



Expanded Learning Opportunities Grant Plan

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

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

Plan Descriptions

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

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 Preschool program for the SELP, provides the Even Start Program for the SELP and a full offering of special education classrooms and services to meet the individual education plans (IEPS) 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 preschool 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 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 and PTO groups as well as 15 School Site Councils (SSC) and 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 or PTO), and our Parent and Educators Advisory Council for Equity (P.E.A.C.E.) that began in 2020 to provide the district with assistance in creating equitable school environments that are inclusive and representative of the entire district community.

Parents and guardians, teachers, and school site staff have all been part of our process in creating our 2021 Expanded Learning Opportunities (ELO) Grant Plan similarly to how they participate in the Learning Continuity and Attendance Plan process in which they provide input for the needs of our students. The stakeholder input gathered in the surveys addressed parent engagement and core services, student engagement and wellness, English Learner academic needs, achievement gap strategies/resources/supports, and the need for Equity & Diversity training and resources. Parents and guardians were sent surveys via Parent Square. The results of the surveys were then presented at PAC, PTA, and DELAC meetings for additional stakeholder feedback and input. The site Principals are in constant communication with their site members gathering information that pertains to what students need. Several other parent advisory groups such as PTA, SSC, PTO, DLAC, PAC, PEACE and more have provided input via surveys before moving forward with this plan. It is also noted that feedback and ideas were discussed in management staff meetings, and both the certificated and classified unions are and remain to be supportive with the ability to recognize the needs of students first and we recognize them for this and appreciate our collaborative and positive relationship.

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

An LEA receiving ELO Grant funds under EC Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines

of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

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 also 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 iReady 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 iReady 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.

District Assessments are given each trimester to all students. K-2 students take the Basic Phonics Skills Test and 3-6 grade students take district selected Interim Assessment Block exams each trimester. Teacher created intervention groups are planned and students move fluidly in and out of intervention groups based on their academic need and achievement.

Feedback and progress with these programs is gathered by and maintained by our student information system ,Infinite Campus, and our parent outreach and communication tool, Parent Square. Teams of counselors, administrators, teachers, and parents work together to monitor attendance and engagement through daily or weekly engagement reports monitored by school administration, teachers, and school counselors and or social workers. Student progress is reported on trimester grades reports, assessment results, and video/school parent teacher conferences , as well as daily check-ins to assist in identifying these needs.

Saugus will communicate opportunities and resources to parents and guardians as soon as their child has been identified as in need via Parent Square, emails, personal phone calls, and or home visits if necessary. Parent Square provides language translation in multiple languages and we utilize our in person translation services when needed to ensure all parents have access to the information. The supplemental intervention teacher assigned to each site will monitor all students within the school receiving intervention. Parents and teachers will receive updates on pre and post tests and also progress monitoring checks during each intervention. We will also continue traditional methods such as parent teacher conferences twice per year and trimester report cards and progress updates.

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

SUSD will analyze data of English learners, homeless and foster youth and low income students to guide instruction surrounding reading and math. To complete this we will use a reading deficiency screener, combined with the basic phonics skills test, which will identify areas of need to provide targeted small group instruction. In Language Arts and Math, the i-Ready program contains an adaptive diagnostic test given 3 times yearly in August, December, and May. Once each student takes the diagnostic their level on each and every standard is examined and the program creates an individual learning path allowing students to log in, complete lessons, and improve their overall achievement levels. The iReady program monitors students' individual learning paths which will allow teachers to differentiate instruction to match students' needs as well as identify students who need additional intervention. The standards matary portion of iReady allows teachers access to pre and post tests, topics, lessons, and more in order to create and design small targeted interventions for the students in their class. Parents are provided access to their students' scores each time the diagnostic is given and they can also log in and check on progress during the year by looking at the online program and or by talking to the teachers. Supplemental interventions provided by the intervention TODA and her team will include information to parents on why the intervention is being scheduled, the topics, current scores or pretest data as well as midway checks and post data to share the ending outcome and or next steps. This will occur for all students receiving an expanded learning opportunity. Saugus Union also uses the Parent Square App to communicate with parents and families, and this is also the platform used to advertise summer programs, school during breaks, and before or after school tutoring.

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

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. The Expanded Learning Opportunities Grant Plan requires districts to use 10% of the funding for paraprofessional support, Saugus exceeded the 10% requirement spending \$755,977 which is an additional \$184,131 above the requirement. Saugus has \$71,000 focused on homeless/foster youth. Supplemental Intervention teams will monitor these specific students at each school site to ensure they are included in areas where they need intervention. Priority invitations will be given to Foster youth, low income and English learner students to our extended year programs will be granted.

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.

SUSD partners with SCV School Day Café, sponsored by the Santa Clarita School Food Service Agency, to provide meals to its students.

Our district and school community personnel continue to create a welcoming culture where parents have opportunities to participate in parent education events such as PIQE (Parent Institute for Quality Education). In addition to our parent workshops throughout the school year (Technology Night for parents, Book studies, Internet safety, LCAP Stakeholder meetings), and our PAC and DELAC meetings.

Expenditure Plan

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

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$3,458,874	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports		
Integrated student supports to address other barriers to learning		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students	\$2,330,585	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		
Total Funds to implement the Strategies	\$5,789,459	

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

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 and 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 allowing families to make choices about their child(ren)'s education that help them to remain engaged and 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 our variety of 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 each 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 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.

Saugus Union School District continues to use all funds in the best possible way to meet the academic and social emotional needs of our learners, their families, and our staff. Prior to The Expanded Learning Opportunities grant we used emergency money to train teachers and staff, to buy additional technology to be 1-1 with student to device ratio, to equip families with WiFi, to teach teachers how to teach digitally in our new format, we increased our commitment to social emotional learning, focused on re-engagement protocols to ensure all students were connected and participating, implemented programs such as iReady, NEXTGen Math, Studies Weekly, we bought protective clothing and materials and supplies for all schools including buying each library over 150 book titles centering around our diversity and recognizing it as a strength and asset, and so much more. The iReady diagnostic Language Arts and Math intervention program is a great example of a structured systematic personalized intervention lesson pathway created for each and every individual student within our district. This intervention can be done in class or at home and can also be used to work with students at any level. It may be far below level or it may be a student who is far above grade level, either way the program meets the student at their level and challenges them appropriately allowing them to explore, learn, and grow. Programs such as iReady along with others such as NEXTGEN Math, the Basic Phonics Skills Test (BPST) and or Studies Weekly were purchased with emergency relief funds prior to receiving the ELO Grant funds. Purchasing, training, and implementation is either complete or being refined as our level of mastery with these programs and curriculum increases and the data from programs such as iReady with its comprehensive diagnostic will provide much of the data needed when planning teacher created classroom interventions, supplemental intervention team planned interventions, summer school and expanded learning programs during the school year and also the 30 added minutes of instructional learning time gained each day. When planning and implementing services with our new intervention team using our extended day we will teach core grade level standards and we will use assessments within our supplemental ELA and Math intervention programs to mitigate learning loss and to close the achievement gap for all students within Saugus Union School District.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

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

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

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

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

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

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

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

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
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