
3000-3999: Employee Benefits	Title III	9,261.00	6,186.00
4000-4999: Books And Supplies	Base	5,940.00	324.00
4000-4999: Books And Supplies	Henry Mayo	5,433.00	4,710.00
4000-4999: Books And Supplies	Restricted Lottery	170,000.00	193,008.00
4000-4999: Books And Supplies	Supplemental	701,754.00	513,905.00
4000-4999: Books And Supplies	Title II	6,500.00	2,134.00
5000-5999: Services And Other Operating Expenditures	Base	152,727.00	181,697.00
5000-5999: Services And Other Operating Expenditures	Henry Mayo	7,904.00	0.00

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
5000-5999: Services And Other Operating Expenditures	Other	3,300.00	1,547.00
5000-5999: Services And Other Operating Expenditures	Supplemental	737,387.00	566,783.00
5000-5999: Services And Other Operating Expenditures	Title II	72,781.00	11,978.00
5000-5999: Services And Other Operating Expenditures	Title III	16,250.00	151.00
6000-6999: Capital Outlay	Supplemental	0.00	0.00
		0.00	0.00
		0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	3,722,153.00	2,768,359.00
<b>Goal 2</b>	2,275,357.00	1,829,068.00
<b>Goal 3</b>	6,378,196.00	6,168,721.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$2,440,700.00	\$1,952,560.00
<b>Distance Learning Program</b>	\$3,990,700.00	\$3,291,560.00
<b>Pupil Learning Loss</b>	\$3,250,000.00	\$2,600,000.00
<b>Additional Actions and Plan Requirements</b>	\$1,129,842.00	\$69,842.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$10,811,242.00</b>	<b>\$7,913,962.00</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$2,000,000.00	\$1,600,000.00
<b>Distance Learning Program</b>	\$3,500,000.00	\$2,899,000.00
<b>Pupil Learning Loss</b>	\$2,700,000.00	\$2,160,000.00
<b>Additional Actions and Plan Requirements</b>	\$1,060,000.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$9,260,000.00</b>	<b>\$6,659,000.00</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$440,700.00	\$352,560.00
<b>Distance Learning Program</b>	\$490,700.00	\$392,560.00
<b>Pupil Learning Loss</b>	\$550,000.00	\$440,000.00
<b>Additional Actions and Plan Requirements</b>	\$69,842.00	\$69,842.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,551,242.00</b>	<b>\$1,254,962.00</b>

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Saugus Union	Edwin Clement Assistant Superintendent Educational Services	eclement@saugusud.org 6612945300

## Plan Summary 2021-2022

### General Information

A description of the LEA, its schools, and its students.

The Saugus Union School District (SUSD) is located in the Santa Clarita Valley (SCV) as part of Northern Los Angeles County. It is approximately 94 square miles on the west side of the valley and is one of four elementary school districts in the area. Our 15 school sites include Transitional Kindergarten through 6th grades classes and several specialized programs for students. SUSD provides the Regional Autism Program (RAP) for the SCV SELPA, provides the Special Education Pre-school program for the SCV SELPA, provides the Early Start Program for the SCV SELPA and a full offering of special education classrooms and services to meet the individual education plans (IEP) of our elementary and early elementary students. SUSD also provides an extensive fee-based child care program (After/Before school care) and an age three/four-year-old pre-school program to support the unique needs of its families in the Valley.

SUSD is home to a diverse community with over 9,700 students and over 1,300 employees committed to serving and creating a school environment that helps students to thrive. Our school district student groups include 28.33% unduplicated students (i.e., Foster Youth (0.3%), English Learners (10.6%), and Socio-economically Disadvantaged students (23%)), 13% special education students, 0.7% Homeless students, 3.3% African American/Black students, 33.8% Hispanic/Latinex students, 15.2% Asian/Pacific Islander students, 0.1% Native American students, 4.6% Two or More Races, and 42.9% White students. The district has active parent organizations that include several PTA/PTO groups as well as 15 School Site Councils (SSC) and 15 English Learner Advisory Committees (ELAC). Parent advisory groups at the district level include the PAC (Parent Advisory Committee), DELAC (District English Learner Advisory Committee), Parent Leadership (presidents from each site-based PTA/PTO), and our Parent and Educators Advisory Council for Equity (P.E.A.C.E.) that began in 2020. P.E.A.C.E. is designed to provide the district with assistance in creating equitable school environments that are inclusive and representative of the entire district community.

SUSD strives to provide unique learning opportunities at each of its 15 school sites. This ensures that parents and students have choices that best meet their individual interests and needs. For example, Emblem Academy provides its ESTEEM program (Ethics, Science, Technology, Engineering, Entrepreneurship, and Mathematics), but Highlands Elementary School offers the district's Dual Language Immersion (DLI) program while Cedar Creek Elementary School is being reinvented to provide an edible schoolyard program that uses project-based learning to explore sustainable environments, food production and preparation, healthy eating habits, and business to make its core curriculum of reading, writing, math, and science come to life in the garden or kitchen. Each school is focused on providing a special learning opportunity that is relevant to 21st Century needs and to the interests of its students which allows families to make choices about their child(ren)'s education to fully engage them in learning from TK-6th grade. This approach also allows students to enter their secondary learning prepared with foundations that will allow them to explore and grow further in an area or switch to a different area of interest. Regardless of the special emphasis, each of the 15 schools in SUSD provide a rigorous, standards-based program aligned to the California Content Standards and Curriculum Frameworks ensuring that our students receive all the necessary tools for their elementary education.

The Saugus Union School District (SUSD) is committed to excellence in elementary education. Our vision, academic and personal success for every child is visible across our 15 individual school sites and each of our program offerings. We strive to ensure that all students receive a rigorous, grade-appropriate academic education

and that each has the social emotional tools to ensure success in the world. All of our schools have been recognized as California Distinguished Schools with West Creek Academy and Rio Vista Elementary receiving recognition in 2020. Fourteen schools have been recognized as California Gold Ribbon Schools and five schools have been recognized as National Blue Ribbon Schools. Each of our three Title I schools have been awarded the Title I Academic Achievement Award. SUSD is also in the process of implementing many new facilities projects as part of the Measure EE Bond that was passed by the community in 2014. While there are many completed projects that are included in the Bond, SUSD is currently working on multiple new classroom buildings (6) and many school renovation projects occurring over the next three years. Some of the finished projects include new play structures at every site, over 550 new air conditioning units including bipolar ionization and high efficiency filters, over 1,500 new LED lighting systems, new Top-Cat microphone systems and large Interactive Flat Panel (IFP) computer displays in each classroom, new high-tech electronic locking and emergency notification systems, single point of entry designs with appropriate perimeter fencing to maintain site safety, and solar and landscaping projects to create net zero environments for energy efficiency. The Saugus Union School District is fortunate to have a community that is committed to its school facilities by support Measure EE and the numerous Community Facilities District (CDF) funds that it uses to complete these projects.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Because of the COVID-19 pandemic the California School Dashboard Data that is available is as of the 2019 school year based on the last administration of the California Assessment of Student Performance and Progress (CAASPP). Saugus Union is proud of its accomplishments in the following areas:

- Suspension Rate is Blue or 0.3% suspended at least one time for all students. African American student suspension rates are in the green range, while Asian students, Filipino students, White students, Hispanic students, Foster Youth and English Learners are in the blue range. None of the student groups in SUSD fall into the orange or red range.
- English Language Arts (ELA) Data is green or 32 points above standard with a 4.5 point increase for all students. Asian and Filipino students are in the blue range, while Hispanic students, White students, Two or More Race students, and English Learners are in the green range. No student groups fall into the red range. This data translates to 66.78% of students in SUSD meeting or exceeding grade level standards in ELA in 2019.
- Mathematics Data is green or 7.2 points above standard with a 5.2 point increase for all students. Asian students are in the blue range and students in the green range include English Learners, Two or More Race students, Filipino students, Hispanic students, and White students. This data translates to 56.06% of students in SUSD meeting or exceeding grade level standards in Mathematics in 2019.
- English Learner (EL) Progress shows that 52% of the 735 English Learners in SUSD are making progress towards English language proficiency. This is 4% higher than the State average and is therefore a success, but it is also an area of focus for the district in the future. We also see that our reclassified EL students are 65.2 points above standard in ELA compared to White students at 34.3 points above standard in ELA and we see that our reclassified students are 42.8 points above standard in math compared to White students who are 8.8 points above standard in math.
- Local Indicators have been met in all areas. These areas include the Basics: Teacher assignment, textbook availability, and facilities condition, Implementation of Academic Standards, Parent and Family Engagement, Climate Survey, and Access to Broad Course of Study. Each of these areas continues to be important to the success of our students despite our meeting the expectations for the Dashboard. SUSD will continue working to provide a quality school environment, implement a rigorous standards-aligned curriculum, and engage the parents and stakeholders to create a positive school setting.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Saugus Union School District (SUSD) is proud of its longstanding history of excellence and the many different district/school awards that it has received – California Distinguished Schools, California Gold Medal Schools, National Blue Ribbon Schools, etc. Despite these many recognitions our close examination of recent data shows we have challenges to address in the following areas:

- Suspension Rate is yellow for our students in several categories – Students with Disabilities, Socio-economically Disadvantaged students, Homeless students, and Two or More Race students. SUSD does not have any student groups in the red or orange range, but having these four groups in the yellow range is something that we must address through our continued implementation of Positive Behavior Intervention Supports (PBIS), our emphasis on social emotional learning and wellness, and our work

around equity and diversity. These areas will allow us to both support the needs of our students and better understand our students so we can provide programs/services that help them to be successful.

- Chronic Absenteeism Rate is yellow with 5.9% of students absent from school for 10% or more of the days enrolled (i.e., If enrolled 30 days and absent 3 or more, the student is chronically absent.) When we look at the various student groups we see that our African American students, our White students, and our Socio-economically Disadvantaged (SED) students are in the yellow range. Our students in the orange range include Students with Disabilities, Two or More Race students, Hispanic students, and Homeless students. Having seven student groups in the yellow and orange range shows there is a clear need for our schools to examine our attendance practices. We are beginning a weekly monitoring process to ensure we are more actively working with our families to ensure attendance does not get into a chronic range before it is addressed. This monitoring will include existing notification practices and will include site specific practices of intervention for families based on individual needs/supports required.
- English Learner progress shows that 20.6% of the 735 English Learners in SUSD decreased one level in their English language proficiency in a single year and 40.2% of student maintained their English language proficiency level. We know that student progress in English language proficiency is key to their academic success in elementary school and to their ability to have full access to college career ready programs in secondary school. To emphasize the importance of improvement in this area, SUSD has included Goal 3 – English Learner Proficiency as part of the LCAP, we are revising our leadership to provide a Director of Categorical & Special Programs, and we are changing/refining our assessment and ELD instructional practices to ensure adequate monitoring and instruction for students to make appropriate progress.
- English Language Arts (ELA) Data shows that 66.78% of students in SUSD are meeting or exceeding grade level standards in ELA in 2019. This achievement is above the State average, but it is below a comparison of districts that are similar demographically. Upon a closer look at the data we see that our Homeless students are in the orange range (35.18% meet/exceed grade-level standards) and three groups are in the yellow range – African American students (53.4% meet/exceed grade-level standards), Students with Disabilities (28.9% meet/exceed grade-level standards), and Socio-economically Disadvantaged students (48.22% meet/exceed grade-level standards). Despite that our English Learners are in the green range, we also see that they are 39.1 points below standard on the CAASPP. Each of these gaps indicate that we must take a closer look at the individual needs of students and/or student groups, we must ensure that foundational reading skills are in place before grade 3, we must provide in-class coaching and research-based strategy professional development for teachers, regular assessments/monitoring of student progress in all grades, and intervention support for students. We will continue working with our ELA TOSAs to ensure that teachers are equipped to provide appropriate ELA instruction and in-classroom interventions, we will continue implementation of our district-wide assessment process to provide monitoring tools to teachers and provide common data for site level and district analysis, and we will begin implementation of an intervention process using TOSAs and Instructional Assistants (IAs) and a systematic approach.
- Mathematics Data shows that 56.06% of students in SUSD are meeting or exceeding grade level standards in math in 2019. This achievement is above the State average, but it is below a comparison of districts that are similar demographically. Upon a closer look at the data we see that our Homeless students are in the orange range (29.63% meet/exceed grade-level standards) and three groups are in the yellow range – African American students (38.22% meet/exceed grade-level standards), Students with Disabilities (23.93% meet/exceed grade-level standards), and Socio-economically Disadvantaged students (35.81% meet/exceed grade-level standards). Despite that our English Learners are in the green range, we also see that they are 55.2 points below standard on the CAASPP. The student groups that show a gap in ELA are the same groups that show a gap in math. As we move into the new school year we will use our Professional Learning Communities (PLC) process and the cycle of continuous improvement to address the needs of each group and increase the achievement of all students while also beginning to close the gaps for these student groups. Our approach toward improving mathematics achievement will be similar to the approach for ELA. We will ensure that foundational numeracy skills are in place before grade 3. We will provide in-class coaching and research-based strategy professional development for teachers from our TOSA team. We will continue to implement regular assessments/monitoring of student progress in all grades, and intervention support for students. We will continue working with our math TOSAs to ensure that teachers are equipped to provide appropriate math instruction and in-classroom interventions, we will continue implementation of our district-wide assessment process to provide monitoring tools to teachers and provide common data for site level and district analysis, we will continue using our support programs of NextGen math and iReady to allow an individual approach to practice and intervention, and we will begin implementation of an intervention process using TOSAs and Instructional Assistants (IAs) and a systematic approach.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP for the Saugus Union School District strives to include all voices of its many stakeholders and include sound educational research-based instructional strategies in addressing all of its students while ensuring that its unduplicated students (i.e., English Learners, Foster Youth, and Low-Income Students) have the

increased actions/services to support them in appropriate grade-level achievement. To accomplish this goal the 2021-2024 LCAP has many actions and services designed to meet the assessed and surveyed needs of its stakeholders. The following are key elements that were included in SUSD's LCAP:

#### Changes to Goals:

The previous SUSD LCAP contained three goals. Through our community meetings, review of the data, and changes made to instructional programs, SUSD determined that there was a need to revise its existing goals and add two new goals. The revision of the "achievement goal" to include "closing the achievement gap" ensures that overall achievement is important, but that support for the variety of student groups is equally important and must be attended to if we are to be successful in our core mission of "Excellence in Elementary Education". The revision of the goal on engagement to include the district's commitment to mental health and wellness was also important. In January 2020, SUSD began an initiative called "Maslow's before Bloom's" to address the behavioral/social-emotional/physical needs of students to ensure that those needs were met first so that academic learning could be achieved. There was also a revision to the "core services goal" to include parental engagement. By separating parental engagement from student engagement and including it with the core services we were able to ensure that the partnership between parents and schools was showcased and properly addressed with actions and services. Finally, there were two goals added to the LCAP - Goal 3 English Learner Progress and Goal 5 Equity and Diversity. Because of the work being done to close the achievement gap, it was critical that the district emphasize the unique needs of its language learners and began to examine the manner in which the district created inclusive, culturally proficient environments for learning. Adding these two goals set specific metrics and outlined actions/services to support the success of the district in these areas.

#### Creating a Cycle of Continuous Improvement to Ensure Student Success:

This is a large undertaking that is included in a variety of ways within each goal. For example, communication, training, establishing systems, providing additional staff are all methods that contribute to activities included in the cycle of continuous improvement - Plan, Do, Check, Act. Three major pieces of this process includes collaboration through Professional Learning Communities (PLC), professional development and coaching for teachers, administrators, and staff, and the implementation of assessment and monitoring process. The educational research supports that collaboration among educators who are using data to drive instruction and intervention (i.e., PLC activities) see growth in all areas and the closing of the achievement gap for student groups.

To have these collaborations centered around quality data and effective instructional strategies, a district must have assessment systems and quality on-going professional development. This includes the concept of in-classroom coaching and support for teachers. By providing a variety of instructional coaches who also serve as professional development (PD) leads, and assessment/curriculum supports, teachers across the district have consistency in their continuous development of rigorous effective instruction to meet the everchanging needs of their students. Allocating funding to these areas also ensures that our unduplicated student needs can be appropriately address and support regardless of the concentration of unduplicated students at a single school or classroom. Because we have a smaller number of unduplicated students (28%) than other districts, we see the individual students spread across our 15 school sites limiting their numbers in individual schools. By providing strong process or systems, effective coaching, and appropriate PD we ensure that unduplicated students will receive appropriate supports regardless if there is the ability to provide specialized programs at their individual school site.

#### Emphasis on Providing Education for the Whole Child:

Early in the 2019-2020 school year it became evident that SUSD was facing a challenge around escalating disruptive behaviors, lack of engagement and chronic attendance issues across its 15 school sites. To address these concerns the district began and is continuing the use of its Behavior Support Team and school-based counseling team to assist students. These activities include individual counseling programs, group counseling sessions, behavior modification strategies, classroom support for students and teachers, and training for teachers in appropriate behavioral/instructional strategies that can mitigate behaviors and improve achievement. The concept of "Maslow's (basic needs) before Bloom's (cognitive activities)" was established in January 2020 and has continued into the new LCAP. There is an emphasis on physical/emotional wellness within the district that requires schools to attend to the social needs of students so they are not barriers for academic learning. We do this through our Social Emotional Learning Activities and our enhance Physical Education program so that students minds and bodies are ready for learning.

#### Support and Inclusion of Families in the School Environment:

We have truly learned that strong communication is critical for the success of any relationship. This is certainly true when considering the relationship between a school/district and the families of the students it serves. We have established a strong communication system as a result of several area crisis since spring 2019, but have continued this commitment in the development of the current LCAP. Those effective elements such as the use of Parent Square or Parent Liaisons have continued, but we have also established parent advisory groups (P.E.A.C.E.) and activities to better allow parents to engage in the school environment. For example, we have training sessions planned for all parents that will address equity and diversity in schools as well as provide other training about the instruction of culturally sensitive topics within the classroom (i.e., enslaved people, world religions, etc.). By providing parents with this information they can become partners with the schools in supporting their child(ren)'s learning and we can include the richness they provide when they can fully participate in the instructional process.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Saugus Union School District does not have any school sites identified for comprehensive support and improvement.

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Saugus Union School District's (SUSD) approach to the development of the LCAP is to include all stakeholder representatives to meet the statutory requirements found in the Education Code (EC 52064(e)(1)) through ongoing community outreach efforts that occur annually, but are also part of our regular engagement practices (i.e., site meetings, parent trainings, communications, surveys, etc.). The stakeholders included in the meetings for the development of the 2021-2024 LCAP include parent leaders, all administrators, representatives of our certificated staff, representatives of our classified staff, teams from our labor partners (Saugus Teacher Association (STA) and California School Employees Association (CSEA)), our Parent Advisory Council (PAC) and our District English Learner Advisory Council (DELAC). In addition, SUSD requested input from students, parents, and all staff (certificated, classified, and management) through a series of polls and surveys designed to gather additional stakeholder information related to recommendations made by our stakeholder groups.

Because the development process of the 2020 LCAP was postponed after we had begun, SUSD determined to use the data collected and generated as part of the 2020 LCAP meetings combined with 2021 polls and surveys to create its current LCAP for 2021-2024. The following is a timeline of the engagement activities/process:  
2020 School Year:

February: Administered the annual connectedness surveys to parents, students (grades 4-6), and staff (certificated & classified). The series of approximately 25 questions are aligned to support the engagement requirements in LCAP, provide data for schools related to their individual stakeholder attitudes/opinions towards the school site, and to provide the district with consistent data related to the engagement of the entire school community with its schools. Each question within each survey is aligned to a similarly phrased question on the identical subject between the stakeholder surveys to ensure that each stakeholder group's opinion can be addressed on the same topic while being compared to each group.

February 26, 2020: District LCAP Committee Meeting - The committee included representatives from each school site for the various stakeholder groups (i.e., Site Principal/AP, lead teacher(s), office manager, CSEA site rep, STA site rep, PTA/PTO leadership, SSC & ELAC leadership), district office administrators and department leads, labor union leadership, TOSA team and Cabinet members. During this meeting the groups reviewed the district data from the 2019 California Assessment of Student Performance and Progress (CAASPP), current data related to our English Learners, current survey data provided from 2020 engagement surveys and the

previous LCAP goals and actions. A variety of strategies were used to allow participants to reflect on past progress with the LCAP actions and the needs evidenced by the current data.

On-going Surveys/Comments: Because of COVID the district received a great deal of information from our stakeholders related to the needs of students, families, and staff throughout the pandemic. The information was not specifically connected to the development of the LCAP, but the information impacts the decisions of the district in how we meet both the challenges of the pandemic and address the future needs of the district. There were over 40 district updates, a variety of polls, and several district-wide parent meetings to support all of the school changes necessary during the pandemic. These contacts helped the district to be connected to the community in ways not offered through strategy meetings or data reviews. Each meeting included a Q & A section to allow stakeholders to address concerns, resolve issues, and have individual questions answered.

2021 School Year:

August - present: As a result of the nation wide protests related to the murder of George Floyd and the concern of some families over needs for equity/diversity work within the district, district leadership began meeting with individual families that represent the minority student groups within the district (i.e., Black or African American, Latino, Asian, Pacific Islander, special education, LGTBQ, Native American, etc.). These meetings provided district leadership with information about the individual experiences of families and students of color within SUSD. These meetings also provided district leadership with a strong group of parents who became part of an advisory for the district - Parents and Educators Advisory Coalitions for Equity (P.E.A.C.E.). This group is 2/3 parents and 1/3 district staff to ensure there is a balance of input, but that the voices of parents of color are fully expressed and supported in our school community.

March-April: SUSD administered, via Parent Square, a series of six polls connected to each of the five proposed LCAP goals. Each poll presented one LCAP Goal and no more than six proposed actions. Stakeholders were allowed to select a single action as the one they felt was most important and they were allowed to provide anonymous comments on each poll.

April: SUSD administered a COVID-LCAP connectedness survey to gather current information related to Health/Safety, Learning Needs, Anti-bullying, Diversity, and Connectedness/Inclusivity. Like the LCAP connectedness surveys administered in 2020, this survey was administered to parents, staff, and students in grades 4-6.

April: We administered the metrics provided by the California Department of Education (CDE) related to the implementation of standards and the development of relationships to meet our requirements for the California Dashboard metrics and to provide additional data to the organization.

April - May: Meetings with the PAC (4/19 & 5/27) and DELAC (4/21 & 5/27) to review the data gathered from the polls/surveys and to review the goals and actions included in the new LCAP.

June: LCAP available for public review at District Office with 2021-2022 District Budget Document

June 8th - Public Hearing for LCAP and District Budget at a regular Board meeting.

June 22nd - Adoption of LCAP and District Budget at regular Board meeting.

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

Data for each survey and poll is included as part of the LCAP webpage for SUSD. For individual question responses and details, please refer to files located at <https://www.saugusud.org/LCAP>

2020 LCAP Committee:

The information gathered by the committee continued to emphasize the need for our TOSA experts to support our instructional work, that we needed to continue with our Maslow's Before Bloom's activities, that we need to continue working with our PLC and PBIS structures, and that we needed to alter our goals to address specific student/stakeholder needs.

2020 LCAP Connectedness Survey:

The data from this survey shows that concerns around bullying and student behaviors are concerns for parents, students, and staff. The data also shows that all groups feel that their school provides knowledgeable teachers and ample technology for students.

2021 Parent Polls:

These actions and services shown in each poll reflect the ideas generated by the 2020 LCAP Committee. The polls were sent to all parent and staff stakeholders. For each goal a series of 6 actions were listed and stakeholders selected the one action they felt was most critical from the list. There were approximately 2000 responses to these polls. The actions listed were included within the appropriate goal for the LCAP.

2021 LCAP COVID Connectedness Survey:

The data from this survey series shows that both parents and students desire "seeing their family culture" to be more represented within the school and curriculum (62% parents agree & 56% students agree). The data from this survey also indicates that parents and students feel that bullying needs to be addressed more thoroughly (60% parents agree & 72% students agree). Students, parents and staff indicate that our schools are places that are safe and healthy for students, staff, and community by over 85% each.

2021 PAC & DELAC: Many of the members of these two advisories were part of the 2020 LCAP committee meeting event and their comments were collected as part of that activity. No comments were received from DELAC members during the meetings. There were few comments were received from PAC members during the meetings. For information related to these comments & responses please check link included on this page <https://www.saugusd.org/LCAP>

## A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Survey data, assessment data, and anecdotal data from staff/parents indicated that a change was required in the SUSD LCAP to ensure that the goals listed were meeting the intended outcomes. Previously the LCAP had three goals, but it was determined that those existing goals needed to be altered and two additional goals added. The following are the new goals and comments related to the changes:

#1: Parental Engagement & Core Services - Engage parents in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students. (Previous Goal = PROVIDE AN APPROPRIATE BASIC CONDITION OF LEARNING).

The committee and other stakeholder groups felt that addressing our core services was important but that we could not thoroughly accomplish this goal if we were not engaging our parent community. By creating a goal that requires parental involvement in the establishment of the core services we ensure that we have a strong foundational program that meets the needs of the school community while always including the family stakeholders.

#2: Student Engagement & Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school. (Previous Goal = INCREASE MEANINGFUL AND PURPOSEFUL STUDENT AND PARENT ENGAGEMENT)

Ensuring meaningful parent engagement is included in the revised Goal 1 and SUSD has determined that we have a serious need to address students' social emotional needs if we are ever going to increase their academic achievement. Prior to the pandemic the initiative Maslow's Before Bloom's began in SUSD and the events during the pandemic caused that emphasis to continue.

#3: English Learner Academic Needs - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

To close the achievement gap, we must focus on the individual learning needs of our student groups. The language needs of our English Learners must be uppermost in the minds of the organization if we are to address their acquisition of a second language and their academic success in that language. Our stakeholders agreed that having this as a separate goal in the LCAP would create an appropriate emphasis for this work.

#4 Achievement GAP - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas – English Language Arts (ELA), Mathematics, Science, Social Science. (Previous Goal = INCREASE STUDENT ACHIEVEMENT)

Increasing student achievement is critical for SUSD, however, a review of the student achievement data clearly illustrates that there is a GAP between all students and specific groups of students (i.e., EL, SED, etc.) in both ELA and math. As a result this goal was altered to include the acts of increasing achievement and closing the gaps.

#5 Diversity and Understanding - Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

SUSD is a diverse community. It is critical that the various student groups, family groups, and other stakeholders are seen within the school district and its curriculum. It is further critical that each of those groups contributions to the organization be seen and valued by each member of the organization. Having a goal emphasizing diversity ensures that this concept not be missed in our work. The survey data collected over the past two years and the parent meeting data show that this goal is needed in our community.

Actions and services were adjusted to meet the refined goals. Staffing needs for TOSA coaches in academic areas continued to be a desired action to ensure that all

teachers can implement appropriate instructional strategies for working with EL students, SED students, Foster Youth, and all students. In addition, staffing was included to ensure that wellness and mental health services were addressed through additional psychologists, Behavior Support team members, and school-based counselors.

## Goals and Actions

### Goal

Goal #	Description
1	Parental Engagement & Core Services - Engage parents in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

An explanation of why the LEA has developed this goal.

This goal allows us to meet the core learning and regular parental engagement demands that are necessary for a successful school district. By having regular stakeholder in-put, regular communication with stakeholders, and providing a rigorous core program we meet the Basic Conditions for Learning.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CA Dashboard Data related to Teacher Assignments (Priority 1):	2020 CA Dashboard Data shows 0 mis-assigned teachers				CA Dashboard Data maintain 0 mis-assigned teachers
CA Dashboard Data related to Textbooks (William's Textbook Data) (Priority 1):	2020 CA Dashboard Data (William's Textbook Data) shows 100% of students have access to appropriately aligned, standards-based, grade-level textbooks.				CA Dashboard Data (William's Textbook Data) - Maintain 100% of students have access to appropriately aligned, standards-based, grade-level textbooks.
Facilities Inspection Tool (FIT) Status Report (Priority 1):	Zero instances where facilities do not meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) on the FIT.				Maintain zero instances where facilities do not meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) on the FIT.
					All areas on the Standards

Standards Implementation Survey from CDE (Priority 2):	<p>2021 Standards Implementation Survey from CDE:  PD for Standards: ELA = Fully Implemented; Math = Fully Implemented; History/Social Studies = Fully Implemented; ELD = Fully Implemented; Science = Initial Implementation</p> <p>Instructional Materials:  ELA = Fully Implemented; Math = Fully Implemented; History/Social Studies = Fully Implemented; ELD = Fully Implemented; Science = Beginning</p> <p>Policy &amp; Program Support: ELA = Fully Implemented; Math = Fully Implemented; History/Social Studies = Fully Implemented; ELD = Fully Implemented; Science = Initial Implementation</p> <p>Standards Implementation: CTE= Beginning; PE= Fully Implemented; World Languages = Initial Implementation; Health = Fully Implemented; VAPA = Fully Implemented</p>				Implementation Survey from CDE score a 4 or 5.
District Connectedness/Clima	Parental Participation - 1976 respondents				District Connectedness/Climate Survey for Parents (Priority 3): Parent Participation - 65% of

<p>te Survey for Parents (Priority 3):</p>	<p>Question #4 (SEL for Students) 71.56%; #13 (safety/bullying/disrespect) 69.03%; #19 (adults intervene for bullying) 55.91%; #20 (Supports for EL students) 57.88%; #22 (school rules enforced equally) 68.05%</p>				<p>students enrolled (i.e., 10,000 students enrolled = 6500 responses) Questions on Survey - 90% or higher for each question</p>
<p>CDE Parent Relationships Survey Tool (Priority 3).</p>	<p>Approximately 75 parents responded to all questions contained on the California Department of Education (CDE) Parent Relationships Survey Tool in 2021 and data shows that the largest percentages fall into the "full implementation (4) or sustainability (5)" categories (between 40% &amp; 59%), but many questions also show a large percentage of responses at "initial implementation (3)". Question 1 regarding developing capacity of staff to build trusting respectful relationships with families shows 4.29% in "full implementation (4) or sustainability (5)". Data for Question 3 (.. supporting staff to learn about each family's strengths, cultures, languages, and goals for their children) shows</p>				<p>CDE Parent Relationships Survey Tool: Increase the number of parents who complete the survey to greater than 1500 parents (approximately 15% of enrollment). Increase the responses to all questions toward having a score of 80% or higher in the range of level 4 (full implementation) or level 5 (sustainability). Increase responses for Question 1 and 3 to 80% or higher in the range of level 4 (full implementation) or level 5 (sustainability).</p>

	both parents (34.25%) and staff (31.67%) agree on implementation levels, but that there is more work to do. The data also reveals discrepancies (10%-20% differences) for most questions between staff and parent groups in answering the same questions - staff show higher implementation percentages.				
CDE Parent Decision Making Tool and Question 28 of the District Connectedness Survey Tool (Priority 3):	CDE Parent Decision Making Tool 2021- Question 28 on District Connectedness Survey 2020 - 72.8% agree/strongly agree that parents are involved in decision making process at the school				CDE Parent Decision Making Tool - Questions 28 on District Connectedness Survey 90% or higher agree/strongly agree

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit/Maintain Highly Qualified Certificated Employees	SUSD will recruit/maintain certificated staff members that meet the current credentialing guidance from the California Commission on Teacher Credentialing (CTC) to ensure that all students receive rigorous, grade appropriate instruction.	\$51,618,092.00	No
2	Recruit/Maintain Highly Qualified Classified Employees	SUSD will recruit/maintain classified employees that are fully trained to meet their individual job classifications to ensure the highest quality work and that school environments are appropriate for all students.	\$19,207,797.00	No
3	Provide Standards-based Instructional Materials	SUSD will provide students with grade-level appropriate, standards-aligned instructional materials for all areas of instruction to ensure appropriate access and alignment to CA grade level standards.	\$350,000.00	No
4	Provide Communications Tools	SUSD will provide parents, specifically parents of unduplicated students (English Learners, Foster Youth, and Low-Income students), with regular two-way communication (i.e. Parent Square, Google, social media, etc.) to increase engagement, increase accessibility, and simplify communication through a common platform with the school environment.	\$197,449.00	Yes

5	Parent Liaisons	SUSD will provide parent liaisons to support unduplicated student populations (i.e., EL, Foster/Homeless, LI) to ensure that parents and students are fully engaged and participating in the school program by providing information, resources, outreach, etc. that are focused on the needs of each specific group.	\$110,881.00	Yes
6	Special Education Services	SUSD, in alignment with state and federal laws, will provide identified students with appropriate special education services and instruction to meet their individual needs as identified in each student's Individual Education Plan (IEP) and ensure their full access to grade level content and instruction.	\$29,000.00	No
7	Facilities, Health/Safety Needs, and Grounds Maintenance	SUSD will provide quality school facilities to ensure all stakeholders (students, staff, & parents) experience a safe, healthy, well-maintained, and learning appropriate school environment.	\$8,027,800.00	No
8	Parent Workshops & Training Sessions	SUSD will provide Parent Engagement Workshops for unduplicated parent groups (English Learners, Foster Youth, & LI) to allow UDP students to appropriately meet the demands of academic instruction as well as social-emotional learning. These workshops will be provided by the District through our parent groups (i.e., PAC, DELAC, P.E.A.C.E., etc.) and through site based opportunities (i.e., SSC, ELAC, PTA, etc.).	\$10,000.00	Yes
9	TIPS & PAR Support	SUSD provides support for new teachers (i.e., new to profession & new to SUSD) and experienced teachers in need of assistance with support through mentors, training, coaching, etc., that is specific to their individual needs and aligned to the CA Standards on the Teaching Profession (CSTP).	\$32,500.00	No
10	Library Media Specialists	SUSD will ensure that all students have regular access to library media resources by providing a trained Library Media Specialist to assist students with print and digital resources for learning during the school day and provide Library Media Specialist to provide regular recreational reading resources and/or opportunities to students so they can refine their individual reading skills through their love of reading.	\$196,091.00	No
11	Translation Services	SUSD provides a variety of additional translation/transcription services to families who have a primary language other than English so they may engage more fully in school events that involve their children.	\$117,355.00	Yes
12	GATE Support	SUSD provides universal Gifted and Talented Education screening assessments for all 3rd grade students annually (parent/teacher requests), provides additional testing for other grades as determined by SST process, provides GATE coordinator time at each site to support enrichment and GATE plans for students so that instruction can be differentiated to meet individual student needs, etc.	\$25,000.00	No

## Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

## Goal

Goal #	Description
2	Student Engagement & Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

An explanation of why the LEA has developed this goal.

This goal allows us to address the social emotional needs of our students and fully engage them in the school experience. The programs, practices, and activities included for this goal address the whole child to ensure that the academic achievement can be realized by having students with a strong sense of self, strong ability to collaborate with others by understanding their connections, and supporting students in valuing their contribution to their school/classroom/peer group.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Annual CALPADS attendance data for students in grades TK - 6 (Priority 5):	Annual CALPADS attendance data - As of May 17, 2021 = 98.12% overall attendance rate				Annual CALPADS attendance data = 98% or higher overall attendance rate
Annual CALPADS Chronic attendance data for students in grades TK - 6 (Priority 5):	2019-2020 CALPADS 14.1 Report for Chronic Attendance = 6.66% chronically absent (>10%) Federal Chronic Absenteeism Local Data (4/9/2021) = 1.79%				CALPADS 14.1 Report for Chronic Attendance Report: Less than 2%

	chronically absent (> 10%)				
CA Dashboard Data related to Suspension (Priority 6):	2021 Local data shows 0.02% suspension rate (as of 5/18/21) 2019 Dashboard Data shows 0.3% of all students suspended (Blue); Homeless 1.0% (Increase; Yellow); Two or More Races 0.8% (Increase; Yellow); SED 0.7% (Increase; Yellow); SPED 1.1% (Increase; Yellow); African American 0.5% (Increase; Green); all other student groups in Blue tier and maintained 0%.				CA Dashboard Data related to Suspension = Maintain less than 0.5% for all students; decrease percentages of all student groups to less than 0.5%.
CA Dashboard Data related to Expulsion (Priority 6):	2020 Dataquest Reports indicate expulsion rate is 0%.				CA Dashboard Data related to Expulsion = Maintain 0% expulsion rate.
District Connectedness/Climate Survey (Priority 6):	The 2020 Connectedness/Climate Survey indicates that the six questions associated with safety, school facilities, and connectedness all show a majority agree/strongly agree with the statements - safety: Q19 (parents & students) or Q21 (staff) = Q19 P 56% & S 63%; Q21 S 85%; Q13 (parents & students) or Q15 (staff) = Q13 P 69% & Q13 S 65%; Q15 S 78%; facilities: Q18 (parents & students) Q18 P87% & Q18 S 57%; Q20				District Connectedness/Climate Survey = Increase all three groups (staff, parents, students) to align to 95% or higher agree/strongly agree on questions related to safety, facilities, and connectedness.

(staff) 76% ;  
 connectedness: Q2 (all  
 groups) = 82% parents;  
 61% students; 79% staff.

The 2021 COVID  
 Connectedness Survey  
 indicates that the four  
 questions associated with  
 safety, school facilities,  
 and connectedness all  
 show a majority  
 agree/strongly agree with  
 the statements - safety:  
 Q7 (parents) or Q8  
 (students & staff) = Q7P  
 75%; Q8 students 77% &  
 staff 88%; Q9 (parents)  
 60%; Q10 (students &  
 staff) Q10 students 72%  
 & staff 89%; facilities: Q4  
 (staff & students) Q4  
 staff 93% & students  
 82%; Q3 (parents) 87% ;  
 connectedness: Q14  
 (staff & students) = Q14  
 staff 85% & students  
 68%; Q13 (parents) 85%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Learning Curriculum	SUSD will provide social emotional curriculum (i.e., Sanford Harmony) to ensure a core series of lessons centered on age appropriate social emotional learning for students to meet the current expectations of CDE and CASEL.	\$0.00	No

2	Wellness TOSA	SUSD will provide certificated staff (Teacher-on-Special-Assignment/TOSA) to support teachers of unduplicated students and UDP students with additional lessons, professional development, in-class coaching of social emotional learning (SEL) activities and physical education activities, and additional in-person direct instruction to ensure the positive mental and physical health of students so they may fully engage in learning.	\$150,719.00	Yes
3	Behavior Support Teams	SUSD will provide a team of specialists (Behavior Specialists, Para Professionals, Psychologist, etc.) to provide support (i.e., classroom behavior observations, development of behavior plans, classroom modifications, etc.) for unduplicated students in need of assistance to allow them to better engage in their individual classroom and fully access the curriculum/instruction provided.	\$987,073.00	Yes
4	PBIS Professional Development	SUSD provides professional development and support resources (i.e., SWIS, awards/incentives, etc.) for certificated and classified staff connected to Positive Behavior Interventions Support (PBIS) to allow for unduplicated students to engage successfully in the school environment by creating a research-based set of practices that focus on replicable positive outcomes for students and are implemented school-wide.	\$111,790.00	Yes
5	Mental Health & Social-emotional Supports Activities	SUSD provides support staff (i.e., school counselors, social workers, marriage & family therapists (MFT)) to conduct social skills activities, provide 1:1 counseling sessions, and provide relency supports (i.e., trauma informed practices) to ensure unduplicated students can fully access the school learning environment and connect with their typical peers.	\$1,536,694.00	Yes
6	Additional School Psychologists	SUSD provides additional school psychologists (3) to ensure that unduplicated students have appropriate access to learning opportunities and multi-tiered systems of supports (MTSS) are being appropriately implemented to meet their unique needs.	\$402,318.00	Yes

## Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

## Goal

Goal #	Description
3	English Learner Academic Needs - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

An explanation of why the LEA has developed this goal.

This goal allows us to place a direct emphasis on the needs of English Learners and their families in order to ensure their general academic success as well as their success in fully developing English as a second language.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Standards Implementation Survey from CDE (Priority 2):	2021 Standards Implementation Survey Data: PD for Standards: ELA = Fully Implemented; Math = Fully Implemented; History/Social Studies = Fully Implemented; ELD = Fully Implemented; Science = Initial Implementation  Instructional Materials: ELA = Fully Implemented; Math = Fully Implemented; History/Social Studies = Fully Implemented; ELD = Fully Implemented; Science = Beginning  Policy & Program				Standards Implementation Survey from CDE (Priority 2) = All areas on the Standards Implementation Survey score a 4 or 5.

	<p>Support: ELA = Fully Implemented; Math = Fully Implemented; History/Social Studies = Fully Implemented; ELD = Fully Implemented; Science = Initial Implementation</p> <p>Standards Implementation: CTE= Beginning; PE= Fully Implemented; World Languages = Initial Implementation; Health = Fully Implemented; VAPA = Fully Implemented</p>				
California Assessment of Student Performance and Progress (CAASPP) for the English Language Arts (ELA) (Priority 4):	2019 CAASPP ELA Data for all EL students is 31.46% "meet/exceed" standards; 8.4 points Above Standard (Increase; Green)				California Assessment of Student Performance and Progress (CAASPP) for the English Language Arts (ELA) (Priority 4) = EL students to greater than 50% "meet or exceed" standards
California Assessment of Student Performance and Progress (CAASPP) for the Mathematics section (Priority 4):	2019 CAASPP Data for Mathematics for EL students shows 23.87% "meet or exceeds" standards; 10.6 points Below Standard (Increase of 4.6 points; Green)				California Assessment of Student Performance and Progress (CAASPP) for the Mathematics section (Priority 4) = EL students to more than 50% "meet or exceed" standards
English Language Proficiency Assessment for California (ELPAC) (Priority 4):	2019 CA Dashboard Data shows 52% of EL students "making progress towards English Proficiency"; 16.4% reached Level 4 - Well Developed on the English Language Proficiency Assessment for California				English Language Proficiency Assessment for California (ELPAC) = greater than 65% of English Learners "making progress towards English Proficiency" annually.

	(ELPAC).				
California Department of Education (CDE) current benchmarks data for reclassification (Priority 4):	2019-2020 Dataquest information shows 253 EL students or 21.3 % of English Learners met appropriate benchmarks for reclassification (RFEP).				California Department of Education (CDE) current benchmarks data for reclassification = Increase to 35% or greater of English Learners meet appropriate benchmarks for reclassification (RFEP).

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Dual Language Immersion Program (DLI)	SUSD will provide a Dual Language Immersion program for students to promote biliteracy of the participating students.	\$676,210.00	No
2	Site English Learner Coordinators	SUSD provides site-level English Learner (EL) coordinators (i.e., lead teachers on extra duty) to be responsible for facilitating regular monitoring of EL student progress, reclassification progress, additional enrichment activities for students, staff professional development, engagement of EL students and their families in student events etc. throughout the school year.	\$50,000.00	Yes
3	ELD Summer School	SUSD provides extended learning activities that are focused on English acquisition to increase student proficiency in English and avoid the summer slide by focusing a summer school session for these students.	\$30,000.00	Yes
4	Program Development & Monitoring	SUSD provides district staff that are responsible for creating, maintaining, monitoring the systematic implementation of ELD, regular assessment of students language acquisition, EL professional development, etc. to ensure that individual schools are providing effective quality instruction/programs/services related to English Learner needs to allow students to reclassify before they promote from sixth grade.	\$162,606.00	Yes
5	PD related to EL students & ELD	SUSD provides professional development to all teachers and administrators related to implementation of integrated and designated ELD so EL students may have greater access to core instruction and more rapidly progress in acquiring English.	\$30,000.00	Yes
6	Instructional Assistants for EL students	SUSD provides Bilingual Instructional Assistants to provide primary language support to EL students identified at levels 1 or 2 (i.e., "new comers" or struggling to progress) in accessing core ELA, Math, Science, and Social Studies instruction. An emphasis will be placed on students in grades 3-6 to ensure reclassification occurs prior to promotion in grade 6.	\$54,822.00	Yes

## Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

## Goal

Goal #	Description
4	Achievement GAP - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas – English Language Arts (ELA), Mathematics, Science, Social Science.

An explanation of why the LEA has developed this goal.

This goal allows us to focus on the programs, practices and activities that will address the individual learning needs of unduplicated pupils (UDP) and address learning gaps we see within our data.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Standards Implementation Survey from CDE (Priority 2):	2021 Standards Implementation Survey Data: PD for Standards: ELA = Fully Implemented; Math = Fully Implemented; History/Social Studies = Fully Implemented; ELD = Fully Implemented; Science = Initial Implementation				Standards Implementation Survey from CDE (Priority 2): All areas score a 4 or 5.

	<p>Instructional Materials:          ELA = Fully Implemented;          Math = Fully Implemented;          History/Social Studies = Fully Implemented; ELD = Fully Implemented;          Science = Beginning</p> <p>Policy &amp; Program Support: ELA = Fully Implemented; Math = Fully Implemented; History/Social Studies = Fully Implemented; ELD = Fully Implemented;          Science = Initial Implementation</p> <p>Standards Implementation: CTE= Beginning; PE= Fully Implemented; World Languages = Initial Implementation; Health = Fully Implemented; VAPA = Fully Implemented</p>				
California Assessment of Student Performance and Progress (CAASPP) for the English Language Arts (ELA) (Priority 4):	2019 CAASPP - All Students - 66.78% : Black or African American - 53.4% ; Hispanic/Latino - 55.59%; English Learner - 31.46%; SED - 48.22%; SPED - 28.96%; Female - 71.87% / Male - 62.14%; Asian - 84.57% ; Filipino - 78.62% ; Two or More Races - 72.15%; White - 70.57% GAP = difference				California Assessment of Student Performance and Progress (CAASPP) for the English Language Arts (ELA) (Priority 4): Close Gap for all groups by 20% or more over the LCAP period

	between "All student group" and identified group				
California Assessment of Student Performance and Progress (CAASPP) for the Mathematics section (Priority 4):	2019 CAASPP - All Students - 56.06% : Black or African American - 38.22%; Hispanic/Latino - 42.9%; English Learner - 57.34%; SED - 35.81%; SPED - 23.93%; Female - 53.65% / Male - 58.24%; Asian - 80.68% ; Filipino - 71.47% ; Two or More Races - 63.29%; White - 59.67% GAP = difference between "All student group" and identified group				California Assessment of Student Performance and Progress (CAASPP) for the Mathematics section (Priority 4): Close Gap by 20% or more over the LCAP period
California Assessment of Student Performance and Progress (CAASPP) for the Science section (Grade 5 only) (Priority 4):	2019 CAASPP Science - All Students - 45.7% SPED - 17.11%; EL - 10.9%; Female - 48.64% / Male - 43.12%; SED - 25.57%; Black or African American - 34.69%; Hispanic/Latino - 30.97%; Asian - 73.21% ; Filipino - 50%; White - 51.73% GAP = difference between "All student group" and identified group				California Assessment of Student Performance and Progress (CAASPP) for the Science section (Grade 5 only) (Priority 4) = Close Gap for all groups by 20% or more over the LCAP period
California Alternative Assessment (CAA) for special education students (Priority 4):	Data for 2019 shows the following proficiency on the ELA and Mathematics portions of the CAA: ELA - 6.52% = Level 3 or understanding; 30.43% = Level 2 or foundational				California Alternative Assessment (CAA) for special education students (Priority 4): Increase Level 3 scores to 95% or more in ELA and Math

	<p>understanding; 63.04% = Level 1 or limited understanding  Mathematics - 0% = Level 3 or understanding; 26.09% = Level 2 or foundational understanding; 73.91% = Level 1 or limited understanding</p> <p>Data for 2018 shows the following proficiency on the ELA and Mathematics portions of the CAA:  ELA - 2.63% = Level 3 or understanding; 21.05% = Level 2 or foundational understanding; 76.32% = Level 1 or limited understanding  Mathematics - 0% = Level 3 or understanding; 13.16% = Level 2 or foundational understanding; 86.84% = Level 1 or limited understanding</p>				
<p>Performance on Basic Phonics Skills Test (BPST) Grades K-2; Grades 3-6 on teacher recommendation (Priority 7):</p>	<p>Individual Letter Sounds (26 total): Grade K = 82% identified correctly; Grade 1 = 96% identified correctly; Grade 2 = 96% identified correctly  Blending Sounds into Words (CDC words; 65 total): Grade K = 21% identified correctly; Grade 1 = 73% identified correctly; Grade 2 = 81% identified correctly</p>				<p>Performance on Basic Phonics Skills Test (BPST) (Priority 7): Individual Letter Sounds (26 total): Grade K = 100% identified correctly; Grade 1 = 100% identified correctly; Grade 2 = 100% identified correctly  Blending Sounds into Words (CDC words; 65 total): Grade K = 50% identified correctly; Grade 1 = 80% identified correctly; Grade 2 = 100% identified correctly  Sight Words (20 words total): Grade K = 9 words identified correctly; Grade 1 = 14 words</p>

					identified correctly; Grade 2 = 20 words identified correctly
Multi-tiered Systems of Supports (MTSS) Data from District Referrals (Priority 8):	2019-2020 Initial IEPs = 160 2019-2020 Referrals to Behavior Support Team = 39 2019-2020 Student Study Team (SST) = 395 (approximately 4% of total student enrollment)				Multi-tiered Systems of Supports (MTSS) Data from District Referrals: Decrease Initial IEPs to 120 Decrease referrals to Behavior Support Team to 25 or fewer Increase SST to 25% of student enrollment to appropriately engage in MTSS Tier 1-3 activities

## Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Arts TOSA	SUSD will provide certificated (Teacher-on-Special-Assignment/TOSA) staff to support unduplicated students in appropriately developing early literacy skills, reading proficiency skills, writing skills, and vocabulary development by providing teachers with in-class coaching, professional development aligned to needs of unduplicated students, providing research-based assessments protocols, lesson design strategies, etc. aligned to the CA English Language Arts Content Standards.	\$247,407.00	Yes
2	Mathematics TOSA	SUSD will provide certificated (Teacher-on-Special-Assignment/TOSA) staff to support unduplicated students in appropriately developing number sense, foundational arithmetic skills, problem-solving skills, measurement & geometry skills, and algebraic thinking by providing teachers with in-class coaching, professional development aligned to needs of unduplicated students, providing research-based assessments protocols, lesson design strategies, etc. aligned to the CA Mathematics Content Standards.	\$258,525.00	Yes
3	Science TOSA	SUSD provides certificated (Teacher-on-Special-Assignment/TOSA) staff to support unduplicated students in accessing hands-on science activities, project-based learning activities, and the integration of science into other subject areas by providing classroom coaching, professional development, lesson design and assessment modes aligned to the NGSS Content Standards.	\$148,261.00	Yes
4	Instructional Technology TOSA	SUSD will provide certificated (Teacher-on-Special-Assignment/TOSA) staff to support unduplicated students in appropriately developing 21st Century Learning Skills (i.e., 4 C's) and technology related skills through providing teachers with in-class coaching, professional development aligned to needs of unduplicated students, providing research-based assessments protocols, lesson design strategies integrating technology into all aspects of instructional delivery.	\$238,632.00	Yes

5	Assessment System	SUSD provides a district-wide data and assessment system that provides teachers and administrators of unduplicated pupils with regular progress information and provides district level progress information to ensure that programs and resource are allocated appropriately to address the learning needs of our unduplicated students.	\$209,891.00	Yes
6	Professional Learning Communities (PLC)	SUSD provides certificated and classified instructional staff with professional development, collaboration time, and resources to ensure that staff are able to effectively and appropriately meet the needs of unduplicated pupils by being equipped to implement a cycle of continuous improvement that regularly monitors and adjusts to the needs of these students.	\$450,689.00	Yes
7	Site Resources to Enhance Unduplicated Pupil Learning	SUSD provides funds for sites to purchase supplemental resources to support the needs of their unduplicated pupils (i.e., supplemental computer programs to improve student learning, additional classroom library books, student incentives, etc.). Sites must use this funding to support activities that are connected to District LCAP Goals 1-5, but are unique to their student population needs.	\$290,000.00	Yes
8	Site Staff Supports for Unduplicated Pupils	SUSD provides funds for sites to use to engaging in activities designed to support the needs of their unduplicated pupils (i.e., additional PLC collaboration time, extended tutoring time, additional instructional assistants, etc.). Sites must use this funding to support activities that are connected to District LCAP Goals 1-5, but are unique to their student population needs.	\$59,995.00	Yes
9	Technology Access	SUSD provides technology resources (i.e., Chromebooks at a higher ratio, upgraded Internet, etc.) to ensure unduplicated pupils have sufficient access to digital learning activities to fully engage in all school learning and other activities.	\$600,000.00	Yes
10	Arts Enrichment	SUSD provides supplemental arts instruction (i.e., instructional specialists) to allow unduplicated pupils additional opportunities to engage in arts instruction that can ensure they are fully connected/engaged in school to strengthen academic learning.	\$34,000.00	Yes

## Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

## Goal

Goal #	Description
5	Diversity and Understanding- Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

An explanation of why the LEA has developed this goal.

This goal allows us to create a culturally responsive school environment where all students "see themselves" within the school culture, within the school curriculum, and they develop the resiliency needed to be successful in the world.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Parent responses to questions related to equity, inclusivity, and diversity on District Connectedness/Climate Survey (Priority 3):	The 2020 Connectedness/Climate Survey indicates that the two questions associated with equity, inclusivity, and diversity all show a majority agree/strongly agree with the statements - Q21= 79%; Q22 = 68%. The 2021 COVID Connectedness Survey indicates that the four questions associated with equity, inclusivity, and diversity all show a majority agree/strongly agree with the				Responses to questions related to equity, inclusivity, and diversity on District Connectedness/Climate Survey (Priority 3) = Responses should be 95% or higher in agree/strongly agree when related to equity, inclusivity, and diversity.

	<p>statements - Q10 = 68%; Q11 = 62%; Q12 = 88%; Q14 = 89%. Question 11 (" My child sees our family's culture represented in the school and the academic content taught.") is the lowest score of 62% agreement and tends to be the lowest response across all 15 site parent surveys and student surveys.</p>				
<p>Student responses to questions regarding equity, inclusivity, and diversity on District Connectedness/Climate Survey (Priority 5):</p>	<p>The 2020 Connectedness/Climate Survey indicates that the two questions associated with equity, inclusivity, and diversity all show a majority agree/strongly agree with the statements - Q21= 79%; Q22 = 70%. The 2021 COVID Connectedness Survey indicates that the four questions associated with equity, inclusivity, and diversity all show a majority agree/strongly agree with the statements - Q11 = 75%; Q12 = 56%; Q13 = 90%; Q15 = 76%. Question 12 (" I see my family's culture represented in the school and the things I learn.") is the lowest score of 56% agreement and tends to be the</p>				<p>Student responses to questions regarding equity, inclusivity, and diversity on District Connectedness/Climate Survey (Priority 5) = Responses should be 95% or higher in agree/strongly agree when related to equity, inclusivity, and diversity.</p>

	lowest response across all 15 site parent surveys and student surveys.				
California Assessment of Student Performance and Progress (CAASPP) for the English Language Arts (ELA) (Priority 4):	2019 CAASPP ELA: - All Students - 66.78%; Black or African American - 53.4% ; Hispanic/Latino - 55.59%; English Learner - 31.46%; SED - 48.22%; SPED - 28.96%; Female - 71.87% / Male - 62.14%; Asian - 84.57% ; Filipino - 78.62% ; Two or More Races - 72.15%; White - 70.57% GAP = difference between "All student group" and identified group				California Assessment of Student Performance and Progress (CAASPP) for the English Language Arts (ELA) (Priority 4) = Close Gap for each group by 20% or more over the LCAP period
California Assessment of Student Performance and Progress (CAASPP) for the Mathematics section (Priority 4):	2019 CAASPP Mathematics - All Students - 56.06% ; Black or African American - 38.22%; Hispanic/Latino - 42.9%; English Learner - 57.34%; SED - 35.81%; SPED - 23.93%; Female - 53.65% / Male - 58.24%; Asian - 80.68% ; Filipino - 71.47% ; Two or More Races - 63.29%; White - 59.67% GAP = difference between "All student group" and identified group				California Assessment of Student Performance and Progress (CAASPP) for the Mathematics section (Priority 4) = Close Gap for each group by 20% or more over the LCAP period

## Actions

Action #	Title	Description	Total Funds	Contributing
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1	Equity, Diversity and Cultural Proficiency Training for Staff	SUSD will provide a variety of professional development opportunities (i.e. workshops, book studies, lectures, etc.) to classified and certificated staff to better understand cultural proficiency, equity, diversity, bias, racism, and discrimination and the impact they have on creating a positive inclusive school environment for our students.	\$100,000.00	Yes
2	Diverse Inclusive Instructional Resources	SUSD will provide supplemental resources (i.e. literature, non-fiction, primary sources, videos, etc.) related to the various student groups represented in our school community to ensure that students from traditionally underrepresented groups have access to positive depictions of their culture, gender, race, etc. to assist in creating a more inclusive and representative school learning environment.	\$200,000.00	No
3	Sensitive Content Training & Resources	SUSD will provide extended professional development opportunities (e.g. series of meetings) and grade-appropriate supplemental resources aligned to the CA Content Standards and Subject Area Frameworks to refine teacher and instructional support staff skills/strategies to fully instruct culturally sensitive content (i.e., Indigenous People and the Mission System, Enslaved People and the development of America, etc.) to students ensuring grade-appropriate discussions and learning occur for content standards mastery.	\$70,000.00	Yes
4	Equity & Diversity Training for Parents	SUSD provides parent workshops for parents to fully understand the culturally sensitive content include in various grade level curriculums, to understand the cultural diversity training provided to staff, and to understand how to support their students when engaging in this learning.	\$10,000.00	Yes
5	P.E.A.C.E. Group	SUSD facilitates the Parent and Educator Advisory Council for Equity (P.E.A.C.E) to act as an advisory group related to cultural diversity and equity within the school district. This advisory group includes a 2/3 parent of color participant and a 1/3 district staff participant to ensure parent voices/experiences are heard in the development of culturally responsive programs, resources, policies, and practices within the school district.	\$0.00	No

## Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022**

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.66%	\$4,610,031.00

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### **Required Descriptions**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Unduplicated pupils (i.e., Foster Youth, English Learners, and low-income students) are three individual groups who share some similar and some unique needs. When SUSD considered the actions/services included in the LCAP, the stakeholders and district leadership considered the needs that each group of unduplicated students had and where those needs overlapped in order to be most efficient with our limited supplemental funds. Consideration was also given to the unique needs of each unduplicated group to ensure that actions and services were provided to fully support the academic and social-emotional needs of these students. In 2021-2022 SUSD had a 28.79% unduplicated pupil count spread across its 15 school sites. Unduplicated students are served throughout the 15 sites and therefore program specific/site specific programs do not fully meet the needs of less concentrated enrollment. SUSD has determined that on-site coaching of effective strategies, teams of staff who travel based on needs, system-wide programs, etc. allow all unduplicated students to receive support, maximizes our funding, and benefits all students by creating appropriate rigorous and effective learning experiences and/or environments for students.

Goal 1 Actions/Services:

1.4 - Communication Tools -

Needs (N) /Conditions (C) /Circumstances (CI)- EL students = regular access to communication in primary language; FY students = multiple individuals responsible for students; LI students = family member availability as part of working (i.e., two jobs, shift work, etc.)

Action - Provide a communications platform (i.e., Parent Square) that allows for regular two-way communication between parents of unduplicated students and the classroom/school/district and is consistent for all children within a family of unduplicated students attending the same district school.

Measure Effectiveness - When examining the data provided by the communication platform(s) tool we anticipate seeing higher levels of messages between classrooms & families of unduplicated students, schools & families of unduplicated students and district & families of unduplicated students. We expect to see a higher amount from the classrooms and schools over the district in order to ensure school-based connections for these families. We also measure the effectiveness of this tool by reviewing the Connectedness/Climate Survey questions related to school/district communication and the polling data received about the action associated with the use of the tool.

Previous LCAP - The Communication Tool action was reformatted from the previous LCAP, but it was a critical piece that both the LCAP stakeholder committee and the polling data supported as an integral part of our communications process.

Rationale for Effectiveness - The platform provided must allow for the end user to make choices in how they engage with and receive communication (i.e., language choices, app vs. email, time of day received, etc.) in order to ensure that our unduplicated pupil families can engage with the schools despite any work related, language related or family related challenges. Creating a consistent responsive communication environment for parents allows them to better manage and engage the multiple pieces of information they receive AND allows for coordination of information sent by the school/class/district.

#### 1.5 - Parent Liaisons -

Needs (N) /Conditions (C) /Circumstances (CI)- EL students = primary language challenges for parents, lack of familiarity to school systems & cultural connectedness provided by having a personal connection; FY students = student and family need assistance coordinating a variety of academic and social services to address individual needs; LI students = families in need of additional supports or advocates to navigate school system and/or community programs to help their child with their education and to assist with general living conditions of the family

Action - Provide a support person as a liaison for our unduplicated pupils who provides regular monitoring of the families, connects them with school and community resources, provides training, resources, and support to families. The EL Parent Liaison is bilingual (Spanish) and focuses on language support for the student and their family, academic support for the student at home, and any other transitioning needs when families are immigrating to a new community. The FY Parent Liaison is dedicated to work with the many social services needed by foster students and their host families, but can provide support to homeless families or serve as a resource to newly challenged families. The Attendance Liaison works primarily with unduplicated pupil families to ensure that students attend school through monitoring, contacting them, and supporting their needs.

Measure Effectiveness - The effectiveness of the three liaison staff will be measured through the increase in attendance of the unduplicated pupils, through satisfaction surveys, and through outreach monitoring data kept by each liaison.

Previous LCAP - The use of EL and FY liaisons was included in our previous LCAP, but the addition of the Attendance liaison was based on the positive comments received by families engaging with these staff members. Our stakeholder committee and our polling data indicate that this continues to be a highly requested action/service.

Rationale for Effectiveness - Navigating any large bureaucratic system is challenging. Research supports that when unduplicated pupil families are aware of support services and engage in using those services they thrive. By having dedicated individuals who focus on the success of the family, we can ensure that our students thrive within the classroom as their homes are supported and connected. These liaisons become "friends" or "coaches" or "mentors" for the families of our unduplicated pupils and release some of the daily burdens that come with being new to a country, unfamiliar with a language, a victim of trauma(s), or living in poverty.

#### 1.8 - Parent Workshops & Training -

Needs (N) /Conditions (C) /Circumstances (CI) - EL students = families may need assistance in supporting their child with homework, socializing, learning a new language, etc.; FY students = families may need support with assisting their FY with academic or social skills needed for school; LI students = families may need skills in specific academic areas or social skills areas to support their child(ren) in school

Action - Provide workshops and training sessions to support unduplicated pupils families with classwork/homework (i.e., trainings related to foundational reading skills, vocabulary development, math facts, etc.), social skills supports (i.e., parent skills activities, anti-bullying training, etc.), technology supports (i.e., cyber security, effective use of technology at home, etc.) and/or community services supports (i.e. community mental health services workshops, food services workshops, etc.).

Measure Effectiveness - The effectiveness of these activities or this action will be monitored by attendance and exit surveys for the individual workshops. The overall effectiveness of this action will be measured via the Connectedness/Climate survey questions and the LCAP action polls provided annually.

Previous LCAP - Parent workshops and/or trainings have been and continue to be requested by our stakeholders. While we have provided these activities at the individual school site level, the systematic approach we will employ during this LCAP cycle (i.e., coordinated by both District and sites that are connected to district initiatives) will allow us to be more targeted and build a strong background for families.

Rationale for Effectiveness - When people are informed and have skills they are able to help themselves and achieve. By ensuring that EL, FY, and LI families have access to workshops and training that help them to support their children at home by better understanding school work, better understanding social skills, better understanding technology, better understanding mental health needs and developmental changes for their child(ren), the better their child can fully engage in school.

#### 1.11 - Translation Services -

Needs (N) /Conditions (C) /Circumstances (CI) - EL students = families may need additional language support via direct oral translation or written transcription. LI students = LI students may not be identified as EL, but their family members/guardians may need assistance in their primary language to fully understand the information provided by/required by the school

Action - Provide additional translation support (staff and/or outside service providers) and transcription services (document translation) for families to ensure full engagement in school activities for their child(ren).

Measure Effectiveness - The effectiveness of this service will be measured by the Connectedness/Climate survey data and actions polls completed by stakeholders.

Previous LCAP - Translation services continue to be referenced by our stakeholder groups. During our meetings they request that we continue providing staff for our

Spanish language families, but they are also requesting access to a variety of other languages. While these languages do not meet the 15% required support, it is critical that our district assist families with fully engaging.

Rationale for Effectiveness - In a time when electronic translation is easy to access, it is critical to have appropriate staff to both transcribe information and translate information as needed for families. This includes providing additional staff and outside agency support as the language needs determine (i.e., district staff emphasis on Spanish; outside agencies for other languages). While the major emphasis is on supporting EL students, we find that this service can also impact our low-income students and assist with other students as needed.

Goal 2 Actions/Services:

#### 2.2 Wellness TOSA –

Needs (N) /Conditions (C) /Circumstances (CI)- EL students = difficulty integrating into new community culture compounded by challenges in communicating needs or thoughts; anxiety, confusion and/or isolation created from inability to effectively communicate; FY students = Exposure to Adverse Childhood Experiences (ACES); emotional supports; LI students = access to additional support in developing social skills and/or physical skills associated with grade level development; Exposure to Adverse Childhood Experiences (ACES); lack of adequate access to healthy eating and/or daily living experiences

Action - Provide a Teacher-on-Special-Assignment (TOSA) to coach teachers of unduplicated pupils in appropriately structuring classroom lessons/activities to improve students' social emotional skills, executive functioning skills, and behavior in the classroom setting. The TOSA is also responsible for creating curriculum activities, providing professional development sessions, etc. to teachers of unduplicated pupils to ensure their social emotional health positively contributes to their academic success. Finally, the Wellness TOSA ensures that the whole child is addressed through healthy physical activities being included in the classrooms of UDP to ensure that students are developing appropriately (i.e., lessons associated with balance, strength, healthy eating, benefits of regular exercise).

Measure Effectiveness – Effectiveness of this action will be measured by examining the evaluation surveys completed by teachers following professional development, Connectedness survey data responses from staff, parents, and students related to wellness initiatives, and increased student attendance and improved absenteeism.

Rationale for Effectiveness – We know from research that the quality of instruction or the instructor (teacher) is the key element in improving student performance. By providing a coach that can address needs of teachers and students in the classroom we can ensure that the overall implementation of effective research-based strategies centered on social emotional learning are occurring and are being done accurately. We can also ensure that the activities included in the curriculum are effective with students by having a trained teacher support both students and teachers trying new strategies and/or materials. Research supports that on-going PD of 150 hours or more on a single strategy is needed to see change in adult behavior and improved student achievement. Providing a TOSA allows teachers of unduplicated students to receive additional time and support in implementing the many strategies that are necessary to address the varying needs of UDP students.

#### 2.3 Behavior Support Team (BST)–

Needs (N) /Conditions (C) /Circumstances (CI)- EL students = anxiety, confusion and/or isolation created from inability to effectively communicate; FY students = emotional supports; additional behavioral supports needed as a result of trauma experiences; LI students = regulating behaviors appropriate to school setting, challenging behaviors can be a symptom of academic/social frustration, etc.

Action - Provide a coordinated team of specialists (e.g. behaviorist, par-professional, psychologist, teacher) to observe challenging behaviors (e.g., explosive, withdrawn, etc.) of unduplicated pupils within the classroom and/or school setting to determine the best way to support the student and teacher with resolving the behavior to appropriately engage in school activities. Team is present to design behavior plans, train teachers in strategies, support students in self-regulating activities, etc. during the school day.

Measure Effectiveness – Effectiveness of this action will be measured changes in behaviors of students as noted by their teachers, fewer discipline referrals, and fewer BST referrals.

Previous LCAP – This action was added to the LCAP in 2019-2020, as part of a tiering response to UDP student behavior referrals. The school closure for the pandemic occurred shortly after the team was fully staffed and began working with students. Because we saw success with the students who experienced the team, we decided to carry it forward into the next three-year period.

Rationale for Effectiveness – We know from research that students who are experiencing trauma, students who are experiencing the effects of poverty, and students who are struggling to communicate are frustrated and will exhibit inappropriate behaviors to avoid engagement, to gain attention or help, and to exhibit their misunderstood frustration with other life conditions. By having a team that can focus on the causes of a student's behavior and appropriately mitigating those behaviors by supporting the teacher and/or student with effective strategies is critical in supporting the student to fully engage in learning and to maintain positive relationships with staff and peers in school.

#### 2.4 PBIS Professional Development –

Needs (N) /Conditions (C) /Circumstances (CI)- EL students = anxiety, confusion and/or isolation created from inability to effectively communicate; FY students = need for consistency in expectations, environments, etc.; additional behavioral supports needed as a result of trauma experiences; LI students = need for consistency in expectations, environments, etc.; challenging behaviors can be a symptom of academic/social frustration, etc.

Action - Provide staff (certificated & classified) with on-going training in strategies contained in the Positive Behavior Intervention Supports (PBIS) program to allow the implementation of consistent, positive, behavior expectations and appropriate, predictable responses to behaviors for unduplicated students within the elementary school environment.

Measure Effectiveness – Effectiveness of this action will be measured changes in behaviors of students as noted by their teachers, fewer discipline referrals, and fewer BST referrals. We will also use the data collected from stakeholders on the District Connectedness Survey on questions related to behaviors, implementation of rules, use of PBIS, etc.

Previous LCAP – This action was part of past LCAP documents, but it was implemented in a site per site manner as we addressed the needs of our UDP students. This created some inconsistency across the district with the implementation of the strategies and understanding of the program components. By re-booting our PD related to PBIS and revising our expectations to be consistent across the 15 elementary sites we are hoping to more greatly impact the engagement of our UDP students.

Rationale for Effectiveness – We know from research that students who are experiencing trauma, students who are experiencing the effects of poverty, and students who are struggling to communicate are frustrated and will exhibit inappropriate behaviors to avoid engagement, to gain attention or help, and to exhibit their misunderstood frustration with other life conditions. Providing consistency in expectations, routine procedures, and other stabilizing factors allows unduplicated students to predict their school environments and develop trusting experiences with the school environment and staff. A focus on the positive behavior that is expected and addressing the needs of the individual student with positive consequences rather than negative discipline we see greater change in behavior, increases in student engagement, and higher achievement overall. Ensuring staff are properly trained to implement the PBIS structures is critical to achieving these outcomes.

## 2.5 Mental Health & Social-emotional Support –

Needs (N) /Conditions (C) /Circumstances (CI)- EL students = anxiety, confusion and/or isolation created from inability to effectively communicate; social/emotional conditions influence learning; FY students = additional behavioral supports needed as a result of trauma experiences; trauma related needs require additional mental health supports; LI students = a symptom of experiences associated with poverty require support to address academic/social frustration; lack of mental health or medical support available at home

Action - Provide mental health staff (counselors, social-workers, and marriage & family therapists (MFT)) to work with unduplicated students individually and in small groups to address their individual needs (i.e., making friends, learning to adjust to a new school, address issues around alcohol/drug abuse, and other mental health related experiences).

Measure Effectiveness – Effectiveness of this action will be measured changes in behaviors of students as noted by their teachers, fewer discipline referrals, fewer BST referrals, and fewer requests to meet with mental health staff. We will also use the data collected from stakeholders on the District Connectedness Survey on questions related to behaviors, implementation of rules, use of PBIS, etc.

Previous LCAP – This action was part of past LCAP documents and we have found that the need for these services continues to be critical for the success of our UDP students. This is further compounded by the experiences UDP students have experienced as a result of the COVID-19 pandemic which makes the need for this action even more important and desired by the SUSD community.

Rationale for Effectiveness – We know from research that students who are experiencing trauma, students who are experiencing the effects of poverty, and students who are struggling to communicate are frustrated and will exhibit inappropriate behaviors to avoid engagement, to gain attention or help, and to exhibit their misunderstood frustration with other life conditions. By providing mental health professionals who specialize in assisting people in appropriately addressing their fears, worries, concerns, and life challenges will assist UDP students in being mentally prepared and available for academic learning. Having these individuals to work with these students as they are in crisis allows us to address the whole child and ensure that we are reaching their basic needs before we attempt to address any challenges they may have with learning (i.e., language acquisition, limited vocabulary, difficulty reading, etc.).

Needs (N) /Conditions (C) /Circumstances (CI)- EL students = appropriately addressing that learning challenges are not part of English acquisition challenges; FY students = lack of mental health or medical support available at home; exposure to trauma, limited health care, etc. can create learning challenges; LI students = lack of mental health or medical support available at home; exposure to trauma, limited health care, etc. can create learning challenges

Action - Provide additional qualified school psychologists (3) to address the social emotional, academic, and behavioral needs of unduplicated students through the District's MTSS and SST processes to ensure quick and accurate identification of students with special needs.

Measure Effectiveness – Effectiveness of this action will be measured changes in behaviors of students as noted by their teachers, fewer discipline referrals, fewer BST referrals, and fewer requests to meet with mental health staff.

Previous LCAP – This action was part of past LCAP documents and we have found that the need for these services continues to be critical for the success of our UDP students. Stakeholders desire that an ample number of staff members be available to support the needs of UDP students (i.e., instructional assistants, additional counselors, etc.) so having additional psychologist services ensures we are able to quickly and appropriately address needs of struggling UDP students.

Rationale for Effectiveness – According to the Fiscal Crisis Management Assistance Team (FCMAT) the ratio of psychologists to students is 1:1,010. SUSD's enrollment is currently at approximately 9,700 students. This would necessitate that we have approximately 9 psychologists dedicated to supporting all students'

needs. By providing an additional 3 psychologists positions we lower the ratios to approximately 800 students per psychologist allowing for greater access to these services for our unduplicated pupils and to faster support for needed services.

#### Goal 4 Actions/Services:

##### 4.1 (ELA) & 4.2 (Math) Curriculum Specific Teacher on Special Assignment (TOSA)–

Needs (N) /Conditions (C) /Circumstances (CI)- EL students = need for additional language support (integrated instruction), vocabulary development, literacy instruction, and tier I interventions; FY students = greater risk of school failure, retention, limited progress academically; LI students = access to additional support; access to appropriate instructional activities to close achievement gaps; poor educational outcomes

Action – TOSA staff provide teachers of unduplicated pupils with in-class coaching and professional development support to ensure achievement and progress of UDP students in the core areas of English Language Arts (ELA) and mathematics. They also provide continual PD for teachers related to improving foundational literacy skills, writing, basic number sense / numeracy skills, and mathematical thinking skills to ensure that UDP students are fully prepared to tackle new content topics annually.

Measure Effectiveness – Effectiveness of this action will be measured through evaluation tools used at the end of professional development sessions, through surveys administered to staff related to curriculum development and PD activities, and through anecdotal reviews provided by site administrators regarding observed activities through the year. The impacts of classroom coaching and professional development are difficult to quantify, but we will also use the progress and performance of our UDP students on the CAASPP assessments and District Benchmark Assessments (e.g., IReday, IABs, BPST, etc.) to measure the impact on student achievement. Rationale for Effectiveness – We know from research that the quality of instruction or the instructor (teacher) is the key element in improving student performance. By providing a coach that can address needs of teachers and students in the classroom we can ensure that the overall implementation of effective research-based strategies centered on foundational literacy, writing, and mathematics skills are occurring, are meeting the unique needs of UDP students, and are aligned to the research-based training provided (i.e., the strategy trained is the strategy implemented). We can also ensure that the activities included in the curriculum are effective with UDP students by having a trained teacher support both students and teachers trying new strategies and/or materials. Research tells us that on-going PD of 150 hours or more on a single strategy is needed to see change in adult behavior and improved student achievement. Providing a TOSA allows teachers of unduplicated students to receive additional time and support in implementing the many strategies that are necessary to address the varying needs of UDP students.

##### 4.3(Science) & 4.4 (Technology) Curriculum Specific Teacher on Special Assignment (TOSA) -

Needs (N) /Conditions (C) /Circumstances (CI)- EL students = need for additional language support (integrated instruction), vocabulary development associated with science/technology content, literacy instruction, and tier I interventions; FY students = greater risk of school failure, retention, limited progress academically; access to appropriate technology and 21st Century learning experiences; LI students = access to additional support; access to appropriate instructional activities to close achievement gaps; poor educational outcomes; access to appropriate technology and 21st Century learning experiences

Action – TOSA staff provide teachers of unduplicated pupils with in-class coaching and professional development support to ensure achievement and progress of UDP students in the core areas of Science and Technology Literacy skills. They also provide continual PD for teachers of UDP students related to improving implementation of the Next Generations Science Standards (NGSS), use of hands-on activities, and the implementation of 21st Century learning skills aligned to technological literacy.

Measure Effectiveness – Effectiveness of this action will be measured through evaluation tools used at the end of professional development sessions, through surveys administered to staff related to curriculum development and PD activities, and through anecdotal reviews provided by site administrators regarding observed activities through the year. The impacts of classroom coaching and professional development are difficult to quantify, but we will also use the progress and performance of our UDP students on the CAASPP assessments and District Benchmark Assessments (e.g., IReday, IABs, BPST, etc.) to measure the impact on student achievement.

Previous LCAP – These two actions have been part of past LCAP documents and we have found that the need for these services continues to be critical for the success of our UDP students. Just prior to the start of the pandemic, SUSD purchased a new NGSS science textbook series that is based on a rigorous hands-on activity structure. Ensuring our UDP students both have appropriate access to this core and that their teachers are fully prepared to support the UDP students with language development, reading skills development, math skills development, missing schema, etc. is crucial to allowing UDP students access to science and technology content that will support them in future study and possibly create interests or skills that can be used when entering science/technology related fields after graduation. Also, we have seen the critical piece that effective use of technology plays in teaching and learning in recent months. By providing TOSA support to teachers of UDP students in engaging in learning through technology, we ensure that these students have access aligned to the experiences of their grade level peers.

Rationale for Effectiveness – We know from research that the quality of instruction or the instructor (teacher) is the key element in improving student performance. By providing a coach that can address needs of teachers and students in the classroom we can ensure that the overall implementation of effective research-based strategies centered on foundational literacy, writing, and mathematics skills are occurring, are meeting the unique needs of UDP students, and are aligned to the research-based training provided (i.e., the strategy trained is the strategy implemented). We can also ensure that the activities included in the curriculum are effective with UDP students by having a trained teacher support both students and teachers trying new strategies and/or materials. Research tells us that on-going PD of 150 hours or more on a single strategy is needed to see change in adult behavior and improved student achievement. Providing a TOSA allows teachers of unduplicated students to receive additional time and support in implementing the many strategies unfamiliar strategies associated with science and technology that are necessary to

address the varying needs of UDP students.

#### 4.5 – Assessment System –

Needs (N) /Conditions (C) /Circumstances (CI)- EL students = need regular on-going progress monitoring to meet instructional needs; FY students = greater risk of school failure, retention, limited progress academically; LI students = need regular on-going progress monitoring to meet instructional needs; poor educational outcomes

Action – The creation of a district-wide assessment and monitoring system (i.e., district staff for monitoring and implementation of regular assessments, creation of pacing documents that are specific to UDP students' needs, etc.) ensures that the progress of our unduplicated students is addressed immediately, is connected to grade level standards, and is commensurate with the progress of their grade level peers.

Measure Effectiveness – Progress and performance of our UDP students on the CAASPP assessments and District Benchmark Assessments (e.g., IReday, IABs, BPST, etc.) will be used to measure the impact on student achievement. In addition, the percentage of participation in the District Benchmark assessments will be used to monitor effectiveness.

Previous LCAP – The action related to the creation of an Assessment System has been included in previous LCAP documents. SUSD began creating a district-wide assessment system for monitoring the progress of its unduplicated pupils and closing the achievement gap during the 2019-2020 school year, but the pandemic impacted the success of the initial implementation. During the 2020-2021 school year SUSD implemented the IReady assessments and IABs systematically to gather progress monitoring data on its UDP students. Stakeholders continue to support the need for this action as it provides much needed information to staff and parents of unduplicated students so that needed instructional changes and interventions can be provided in a timely manner.

Rationale for Effectiveness – Research supports that school systems who regularly monitor student performance and adjust instruction to meet the needs shown in the data see their students achieve at higher levels. Unduplicated students have a variety of learning needs that require regular monitoring and adjustments to ensure they are learning and more importantly that they are excelling. By creating a regular system of assessments for monitoring and adjustment we can provide our teachers of unduplicated pupils with the necessary information to refine the instructional activities presented to UDP students.

#### 4.6 – PLC Training –

Needs (N) /Conditions (C) /Circumstances (CI)- EL students = need regular on-going progress monitoring to meet instructional needs; FY students = greater risk of school failure, retention, limited progress academically; LI students = need regular on-going progress monitoring to meet instructional needs; poor educational outcomes

Action – Provide Professional Learning Communities (PLC) training (i.e., philosophy, strategies, practices, etc.) to ensure that staff who support unduplicated pupils are able to implement the improvement cycle needed for UPD students to achieve at higher levels and close the achievement gaps.

Measure Effectiveness – Effectiveness of this action will be measured through evaluation tools used at the end of professional development sessions, through surveys administered to staff related to curriculum development and PD activities, and through anecdotal reviews provided by site administrators regarding observed activities through the year. Progress and performance of our UDP students on the CAASPP assessments and District Benchmark Assessments (e.g., IReday, IABs, BPST, etc.) will be used to measure the impact on student achievement. Finally, an increase in the number of SSTs completed for UDP students will demonstrate the effectiveness of the action.

Previous LCAP – The action related to PLC training and collaboration has been included in previous LCAP documents. The training associated with PLC structures began in SUSD during the summer of 2019 with a group of 50 staff from the 15 elementary sites. Because we have over 400 teachers and this is a complex set of practices, it is critical that we continue providing our educational team with training support to refine their skills related to the cycle of inquiry.

Rationale for Effectiveness – Research supports that school systems who use a cycle of inquiry in addressing student needs and reducing student challenges see more positive progress than those that do not. While many of the instructional needs of UDP students are similar, many of their needs are unique to the individual group and/or the individual student. PLC structures are proven to assist educators in determining the learning needs, reteaching subject matter, and adjusting instruction to students' assessed needs. The implementation of these structures supports our UDP by ensuring their teachers are fully understand their individual and collective needs to better design their instruction and interventions.

#### 4.7 Site Resources & 4.8 Additional Staff to Support Unduplicated Students with LCAP Goals –

Needs (N) /Conditions (C) /Circumstances (CI)- EL students = supplemental resources to build schema, vocabulary, etc.; access to additional support for academic development; FY students = greater risk of school failure, retention, limited progress academically; LI students = access to additional supports for academic development; supplemental resources needed to provide interventions, build schema, and assist academic background knowledge needed for grade level learning

Action – These actions (4.7 Resources & 4.8 Additional Staff to Support Unduplicated Students) are designed to give school sites the opportunity to address the needs of their school site level UDP students by having additional staff, additional professional development, and/or additional resources to meet the assessed needs of their UDP population. The resources and additional staff actions must be aligned to actions contained within the LCAP (i.e., funds can be used to pay for substitutes for additional PLC collaboration time, funds can be used for a grade level to attend a conference related to language acquisition or CAFE, etc.).

Measure Effectiveness – Effectiveness of this action will be measured through monitoring the progress of UDP students at individual sites on District LCAP metrics. Progress and performance of site level UDP students on the CAASPP assessments and District Benchmark Assessments (e.g., IReday, IABs, BPST, etc.) will be used to measure the impact of this action on UDP student achievement.

Rationale for Effectiveness – While district level programs, actions and services to support unduplicated students are essential to ensuring their progress because they create systems of support for these students needs, it is equally critical that site level teams have resources at their disposal to address the needs of the students on their site. Having resources (i.e., dollars to purchase additional licenses for on-line tools, dollars to allow for substitutes so teachers can coach each other, etc.) that are readily available to school leadership allows school staff to be empowered to quickly address the needs of students who may be struggling with existing district programs, or who may be exceeding the limits of district programs.

4.9 Technology –

Needs (N) /Conditions (C) /Circumstances (CI) - EL students = language acquisition demands can decrease by having additional access to technology supports; FY students = high mobility and financial constraints limits access to technology, access to devices, Internet services, etc.; LI students = financial constraints that limit access to materials, technology, access to devices, Internet services, etc.

Action – Provide unduplicated pupils to greater access to technology by lowering the student to device ratios, by providing additional devices for students to use at home, by providing additional Internet access points for outside WiFi access, etc.

Measure Effectiveness – Effectiveness of this action will be measured through data collected on the District Connectedness Survey questions related to access to technology. Progress and performance of our UDP students on the CAASPP assessments and District Benchmark Assessments (e.g., IReday, IABs, BPST, etc.) will be used to measure the impact on UDP student achievement.

Previous LCAP – The action related to technology has been included in previous LCAP documents. Maintaining the support of access to technology (i.e., Chromebooks 1:1, Interactive Flat Panel (IFP) technology, high speed Internet access, etc.) allowed our students to thrive during the pandemic as they had these critical tools available to them. Our stakeholders commented that having these tools available for UDP students will continue to allow them to access learning at the same rate as their grade level peers.

Rationale for Effectiveness – Participating in classrooms where 21st Century Learning strategies (The 4 C's) are included is critical in providing unduplicated students much needed access to content that can mold their progress towards high yield jobs/careers in the future. Ensuring that UDP students have the technology tools (i.e. individual Chromebooks, Ipads, etc.) and access to the world of learning thru the Internet when they are at school allows them opportunities for learning that they may not have available to them at home. Their access to these tools gives them the support needed to learn in similar manners to their non-UDP peers.

4.10 Art Enrichment –

Needs (N) /Conditions (C) /Circumstances (CI) - EL students = difficulty in making meaningful connections to fundamental concepts in the curriculum to their prior knowledge or experiences; lack of success academically promotes lack of engagement in school activities; FY students = emotional and behavioral support to better engage students in academic content and in school culture; LI students = financial constraints that limit access to experiences that promote understanding of impacts arts have on our society; lack of success academically promotes lack of engagement in school activities

Action – Provide unduplicated pupils with access to additional arts instruction from instructional specialist by providing digital enrichment lessons related to music (choral & instrumental) and visual arts.

Measure Effectiveness – Effectiveness of this action will be measured through the District Connectedness Survey data related to access to arts activities and school engagement, attendance data, lowered chronic attendance data for UPD students, and District suspension/expulsion data.

Rationale for Effectiveness – Access to additional arts instruction and/or activities allows UDP students opportunities to experience success in non-academic content that builds their self-esteem, promotes their expression, and increases their creativity. Arts instruction also allows UDP students to build language skills and schema that can assist them in core content (i.e., reading, math, science, etc.). By providing additional opportunities for UDP students to participate in high interest activities where they can be successful increases their desire to attend school, increases their ability to engage socially with peers, and creates outlets for them emotionally that supports their mental health.

Goal 5 Actions/Services:

5.1 Equity & Diversity Training for Staff -

Needs (N) /Conditions (C) /Circumstances (CI) - EL students = social/emotional conditions within school environment or culture impact academic learning; lack of culturally responsive instruction impacts English acquisition, behavior and/or concepts of self, and academic progress; FY students = understanding trauma, ACES, and the need to develop resiliency to support academic success; LI students = impacts of poverty on achievement; lack of culturally responsive instruction impacts student progress socially and academically

Action - Provide cultural proficiency, diversity, inclusive practices, unconscious bias, etc. training for teachers and staff who work with unduplicated pupils (i.e., EL, FY, and LI) to ensure that classroom activities/lessons, school culture, behavior expectations, grading, adult to student interactions, etc. are appropriately responsive to students' unique needs and/or challenges.

Measure Effectiveness - When examining District Connectedness survey data related to perceptions of “fairness, bullying, rules, ‘seeing one’s culture’” there is an

increase in the agree and/or strongly agree category. The number of suspensions/expulsions for unduplicated students should decrease, the number of UDP with chronic attendance issues should decrease, and the number of referrals for behavior support for UDP should decrease because they are participating in a more responsive school environment. Finally, the achievement on the CAASPP and the ELPAC should show higher achievement or progress as students classroom instruction is more connected and inclusive.

Rationale for Effectiveness - Providing professional development to staff (classified & certificated) centered on creating culturally responsive environments and instructional opportunities is effective for UDP students as the adults within the school organization are able to be more inclusive in the actions and services they provide to these students. The design of the behavior programs and instructional opportunities are focused on addressing unique challenges faced by UDP students. Staff is more aware of the individual needs of each UDP group and has strategies to bridge the gaps they may have or strategies to meet the specific needs of each group (e.g., understand how compliance/shyness/quite for EL students can mask lack of understanding or language progression).

### 5.3 Sensitive Content Training & Resources –

Needs (N) /Conditions (C) /Circumstances (CI) - EL students = lack of culturally responsive instruction impacts English acquisition, behavior and/or concepts of self, and academic progress; FY students = lack of culturally responsive instruction impacts behavior and/or concepts of self which can negatively impact academic progress; LI students = lack of culturally responsive instruction impacts student progress socially and academically

Action - Provide training to teachers related to sensitive grade level content (e.g., study of enslaved peoples, study of indigenous peoples, study of world religions) to ensure accurate portrayal of the grade level concepts associated with these topics, culturally sensitive handling of these topics to ensure UDP students feel socially safe and included in the school community, and that challenging conversations associated with the content is experienced in a grade appropriate, culturally responsive, and historically accurate manner.

Measure Effectiveness - When examining District Connectedness survey data related to perceptions of students on topics of cultural, inclusivity, etc. we see a higher degree of agree or strongly agree (i.e., more than 75%).

Rationale for Effectiveness - Providing professional development to teachers which supports their better understanding the historical context of socially sensitive topics included in various grade level curriculum is crucial to creating culturally responsive and inclusive classrooms for unduplicated students to thrive. Teachers who are better equipped to handle classroom discussions connected to these culturally sensitive topics and who are educated on culturally accurate information can support unduplicated students in better accessing subject content and connecting to their classroom peers.

### 5.4 – Parent Training on Equity & Diversity –

Needs (N) /Conditions (C) /Circumstances (CI) - EL students = lack of culturally responsive instruction impacts English acquisition, behavior and/or concepts of self, and academic progress; parents must understand the impact of culturally responsive instruction on their child(ren)'s academic and/or social progress; FY students = lack of culturally responsive instruction impacts behavior and/or concepts of self which can negatively impact academic progress; parents must understand the impact of culturally responsive instruction on their child(ren)'s academic and/or social progress; LI students = lack of culturally responsive instruction impacts student progress socially and academically; parents must understand the impact of culturally responsive instruction on their child(ren)'s academic and/or social progress

Action - Provide training to parents of unduplicated pupils (UDP) related to cultural proficiency, diversity, inclusive practices, unconscious bias, etc. to ensure they are aware of appropriate classroom instructional strategies, appropriate behavioral interventions, and the creation of an inclusive school community that will support their child(ren) in achieving.

Measure Effectiveness - When examining District Connectedness survey data related to perceptions of parents on topics of cultural, inclusivity, etc. we see a higher degree of agree or strongly agree (i.e., more than 75%). We also see a higher degree of agreement on questions related to parent training supports assisting UDP families in their students making academic/social progress. We also see workshop evaluation data to gauge impact of individual workshop on participants.

Rationale for Effectiveness - Providing professional development to parents of unduplicated pupils ensures that their students can fully access learning because they have appropriate support from the home. These trainings are being designed to assist the parents of unduplicated pupils in understanding that we are addressing culturally proficiency with our staff members and how that work will impact and support their child(ren). These trainings also provide parents of unduplicated parents the opportunity to engage in similar culturally proficient activities so they can extend their child(ren)'s learning in the home. Finally, the parent training related to sensitive content is another means to help support students as they may have questions following classroom instruction that their families may need to engage in with them. Having UDP parents fully understand the content we are teaching helps them to be full partners in the educational process for their child(ren).

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

SUSD has examined its core program offerings and the unique and/or specific learning needs of its unduplicated students to ensure that it meets its required percentage of increased or improved services (5.66%). The actions and services outlined in the LCAP allow for each unduplicated student to be supported within the regular and/or special education setting by providing appropriate professional development, appropriate on-site coaching for staff, addressing the whole child through

academic and social needs, and providing consistent systems across all 15 sites. The increased and/or improved services for each unduplicated group are:

#### English Learners (EL):

##### Identified Needs -

Data from State and District level assessments since 2019-2020 indicate that there is a learning gap for our EL students in the core subjects of English Language Arts (ELA) and Mathematics, that we are only seeing approximately 50% of our EL students making annual progress in learning English, and that our current reclassification rates are low (21.3%). We also know that many of our English learners need social emotional and cultural support in school due to the limited number of EL students present in most of our schools creating some isolation for newly transitioning learners. This data shows that there is a variety of additional support and services as well as refinements to the regular programs that need to be implemented in order to support our EL students in their improved or increased academic achievement.

##### Actions and Services Over the Core -

Services specifically outlined for this group are centered around English language development and acquisition. Goal 3 actions and services are specifically targeted to support this unduplicated group. The services included for additional monitoring of EL student progress (Action 3.2 & 3.4) allow staff outside of each student's individual classroom teacher to monitor the progress and achievement of each EL student, make appropriate individual adjustments to services received, and to make appropriate adjustments to the overall EL program. Because the acquisition of English is complex, it is critical that these students have multiple points of review so that no one slips through the cracks and the data is driving their program participation. The actions related to professional development (3.5) ensure that our teachers have current and specific instructional skills to best address acquisition of English through designated and integrated instructional activities, that they can address the language needs of students with less familiar languages (i.e., other than Spanish), that teachers understand the cultural connections for other languages, and that they can address the social emotional challenges faced by someone who is both learning new content and learning a new language. Finally, we are providing additional staff and extended instructional time (Action 3.3 and 3.6) to support students with learning English while learning content. Our instructional assistants are there to support students with their primary language when other appropriate communication strategies are insufficient. Our Summer School offering for ELD is there to provide additional language development time for students to master written English skills, practice oral skills during the long summer break, and to gain additional vocabulary.

##### Improved or Increased Services -

In the case of our EL students the actions contained in Goal 3 are targeted to provide increased support (i.e., additional time, staff, strategies, etc.) to meet their language acquisition needs for learning English and to meet their content area needs in the core subjects. EL students and their families' needs are also met through Goals 1, 2, 4, and 5 actions in that they support the similar social-emotional, communication, and equity needs of other unduplicated pupils. For example, many EL students and their families need parental communication and support that are specific to their primary language. The actions contained in Goal 1 (1.4 & 1.8) provide EL families with communication tools in their primary language and workshops designed to support them with helping their children at home. Other actions (1.5 & 1.11) provide additional staff over and above the classroom teacher to ensure that parents are engaged and supported in participating in the school setting. The actions contained in Goal 2 center on the mental health and social emotional well-being of our unduplicated students. Because we know that students' behavior can be a mask for academic struggles, we have put together a series of staff members to work with students in improving their SEL and mental health (Actions 2.2, 2.3, 2.5, & 2.6). Each of these professionals from counselors, to psychologists, to the Wellness TOSA are there to provide appropriate support to unduplicated students through allowing them counseling services, appropriate SEL learning in the classroom, and behavior support when/if needed. Goal 5 actions and services center around supporting our EL students by having staff become culturally proficient to best address the cultural needs of EL students. But it is the actions within Goal 4 that are designed to support our EL student academic success in the core subjects. Individual teachers monitor and adjust their teaching to meet student needs, but creating a system of continuous improvement through the creation of an assessment and monitoring system (Actions 4.5 -4.8), providing quality professional development and coaching supports to further ensure that the needs of unduplicated pupils are met (Actions 4.1 -4.4 & 4.11), ensuring access to effective technology (Action 4.9) and enrichment to help develop vocabulary and school connectedness (Action 4.10) our EL students learning needs are fully supported over and above the core program.

#### Foster Youth (FY):

##### Identified Needs -

The population of Foster Youth within SUSD is 0.3% or less than one percent of students enrolled or approximately 29 students. Each of these students encounters the typical conditions, needs and circumstances of a Foster Youth. They suffer from a myriad of Adverse Childhood Experiences (ACES) and they are challenged by the everchanging living conditions experienced by Foster Youth students. Each of these home-life challenges creates mental/emotional challenges that Foster Youth must manage, but they also create a variety of academic challenges that Foster Youth must overcome. Our Foster Youth students struggle with academics as evidenced by their performance on the CAASPP (ELA = increased to 36.6 points below standard & math = decreased to 61.4 points below standard).

Compounding the challenges faced by Foster Youth in general is the limited number of students within the Saugus Union School District. Because there are on average two students for every school, it is difficult to provide robust school-based programs that address their unique needs effectively.

##### Actions and Services Over the Core -

Services for Foster Youth students that are over and above the core are primarily centered on Action 1.5 Foster Youth Parent Liaison. By providing a dedicated staff member to monitor the progress and needs of these students we can ensure that they are not lost in the larger district system and that they receive immediate support for their social needs (i.e., clothes, materials, access to wrap-around services, etc.). The Liaison becomes an advocate for the student at each school site and ensures

that these students are making progress, adjusting to a newer environment, making friends, and other activities associated with school success. In addition, the Liaisons act as a support person for the families of the Foster Youth student by assisting the family with accessing additional services and in helping them coordinate support through the numerous agency staff engaged with the student(s). SUSD has also put an emphasis on providing mental health and/or behavior related staff and services to address the needs of unduplicated students. By having school-based counselors (Action 2.5), additional school psychologists (Action 2.6), the Behavior Support Team structure (Action 2.3), and training related to PBIS (Action 2.4) SUSD is creating a school environment that is equipped to support the social emotional, behavioral, and mental health needs of a Foster Youth student enrolled in its schools. Providing District staff that are familiar, consistent, and dedicated to the overall success of our students provides Foster Youth students with a stable, relationship with these services that is a true benefit to their needs.

#### Improved or Increased Services -

Services for this group are increased and/or improved through providing teaching specialists (TOSAs Action 2.2, 4.1-4.4) to work with teachers of Foster Youth students to ensure they are using effective instructional and behavioral strategies that allow these students to progress. The TOSAs also provide support and assistance to the students when they are in the classroom supporting the teacher with coaching. Along with the instructional support provided by our TOSA team, teachers of Foster Youth students participate in a cycle of continuous improvement (Action 4.5 - 4.8) that creates a safety net of monitoring to ensure these students are succeeding emotionally and academically. Services are improved or increased for our Foster Youth by ensuring they have access to technology (Action 4.9) and access to arts related enrichment (Action 4.10). Having these services allows them to become more connected to school and provides them with broader experiences to build their academic learning content.

The success of Foster Youth students is dependent on the support they receive and this includes the support from their Foster family. Goal 1 is about parental engagement and connectedness and the accompanying actions with this goal are centered on the demands that the families of unduplicated pupils have in fully engaging with the school or district. By providing more accessible communication platform (Action 1.4) and parent workshop supports (Action 1.5) we ensure that the Foster Family is connected to the school/district and can appropriately support the needs of their student/child.

Finally, Goal 5 centers around Equity, Diversity, and Inclusivity as a means of supporting our unduplicated pupils. Equity, Diversity, and Inclusivity are not concepts that center on race or gender. These are concepts that center on understanding how each of us is unique, understanding the gifts we each bring to the world, and helping to create a school environment that accepts these gifts so individuals can thrive. The experiences of a Foster Youth student often cause them to feel different from the rest of their school peers. They can encounter staff and students who do not understand the life experiences of Foster Youth and therefore do not engage in a sensitive and supportive manner with them. Having the activities centered on building cultural proficiency, equity, and inclusivity (Actions 5.1-5.5) we can ensure that the school environment is conducive to fully supporting the needs of a Foster Youth student and help them to see their experiences within their school.

#### Low-Income Students:

##### Identified Needs -

Data from the 2019-2020 CAASPP assessment indicates that Low-Income (LI) students or socio-economically disadvantaged students (SED) 48.22% of these students met/exceeded standards in English Language Arts (ELA) and 35.81% of these students met/exceeded standards in mathematics. In addition, California Dashboard data shows that LI students had a 9.7% chronic attendance rate and 0.7% suspension rate. From this data we see that our LI students have challenges in meeting grade level standards in ELA and math that must be addressed through intervention and improved First Best Instruction opportunities. We also know from research that LI students, as a result of poverty, have experienced a number of adverse childhood experiences (ACES) that contribute to needs related to social emotional learning and mental health needs. Finally, we also know that families of LI students are often not the "traditional two-parent" home and require that schools/districts have a variety of effective means of communicating with and engaging these parents to ensure their support and that they can fully support their child (ren) when in the home.

##### Actions and Services Over the Core -

Actions/services to support Low-Income Students must address access to a variety of basic needs and academic challenges. Research supports that Low-Income Students generally have a limited oral vocabulary regardless of their primary language, they do not have access to resources that support academic learning (i.e. technology, experiences, etc.), they do not always have access to basic needs items (i.e., food, clothing, housing, etc.), and they can have social emotional needs created by poverty that must be addressed for their success in an academic school setting. By providing our Low-Income Students access to behavioral or emotional supports (Goal 2 Actions 2.2-2.5), access supports (Goal 4 Action 4.9 – 4.10) and academic supports (Goal 4 Action 4.1 thru 4.8) we ensure that the school environment has the resources need to immediately address their unique needs while maintaining their participation and access to the general school program.

##### Improved or Increased Services -

Services for Low-Income students are increased or improved because they are one of the unduplicated pupil groups that are the focus of the actions associated with our cycle of continues improvement. Implementing actions/services that are centered on studying (Action 4.5 Assessment System, Action 4.1-4.4 TOSA staff) and monitoring (Action 4.6 PLC training & activities) the progress of LI students and other unduplicated students we are able to ensure that changes are made to the instructional program, to their individual lessons/assignments, and to the intervention supports they receive to foster increases in progress and grade level achievement. This work also includes providing additional staff to support the social emotional needs and mental health of LI students. This is done by providing additional mental health staff (Action 2.2, 2.3, 2.5, 2.6), providing consistent behavior management (Action 2.3 & 2.4), and by providing positive enrichment activities for students (Action 4.10).

Engaging the families of LI students and providing an environment that fully understands and appreciates the unique challenges encountered by families in poverty are another key feature of appropriately addressing and supporting the needs of LI students. Goal 1 of the SUSD LCAP is focused on actions and services associated with supporting the families of UDP students. For example, our attendance liaison (Action 1.5) provides supports to UDP families in improving their child(ren)'s attendance and engagement in school by monitoring their status and providing resources to support positive attendance practices. We also provide communication tools (Action 1.4) that allow parents with demanding work schedules or primary language needs to have better end-user-centered two-way communications with the school and district. Finally ensuring that students who experience poverty are included in the school experience is crucial to the self-esteem and cognitive development of LI students. The activities contained in Goal 5 ensure that school staff understand the needs of LI students and more importantly understand how to create school environments that embrace students' unique differences, celebrate them as individuals, and help them to overcome their challenges while maintaining their sense of self-worth.

Conclusion:  
 Each action/service individually and collectively addresses the needs of supporting our unduplicated pupils to be successful in school and have been selected/designed with the unique needs of these students at the forefront. These actions are principally directed toward the unduplicated pupils by emphasizing training and strategies to support their unique needs (i.e., English vocabulary development strategies, foundational reading, etc.), by providing additional staff to monitor and address their learning/behavioral needs, and by establishing monitoring systems that are concentrated on close the gaps for these groups we establish a system of support for the success of the unduplicated pupils while maintaining a strong core program that helps all students to achieve (i.e., strong standards aligned core instruction & materials, high quality teachers and staff, safe & healthy school facilities, etc.).

## Expenditure Tables

### Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$84,420,467.00	\$370,000.00	\$159,623.00	\$2,081,507.00	\$87,031,597.00	\$81,801,020.00	\$4,630,577.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Recruit/Maintain Highly Qualified Certificated Employees	All	\$51,618,092.00				\$51,618,092.00
1	2	Recruit/Maintain Highly Qualified Classified Employees	All	\$19,207,797.00				\$19,207,797.00
1	3	Provide Standards-based Instructional Materials	All		\$350,000.00			\$350,000.00
1	4	Provide Communications Tools	Low Income, Foster Youth, English learner (EL)	\$197,449.00				\$197,449.00
1	5	Parent Liaisons	English learner (EL), Foster Youth,	\$110,881.00				\$110,881.00

			Low Income					
1	6	Special Education Services	Student with Disabilities (SWD)			\$29,000.00		\$29,000.00
1	7	Facilities, Health/Safety Needs, and Grounds Maintenance	All	\$8,027,800.00				\$8,027,800.00
1	8	Parent Workshops & Training Sessions	Foster Youth, English learner (EL), Low Income	\$10,000.00				\$10,000.00
1	9	TIPS & PAR Support	All	\$32,500.00				\$32,500.00
1	10	Library Media Specialists	All	\$196,091.00				\$196,091.00
1	11	Translation Services	English learner (EL)	\$47,122.00		\$49,320.00	\$20,913.00	\$117,355.00
1	12	GATE Support	All	\$25,000.00				\$25,000.00
2	1	Social Emotional Learning Curriculum	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2	Wellness TOSA	Low Income, Foster Youth, English learner (EL)	\$130,719.00	\$20,000.00			\$150,719.00
2	3	Behavior Support Teams	Low Income, Foster Youth, English learner (EL)	\$329,476.00			\$657,597.00	\$987,073.00
2	4	PBIS Professional Development	English learner (EL), Foster Youth, Low Income	\$111,790.00				\$111,790.00
2	5	Mental Health & Social-emotional Supports Activities	English learner (EL), Low Income, Foster Youth	\$743,832.00			\$792,862.00	\$1,536,694.00
2	6	Additional School Psychologists	Low Income, Foster Youth, English learner (EL)	\$402,318.00				\$402,318.00
3	1	Dual Language Immersion Program (DLI)	English learner (EL)	\$676,210.00				\$676,210.00
3	2	Site English Learner	English learner	\$50,000.00				\$50,000.00

		Coordinators	(EL)					
3	3	ELD Summer School	English learner (EL)	\$30,000.00				\$30,000.00
3	4	Program Development & Monitoring	English learner (EL)			\$81,303.00	\$81,303.00	\$162,606.00
3	5	PD related to EL students & ELD	English learner (EL)	\$30,000.00				\$30,000.00
3	6	Instructional Assistants for EL students	English learner (EL)	\$54,822.00				\$54,822.00
4	1	English Language Arts TOSA	English learner (EL), Foster Youth, Low Income	\$247,407.00				\$247,407.00
4	2	Mathematics TOSA	Low Income, Foster Youth, English learner (EL)	\$258,525.00				\$258,525.00
4	3	Science TOSA	Foster Youth, Low Income, English learner (EL)	\$148,261.00				\$148,261.00
4	4	Instructional Technology TOSA	Foster Youth, Low Income, English learner (EL)	\$238,632.00				\$238,632.00
4	5	Assessment System	Foster Youth, Low Income, English learner (EL)	\$71,363.00			\$138,528.00	\$209,891.00
4	6	Professional Learning Communities (PLC)	Low Income, Foster Youth, English learner (EL)	\$260,385.00			\$190,304.00	\$450,689.00
4	7	Site Resources to Enhance Unduplicated Pupil Learning	Low Income, Foster Youth, English learner (EL)	\$290,000.00				\$290,000.00
4	8	Site Staff Supports for Unduplicated Pupils	English learner (EL), Foster Youth, Low Income	\$59,995.00				\$59,995.00
4	9	Technology Access	English learner	\$600,000.00				\$600,000.00

			(EL), Foster Youth, Low Income					
4	10	Arts Enrichment	English learner (EL), Foster Youth, Low Income	\$34,000.00				\$34,000.00
5	1	Equity, Diversity and Cultural Proficiency Training for Staff	Low Income, English learner (EL), Foster Youth	\$100,000.00				\$100,000.00
5	2	Diverse Inclusive Instructional Resources	Low Income, Foster Youth, African-American, American Indian or Alaska Native, English learner (EL), Filipino, Hispanic or Latino, Homeless, Native Hawaiian or Pacific Islander, Student with Disabilities (SWD), Two or More Races, Asian, White				\$200,000.00	\$200,000.00
5	3	Sensitive Content Training & Resources	Foster Youth, English learner (EL), Low Income	\$70,000.00				\$70,000.00
5	4	Equity & Diversity Training for Parents	English learner (EL), Low Income, Foster Youth	\$10,000.00				\$10,000.00
5	5	P.E.A.C.E. Group	African-American, Student with Disabilities (SWD), Native Hawaiian or Pacific Islander, Hispanic or Latino, Filipino, Asian, American Indian or Alaska Native, Two or More Races					\$0.00

# Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$4,636,977.00	\$6,669,107.00
<b>LEA-wide Total:</b>	\$4,361,274.00	\$6,230,798.00
<b>Limited Total:</b>	\$275,703.00	\$438,309.00
<b>Schoolwide Total:</b>		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Provide Communications Tools	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$197,449.00	\$197,449.00
1	5	Parent Liaisons	Limited	English learner (EL), Foster Youth, Low Income	All Schools	\$110,881.00	\$110,881.00
1	8	Parent Workshops & Training Sessions	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$10,000.00	\$10,000.00
1	11	Translation Services	LEA-wide	English learner (EL)	All Schools	\$47,122.00	\$117,355.00
2	2	Wellness TOSA	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$130,719.00	\$150,719.00
2	3	Behavior Support Teams	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$329,476.00	\$987,073.00
2	4	PBIS Professional Development	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$111,790.00	\$111,790.00
2	5	Mental Health & Social-emotional Supports Activities	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$743,832.00	\$1,536,694.00
2	6	Additional School Psychologists	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$402,318.00	\$402,318.00
3	2	Site English Learner Coordinators	Limited	English learner (EL)	All Schools	\$50,000.00	\$50,000.00
3	3	ELD Summer School	Limited	English learner (EL)	All Schools	\$30,000.00	\$30,000.00
3	4	Program Development &	Limited	English learner (EL)	All Schools		\$162,606.00

		Monitoring					
3	5	PD related to EL students & ELD	Limited	English learner (EL)	All Schools	\$30,000.00	\$30,000.00
3	6	Instructional Assistants for EL students	Limited	English learner (EL)	All Schools	\$54,822.00	\$54,822.00
4	1	English Language Arts TOSA	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$247,407.00	\$247,407.00
4	2	Mathematics TOSA	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$258,525.00	\$258,525.00
4	3	Science TOSA	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$148,261.00	\$148,261.00
4	4	Instructional Technology TOSA	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$238,632.00	\$238,632.00
4	5	Assessment System	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$71,363.00	\$209,891.00
4	6	Professional Learning Communities (PLC)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$260,385.00	\$450,689.00
4	7	Site Resources to Enhance Unduplicated Pupil Learning	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$290,000.00	\$290,000.00
4	8	Site Staff Supports for Unduplicated Pupils	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$59,995.00	\$59,995.00
4	9	Technology Access	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$600,000.00	\$600,000.00
4	10	Arts Enrichment	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$34,000.00	\$34,000.00
5	1	Equity, Diversity and Cultural Proficiency Training for Staff	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$100,000.00	\$100,000.00
5	3	Sensitive Content Training & Resources	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$70,000.00	\$70,000.00
5	4	Equity & Diversity	LEA-wide	English learner (EL), Low Income,	All Schools	\$10,000.00	\$10,000.00

# Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$126,176.00	\$190,304.00	\$114,568.00	\$0.00	\$992,862.00	\$657,597.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	11	Translation Services			\$20,913.00				\$117,355.00
2	1	Social Emotional Learning Curriculum	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
2	3	Behavior Support Teams						\$657,597.00	\$987,073.00
2	5	Mental Health & Social-emotional Supports Activities					\$792,862.00		\$1,536,694.00
3	4	Program Development & Monitoring	\$56,912.00		\$24,391.00				\$162,606.00
4	5	Assessment System	\$69,264.00		\$69,264.00				\$209,891.00
4	6	Professional Learning Communities (PLC)		\$190,304.00					\$450,689.00
5	2	Diverse Inclusive Instructional Resources					\$200,000.00		\$200,000.00

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2020–21</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.