

Saugus Union School District

2019-2020



Mission Statement ■

The Saugus Union School District, in Partnership with the Home and Community, is Committed to Excellence in Elementary Education.

Vision ■

Academic and Personal Success For Every Child

Core Values ■

Respect

Integrity

Learning

Teamwork

Enthusiasm

Update: 8/26/19

Each school district must engage parents, educators, employees and the community to establish these plans. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAP must focus on eight areas identified as state priorities. The plan will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

There are eight areas for which school districts, with parent and community input, must establish goals and actions. This must be done both district-wide and for each school. The areas are:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, and English proficiency.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

GOAL 1: INCREASE STUDENT ACHIEVEMENT

Action 1. Increase Achievement in Language Arts and Math	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> Train instructional coaches for classroom support and provide professional learning in the areas of ELA and Math to increase student achievement. 	\$16,000 <hr/> \$40,000	Title II <hr/> Supplemental	<ul style="list-style-type: none"> Teacher surveys District benchmarks CAASPP Classroom observations
<ul style="list-style-type: none"> Provide Library Media Specialists and Library Software at each site. 	\$202,684	Base	<ul style="list-style-type: none"> Surveys
<ul style="list-style-type: none"> Provide four TOSAs focused on providing early literacy and math instruction through Professional Development, modeling lessons, and classroom Instructional Support. 	\$486,131	Low performing students block grant (LPSBG)	<ul style="list-style-type: none"> Common assessments District benchmarks CAASPP Teacher/Admin. Surveys Classroom observations
Action 2. Increase the number of reclassified English Language (EL) Students	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> Provide teachers and administrators with appropriate Professional Development in English Language Development (ELD) Designated and Integrated Instruction. (Constructing Meaning Strategies/Systematic English Language Development professional learning). 	\$271,885	Supplemental	<ul style="list-style-type: none"> ELPAC Common assessments (EL Achieve Unit Assessments) CAASPP
<ul style="list-style-type: none"> 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 are extra duty extra pay) 	\$75,000	Title III	<ul style="list-style-type: none"> Surveys Class Observations ELPAC Common assessments (EL Achieve Unit Assessments) CAASPP
<ul style="list-style-type: none"> Provide Professional Development to English Learner Coordinators for facilitating English Learner Programs and services. (extra duty extra pay) 	\$50,000	Supplemental	<ul style="list-style-type: none"> Surveys
<ul style="list-style-type: none"> Create a systematic benchmark assessment program to monitor, develop, and evaluate ELA/ELD/Math achievement including training for Beyond SST. (Admin. Coordinator & clerical support) 	\$125,000 \$40,000 \$40,000	Supplemental Title II Title III	<ul style="list-style-type: none"> Beyond SST
<ul style="list-style-type: none"> Provide Summer Intervention (ELD) for English Learners. 	\$30,775	Supplemental	<ul style="list-style-type: none"> Common assessments

			<ul style="list-style-type: none"> • CAASPP
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<ul style="list-style-type: none"> • 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 meeting. 	\$350,000	Supplemental	<ul style="list-style-type: none"> • Surveys • Common Assessments
Action 3. Increase student understanding and performance in Science	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> • Continue with Next Generation Science Standards and Science Coaches 	\$5,000	Title II	<ul style="list-style-type: none"> • CAST • Common assessments
<ul style="list-style-type: none"> • Provide professional development in Next Generation Science Standards 	\$30,000	Title II	<ul style="list-style-type: none"> • Surveys • Class observations
Action 4. Increase students' Physical Fitness (Physical Education)	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> • 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 school with higher unduplicated count students. 	\$126,576	Supplemental	<ul style="list-style-type: none"> • Physical Fitness Testing (PFT) • Classroom observations
<ul style="list-style-type: none"> • Purchase P.E. equipment 	\$25,000	Restricted Lottery	<ul style="list-style-type: none"> • Classroom observations • Surveys
Action 5. Increase student learning and experience of the Visual and Performing Arts (VAPA)	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> • Increase and maintain number of teachers to participate in Kennedy Arts Integration training. Note: \$7500 Kennedy/\$18,000 (MFD, Speech Program, Club 37) 	\$25,500	Henry Mayo	<ul style="list-style-type: none"> • Teacher surveys • Classroom observations
<ul style="list-style-type: none"> • 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. 	\$125,824	Supplemental	<ul style="list-style-type: none"> • Qualitative Data • CAASPP • Common assessments
Action 6. Increase student and teacher integration of Technology in teaching, learning, and assessment	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress

<ul style="list-style-type: none"> Continue with two Technology TOSAs and provide in-service, in-class support, curriculum & assessment support, and instructional strategies for technology integration for students at sites with the highest unduplicated counts. 	\$243,881	Supplemental	<ul style="list-style-type: none"> Classroom observations Surveys
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Action 7. & 8. (actions integrated) Increase student achievement on Individual Education Plan (IEP) Goals	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> Provide special education teachers professional development based on State Standards corresponding to the students' grade level. 	\$16,500	Title II	<ul style="list-style-type: none"> CAASPP Teacher surveys
<ul style="list-style-type: none"> Provide substitutes for Special Day Class (SDC) to support triennial IEPs. 	\$29,000	Special Ed.	<ul style="list-style-type: none"> Teacher surveys
Action 9. Increase Gifted and Talented Education (GATE) students' achievement	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> Provide Universal GATE screening for all 3rd graders and other students by parent or teacher request. 	\$16,950	Base	<ul style="list-style-type: none"> NNAT Results CAASPP
<ul style="list-style-type: none"> Provide Professional Development in differentiated instruction for teachers of GATE students. 	\$5,000	Title II	<ul style="list-style-type: none"> CAASPP Common assessments
<ul style="list-style-type: none"> Continue to fund site programs to test and to provide differentiated instruction for GATE students. 	\$21,295	Base	<ul style="list-style-type: none"> Parent surveys
<ul style="list-style-type: none"> Continue to provide GATE Coordinators at each site. 	\$4,509	Base	<ul style="list-style-type: none"> Teacher/Admin. surveys
(Action 10 moved to Action 2)			
Action 11. Establish Professional Learning Communities (PLCs)	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> Build 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. 	\$200,000	Supplemental	<ul style="list-style-type: none"> Surveys CAASPP Common assessments
Action 12. Next Generation Science Standards (NGSS)	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> Provide one Next Generation Science Standards TOSA and provide support/lessons for students at highest unduplicated count schools and increase and develop curriculum/assessment strategies in the area of Science. 	\$115,890	Supplemental	<ul style="list-style-type: none"> Surveys CAASPP Common assessments

Action 13. Technology Resources	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> Provide technology resources, ie., chromebooks, to increase technology support of unduplicated count students and technology integration in ELA/Math. 	\$600,000	Supplemental	<ul style="list-style-type: none"> Surveys CAASPP Common assessments
<ul style="list-style-type: none"> 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. 	\$160,000	Supplemental	<ul style="list-style-type: none"> Surveys CAASPP Common assessments

GOAL 2: INCREASE MEANINGFUL AND PURPOSEFUL STUDENT AND PARENT ENGAGEMENT			
Action 1. Decrease Truancy; Chronic Absenteeism, Suspensions; and Expulsions	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> Continue use of Infinite Campus to track student attendance and performance and annual services fee. (Online Student Registration) 	\$114,000	Base	<ul style="list-style-type: none"> Teacher/Admin. survey
Action 2. Meet the specific needs of our Foster, ELL, Economically disadvantaged, and homeless students	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> Continue with Parent Liaisons (Foster & EL) to provide outreach, school communication, parent assistance, and parent workshops to connect parents (targeting unduplicated count students) with resources in the school and the community. 	\$69,710	Supplemental	<ul style="list-style-type: none"> Parent surveys Tickets out the door
<ul style="list-style-type: none"> 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. 	\$780,376	Supplemental	<ul style="list-style-type: none"> Climate survey Tickets out the door Social Emotional Trauma-Strategy Support
<ul style="list-style-type: none"> Provide translation/interpretation services for parents at school and district events. 	\$33,964 \$9,260	Supplemental Title III(IMM)	<ul style="list-style-type: none"> Parent/Teacher surveys
<ul style="list-style-type: none"> Provide professional development for classified staff regarding parent outreach and support for students with special needs (unduplicated count) 	\$15,000	Supplemental	<ul style="list-style-type: none"> Classified staff survey
<ul style="list-style-type: none"> Provide professional development for paraprofessionals regarding state standards and Positive Behavioral Support Strategies (PBIS) 	\$35,690	Supplemental	<ul style="list-style-type: none"> Surveys

<ul style="list-style-type: none"> • Provide materials, supplies, and child care for parent workshops 	\$7,000	Supplemental	<ul style="list-style-type: none"> • Surveys
<ul style="list-style-type: none"> • 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 	\$5,000	Supplemental	<ul style="list-style-type: none"> • Surveys • Ticket out the door
<ul style="list-style-type: none"> • Facilitate SART and SARB meetings for certificated and classified staff to work with parents of unduplicated count students to decrease truancy and tardiness and improve attendance. 	\$88,618	Supplemental	<ul style="list-style-type: none"> • Surveys • Attendance Data/CA Dashboard
Action 3. Increase parent satisfaction with district communication.	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
(Action 3 moved to Action 4)			

Action 4. Increase students' and teachers' sense of safety and school connectedness	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> • 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. (ie.. Traumatic Experience, Grief, Family Crisis, School Crisis) 	\$551,641	Supplemental	<ul style="list-style-type: none"> • Pre/post survey • Referral and assessment data
<ul style="list-style-type: none"> • Continue Circle of Friends to connect general education unduplicated count students and students with disabilities at 8 sites. 	\$5,000	Supplemental	<ul style="list-style-type: none"> • Survey
<ul style="list-style-type: none"> • Provide Positive Behavior Interventions & Supports at all school sites. Continue training and implementation for all sites. 	\$95,000	Supplemental	<ul style="list-style-type: none"> • Survey (admin., teacher, staff) • SWIS (Student Wide Information System)
<ul style="list-style-type: none"> • Provide Positive Behavior Intervention & Supports Training for Campus Supervisors to increase positive playground experiences for students • Provide additional time for Campus Supervisors to meet formally with administrators regarding Positive Behavior Intervention and Supports. 	\$5,200/ \$4,000	Supplemental	<ul style="list-style-type: none"> • SWIS climate survey
<ul style="list-style-type: none"> • Provide additional school Psychologists to support student learning for our unduplicated count. 	\$354,154	Supplemental	<ul style="list-style-type: none"> • Climate survey • Referral
<ul style="list-style-type: none"> • Employ School-Wide Information System (SWIS) software and Check In Check Out (CICO) Tier 2 Data System for implementing PBIS. (Training for classified and certificated staff) 	\$6,900	Supplemental	<ul style="list-style-type: none"> • Climate survey • SWIS survey

<ul style="list-style-type: none"> Provide the District Community with ongoing two-way communication and support for unduplicated count students. (Parent Square, communication platform video services, etc.) 	\$95,000	Supplemental	Surveys (teacher, admin., staff) Climate Survey
GOAL 3: PROVIDE AN APPROPRIATE BASIC CONDITION OF LEARNING			
Action 1. Ensure students access to state-approved standards-based materials and software licenses.	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> District purchases standards-based textbook for Math, Language Arts, ELD, Social Studies, and Science. (including materials and software licenses) 	\$145,000	Restricted Lottery	<ul style="list-style-type: none"> CAASPP Formative/Summative Assessments IABs (3-6 grade) District Benchmarks
Action 2. Ensure all teachers are appropriately credentialed	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> Provide Peer Assistance and Review (PAR) support for teachers. 	\$22,680	Base	<ul style="list-style-type: none"> Classroom observations/feedback
<ul style="list-style-type: none"> Provide New Teacher Induction Program for teachers new to the 1profession (CTIP/Calif. Teacher Induction Program) 	\$9,777	Base	<ul style="list-style-type: none"> Classroom observations/feedback
Action 3. Maintain properties	Budget 19-20	Funding Source	How the action will be measured to demonstrate progress
<ul style="list-style-type: none"> Provide clean facilities 	\$5,059,371	Base	<ul style="list-style-type: none"> Surveys
<ul style="list-style-type: none"> Maintain a quarterly Safety Committee to review and monitor accidents and indoor air quality 	\$10,000	Base	<ul style="list-style-type: none"> Safety survey Safety
<ul style="list-style-type: none"> Provide sufficient staff and resources for maintenance and operations 	\$1,131,368	Base	<ul style="list-style-type: none"> Surveys

* District LCAP Full Version/Draft posted at www.saugusd.org front page.

California School Dashboard: See how districts and schools are performing on test scores, graduation rates and other measures of student success. <https://caschooldashboard.org/#/Home>

Educational Acronyms:

CALPADS- California Longitudinal Pupil Achievement Data System

A longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

CAASPP- California Assessment of Student Performance and Progress

California’s new online testing in English and math, called CAASPP, which improve learning by providing more accurate and timely measures of student progress toward career and college readiness.

CDE- California Department of Education

CDE is in charge of enforcing education law and regulations and continuing to reform and improve public school programs in California.

DELAC- District Level English Learner Advisory Committee

The DELAC, or subcommittee on English learner education, shall advise the district’s local governing board (e.g., in person, by letters/reports, or through and administrator) on programs and services for English learners.

EL- English Learners

A student is classified as an English learner for LCFF purposes if he or she is identified in CALPADS as enrolled on Census Day with an English Language Acquisition Status (ELAS) of “English learner” (EL). Please see the Auditing topic for additional information regarding documentation.

ELPAC- English Language Proficiency Assessments for California

The ELPAC is the successor to the California English Language Development Test (CELDT). The ELPAC is required by the state for English language proficiency that must be given to students whose primary language is other than English.

FRPM- Free and Reduced –Price Meal or NSLP- National School Lunch Program

Any student who meets the federal income eligibility criteria or is deemed to be categorically eligible for FRPM under the National School Lunch Program (NSLP) will be counted as FRPM-eligible. Applications or alternative household income data collection forms must be submitted by students to their schools between July 1 and October 31 of the school year.

IEP- Individualized Education Plan

The IEP, Individualized Education Program, is a written document that's developed for each public school child who is eligible for special education. The IEP is created through a team effort and reviewed at least once a year.

LCAP- Local Control Accountability Plan

The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

LCFF- Local Control Funding Formula

The Local Control Funding Formula (LCFF) is hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.

LEA- Local Education Agency

Local education agency (LEA) (also known as local educational agency) is a commonly used synonym for a school district, an entity which operates local public primary and secondary schools in the United States.

PAC- Parent Advisory Committee

Parent Advisory Committee(PAC) to the Superintendent is comprised of parent representatives from each school. They meet with the Superintendent and other district staff on a monthly basis during the school year. Members work together to facilitate communication between and among the parents and parent organizations from different district schools and serve as a forum for sharing innovations and best practices from around the district.

PBIS- Positive Behavior Interventions & Supports

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.

TOSA – Teacher on Special Assignment

Teacher on Special Assignment – Teachers that provide instruction by coaching, modeling, lessons, and instructional support.

Saugus Union School District Sites:

Bridgeport 23670 Newhall Ranch Road Santa Clarita, CA 91355 294-5375 (Fax 286-1598)	Plum Canyon 28360 N. Alfred Way Saugus, CA 91350 294-5365 (Fax 297-8625)
Cedarcreek 27792 Camp Plenty Road Canyon Country, CA 91351 294-5310 (Fax 298-3255)	Rio Vista 20417 Cedarcreek Street Canyon Country, CA 91351 294-5330 (Fax 251-7466)
Emblem Academy 22635 Espuella Drive Saugus, CA 91350 294-5315 (Fax 296-3265)	Rosedell 27853 Urbandale Avenue Saugus, CA 91350 294-5335 (Fax 297-8619)
Foster 22500 Pamplico Drive Saugus, CA 91350 294-5355 (Fax 297-8844)	Santa Clarita 27177 Seco Canyon Road Saugus, CA 91350 294-5340 (Fax 297-8631)
Helmets 27300 Grandview Drive Valencia, CA 91354 294-5345 (Fax 286-4391)	Skyblue Mesa 28040 Hardesty Avenue Canyon Country, CA 91351 294-5350 (Fax 298-3256)
Highlands 27332 Catala Avenue Saugus, CA 91350 294-5320 (Fax 297-8632)	Tesoro Del Valle 29171 North Bernardo Way Valencia, CA 91354 294-5380 (Fax 294-1461)
Mountainview 22201 W. Cypress Place Saugus, CA 91390 294-5325 (Fax 297-8637)	West Creek Academy 28767 N. West Hills Drive Santa Clarita, CA 91354 294-5385 (Fax 294-1932)
North Park 23335 W. Sunset Hills Drive Valencia, CA 91354 294-5370 (Fax 297-1480)	Early Start (at Rio Vista) 20417 Cedarcreek Street Canyon Country, CA 91351 294-5332 (Fax 298-3293)

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California Department of Education- LCAP Information
<http://www.cde.ca.gov/fg/aa/lc/lcffffaq.asp>