



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Argonaut Elementary School
Address	13200 Shadow Mountain Road Saratoga, CA 95070
County-District-School (CDS) Code	43696826049068
Principal	Karen van Putten
District Name	Saratoga Union Elementary School District
SPSA Revision Date	2/7/2019
Schoolsite Council (SSC) Approval Date	2/5/2019
Local Board Approval Date	5/23/19

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Argonaut Elementary School is a school of inspired and passionate learners. Teachers and students are committed to developing relationships and trust in the classroom, leading to a strong culture of learning and accomplishment. We believe that students who set goals for learning are given incentive and purpose. We embrace the qualities of visible learning in fostering a growth mindset of learning from mistakes, receiving and responding to feedback in order to reach our fullest potential.

Argonaut's mission is in alignment with our district's: Saratoga Union School District's mission is to create an innovative public school system that stimulates intellectual curiosity, providing academic rigor for each and every learner, and instills leadership, responsibility, and global citizenship in a safe and nurturing environment where learners thrive. We accomplish this with a highly professional and differentiated system of education, which engages the community as educational partners, embraces diversity, inspires creativity, and fosters student well-being. We measure success in students outcomes and achievement, professional growth, and a commitment to continuous improvement.

School Profile

Argonaut Elementary School's motto is: "Inspire. Achieve. Learn. Play." A dedicated and experienced staff enjoys the challenge of working at a school like Argonaut with its diverse and talented student body, involved community, and commitment to excellence in education. The students are bright, inquisitive, playful and creative. Argonaut Elementary is a school that aims for excellence in both academics and the arts, and this begins with "trying." We are a learning community that celebrates the whole child, where we recognize the potential for creative expression and we encourage an appreciation of artistic and musical contributions.

Argonaut Elementary School has served the community of Saratoga, California for 60 years. Argonaut has proudly maintained its tradition to produce achieving students who have become successful, contributing adults. We serve 353 students in fifteen self-contained TK/K-5 classrooms plus a Resource Specialist Room. Argonaut also houses two Santa Clara County Special Education classes, preschool and K-2.

The volunteer program at Argonaut School is very extensive. Parents work as volunteers in the classroom, office, and library, as well as on school-wide programs. We have many varied programs organized by volunteers: Art Docent Program, Math Olympiad Program, Variety Show, The Musical, Robotics Club, Science Fair, Math Fun Day, Read-In, PTA Reflections, Kindness Week, Yearbook, Boxtops for Education, Family Movie Night, Community Service projects, special assemblies, and more. Parents also serve as chaperones and drivers on field trips and present special lessons sharing their background, interest, or career expertise. Our volunteers donate 1000's of hours together in total each school year.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council met on these dates:
Tuesday, October 2: Site Plan and CAASPP Data Reviewed
Tuesday, December 4:
Tuesday, January 8: SPSA Plan Draft Reviewed
***Tuesday, February 5: SPSA Proposals Reviewed / Approved
Tuesday, March 5:
Tuesday, April 2: SPSA Updated to Align with LCAP
***Tuesday, May 7: 10:30 - 11:30AM Final Review

Staff Meetings:
SPSA Updates on 10/18/18 and 1/16/19
***Wednesday, May 8 Staff Final Review

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	%			
African American	%	%	%			
Asian	76.0%	75.2%	76.68%	297	285	263
Filipino	1.0%	1.1%	1.75%	4	4	6
Hispanic/Latino	2.8%	2.6%	2.62%	11	10	9
Pacific Islander	%	%	%			
White	11.3%	12.4%	10.20%	44	47	35
Multiple/No Response	6.7%	2.4%	4.66%	26	9	16
Total Enrollment				391	379	343

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	43	53	58
Grade 1	44	41	44
Grade 2	57	61	42
Grade3	60	59	68
Grade 4	90	72	56
Grade 5	97	93	75
Total Enrollment	391	379	343

Conclusions based on this data:

1. Student enrollment is declining at Argonaut, mirroring the decline district-wide for the past three years.
2. Student enrollment by the two largest subgroups has remained mostly consistent with an average 76% Asian students and 11% White students, indicating subgroup demographics are not changing while overall enrollment is declining.
3. Declining student enrollment continues to be closely monitored and analyzed in order to continue providing students high quality levels of instruction and programs and supporting staff with the resources needed.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	50	40	38	12.8%	10.6%	11.1%
Fluent English Proficient (FEP)	142	143	113	36.3%	37.7%	32.9%
Reclassified Fluent English Proficient (RFEP)	16	26	12	28.6%	52.0%	30.0%

Conclusions based on this data:

1. The average percentage of English Learners (11.5%) and Fluent English Proficient (FEP) students (35.6%) enrolled at Argonaut remains consistent over the last three years.
2. Between 2015-16 and 2016-17, a significant increase of 23.4% English Learners earned Reclassified Fluent English Proficient (RFEP) status, prompting the staff to examine any changes to curriculum or EL support.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	66	60	70	66	60	69	66	60	69	100	100	98.6
Grade 4	88	72	56	88	72	55	88	72	55	100	100	98.2
Grade 5	100	96	79	100	94	79	100	94	79	100	97.9	100
All Grades	254	228	205	254	226	203	254	226	203	100	99.1	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2521.	2512.	2521.	65	63.33	66.67	20	25.00	23.19	12	8.33	10.14	3	3.33	0.00
Grade 4	2563.	2565.	2577.	66	69.44	78.18	24	19.44	16.36	7	8.33	5.45	3	2.78	0.00
Grade 5	2608.	2599.	2615.	74	65.96	68.35	16	23.40	27.85	4	7.45	3.80	6	3.19	0.00
All Grades	N/A	N/A	N/A	69	66.37	70.44	20	22.57	23.15	7	7.96	6.40	4	3.10	0.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	55	61.67	66.67	41	31.67	30.43	5	6.67	2.90	
Grade 4	58	62.50	76.36	40	34.72	21.82	2	2.78	1.82	
Grade 5	65	68.09	69.62	30	29.79	26.58	5	2.13	3.80	
All Grades	60	64.60	70.44	36	31.86	26.60	4	3.54	2.96	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	65	61.67	66.67	33	33.33	31.88	2	5.00	1.45
Grade 4	64	73.61	74.55	33	25.00	23.64	3	1.39	1.82
Grade 5	76	70.21	75.95	18	26.60	22.78	6	3.19	1.27
All Grades	69	69.03	72.41	27	27.88	26.11	4	3.10	1.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	50.00	47.83	45	45.00	50.72	0	5.00	1.45
Grade 4	51	36.11	52.73	47	56.94	47.27	2	6.94	0.00
Grade 5	57	46.81	50.63	39	50.00	48.10	4	3.19	1.27
All Grades	54	44.25	50.25	43	50.88	48.77	2	4.87	0.99

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	59	58.33	57.97	36	38.33	42.03	5	3.33	0.00
Grade 4	59	62.50	65.45	36	37.50	34.55	5	0.00	0.00
Grade 5	80	58.51	65.82	15	37.23	34.18	5	4.26	0.00
All Grades	67	59.73	63.05	28	37.61	36.95	5	2.65	0.00

Conclusions based on this data:

1. Differentiated instruction is needed to meet the diverse academic needs of all learners.
2. Teachers will review and analyze data for their grade level to evaluate the grade level instructional program.
3. Frequent formative assessment will provide timely and targeted information about each students' progress and necessary instructional shifts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	66	60	70	66	60	69	66	60	69	100	100	98.6
Grade 4	88	72	56	88	72	55	88	72	55	100	100	98.2
Grade 5	100	96	79	100	94	79	100	94	79	100	97.9	100
All Grades	254	228	205	254	226	203	254	226	203	100	99.1	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2541.	2548.	2543.	73	83.33	69.57	23	11.67	26.09	5	3.33	4.35	0	1.67	0.00
Grade 4	2589.	2595.	2600.	77	75.00	80.00	15	19.44	18.18	8	5.56	1.82	0	0.00	0.00
Grade 5	2636.	2642.	2643.	86	81.91	81.01	9	12.77	17.72	3	5.32	1.27	2	0.00	0.00
All Grades	N/A	N/A	N/A	80	80.09	76.85	15	14.60	20.69	5	4.87	2.46	1	0.44	0.00

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	83	95.00	84.06	17	1.67	14.49	0	3.33	1.45	
Grade 4	84	84.72	94.55	11	13.89	5.45	5	1.39	0.00	
Grade 5	88	89.36	91.14	9	8.51	8.86	3	2.13	0.00	
All Grades	85	89.38	89.66	12	8.41	9.85	3	2.21	0.49	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	77	80.00	79.71	20	18.33	18.84	3	1.67	1.45
Grade 4	82	76.39	72.73	17	22.22	27.27	1	1.39	0.00
Grade 5	76	79.79	77.22	21	19.15	21.52	3	1.06	1.27
All Grades	78	78.76	76.85	19	19.91	22.17	2	1.33	0.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	79	83.33	75.36	21	15.00	24.64	0	1.67	0.00
Grade 4	82	77.78	83.64	15	20.83	16.36	3	1.39	0.00
Grade 5	79	77.66	81.01	19	19.15	18.99	2	3.19	0.00
All Grades	80	79.20	79.80	18	18.58	20.20	2	2.21	0.00

Conclusions based on this data:

1. Differentiated instruction is needed to meet the diverse academic needs of all learners.
2. Teachers will review and analyze data for their grade level to evaluate the grade level instructional program.
3. Frequent formative assessment will provide timely and targeted information about each students' progress and necessary instructional shifts.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1477.2	1480.1	1470.2	21
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				33

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	15	71.43	*	*	*	*	*	*	21
Grade 1	*	*							*
Grade 2					*	*			*
Grade 3			*	*					*
Grade 4			*	*					*
Grade 5	*	*							*
All Grades	20	60.61	*	*	*	*	*	*	33

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	16	76.19	*	*	*	*	*	*	21
Grade 1	*	*							*
Grade 2					*	*			*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*							*
Grade 5	*	*							*
All Grades	25	75.76	*	*	*	*	*	*	33

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	61.90	*	*	*	*	*	*	21
Grade 1	*	*							*
Grade 2							*	*	*
Grade 3			*	*	*	*			*
Grade 4			*	*					*
Grade 5	*	*							*
All Grades	18	54.55	*	*	*	*	*	*	33

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	18	85.71	*	*	*	*	21
Grade 1	*	*					*
Grade 2					*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	26	78.79	*	*	*	*	33

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	52.38	*	*	*	*	21
Grade 1	*	*					*
Grade 2			*	*			*
Grade 3	*	*					*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	22	66.67	*	*	*	*	33

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	14	66.67	*	*	*	*	21
Grade 1	*	*					*
Grade 2					*	*	*
Grade 3			*	*			*
Grade 4			*	*			*
Grade 5	*	*					*
All Grades	19	57.58	11	33.33	*	*	33

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	14	66.67	*	*	*	*	21
Grade 1	*	*					*
Grade 2			*	*			*
Grade 3			*	*			*
Grade 4			*	*			*
Grade 5	*	*					*
All Grades	19	57.58	*	*	*	*	33

Conclusions based on this data:

1. The "*" asterisk indicates that the scores provided were pulled from a student body count of less than 10 and must remain confidential.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
343	1.7%	11.1%	0.3%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	11.1%
Foster Youth	1	0.3%
Socioeconomically Disadvantaged	6	1.7%
Students with Disabilities	26	7.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	263	76.7%
Filipino	6	1.7%
Hispanic	9	2.6%
Two or More Races	14	4.1%
White	35	10.2%






Conclusions based on this data:

1. The 38 students designated as English Learners are a significant subgroup that are monitored and supported.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Blue	Suspension Rate  Yellow
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Overall, students earned "Blue" performing at the "highest performance" level in both English Language Arts and Math.
2. In 2017-18, the Suspension Rate earned "Yellow" and the staff examined ways to improve the Conditions and Climate of the school.
3. Academic Engagement is high as indicated by a "Blue" rating under Chronic Absenteeism; students at Argonaut attend school regularly and are engaged in the learning.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 101.8 points above standard Increased 10.3 points 197 students	<p>English Learners</p>  Blue 86.7 points above standard Increased 16.2 points 38 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<p>Students with Disabilities</p>  No Performance Color 60.9 points above standard Increased 32 points 23 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 107.6 points above standard Increased 10.2 points 156 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 72.5 points above standard Declined -12.1 points 13 students	 No Performance Color 0 Students	 No Performance Color 83.6 points above standard Increased 30.3 points 17 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	103.9 points above standard Increased 28.9 points 32 students	99.2 points above standard Increased 8.9 points 108 students

Conclusions based on this data:

- Overall, in English Language Arts, students in grades 3-5 demonstrated they are meeting or exceeding grade level standards as indicated by the "Blue" or Highest Performance rating, with an increase of 10.3 points from the 2016-17 year.
- Our Students with Disabilities demonstrated a notable increase in ELA performance of 32 points from the 2016-17 year.
- Our Reclassified English Learners demonstrated a notable increase in ELA performance of 28.9 points from the 2016-17 year.

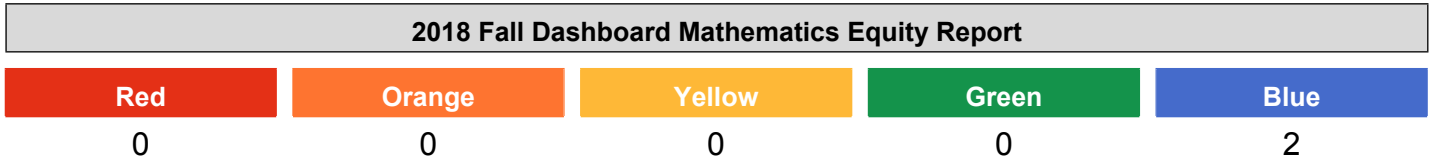
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 111.8 points above standard Maintained -0.6 points 197 students	<p>English Learners</p>  Blue 102.6 points above standard Maintained -2.7 points 38 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<p>Students with Disabilities</p>  No Performance Color 67.7 points above standard Increased 6.5 points 23 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 122.5 points above standard Maintained 0.5 points 156 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 84.5 points above standard Declined -32.5 points 13 students	 No Performance Color 0 Students	 No Performance Color 67.1 points above standard Increased 20.6 points 17 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	116.9 points above standard Increased 7 points 32 students	106.1 points above standard Maintained 1.6 points 108 students

Conclusions based on this data:

1. Overall, students in grades 3-5 demonstrated that they are meeting or exceeding grade level standards in Math, and they maintained their "Blue" rating and earned Highest Performance levels.
2. Our Students with Disabilities showed an increase of 6.5 points while Reclassified English Learners also demonstrated an increase by 7 points since the 2016-17 school year.
3. Of some notable concern is the decline of 32.5 points among our students of two or more races, and we will examine the factors that have caused this decline in this subgroup.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
33	60.6%	27.3%	6.1%	6.1%

Conclusions based on this data:

1. This is the first year of transition between the CELDT and ELPAC and we will closely monitor the students identified in Levels 1, 2 and 3.

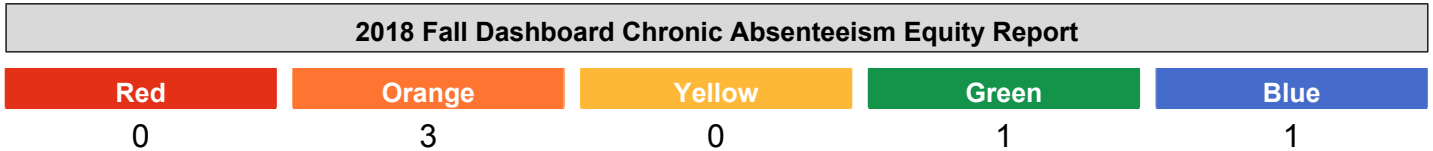
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Blue 2.2% chronically absent Maintained 0.4% 357 students	<p>English Learners</p>  Orange 11.4% chronically absent Increased 4% 44 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<p>Socioeconomically Disadvantaged</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Students with Disabilities</p>  Orange 5.3% chronically absent Increased 2.9% 38 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 1.1% chronically absent Increased 0.7% 276 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 Orange 13.3% chronically absent Increased 7.5% 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 0% chronically absent Declined 6.3% 35 students

Conclusions based on this data:

1. We have three subgroups of students: English Learners, Students with Disabilities and Students of two or more races who are in the "Orange" range, indicating an increase in absenteeism.
2. Active monitoring of these subgroups and examination of influential factors impacting their attendance will be followed.

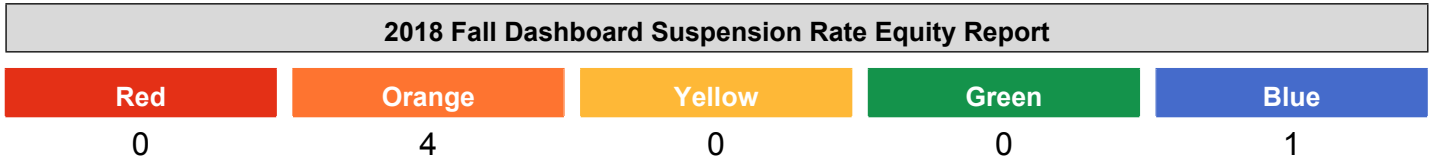
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 0.6% suspended at least once Increased 0.6% 359 students	<p>English Learners</p>  Orange 2.2% suspended at least once Increased 2.2% 45 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color Less than 11 Students - Data Not 9 students	<p>Students with Disabilities</p>  Orange 5.3% suspended at least once Increased 5.3% 38 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 277 students	 No Performance Color Less than 11 Students - Data 6 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data 10 students	 Orange 3.3% suspended at least once Increased 3.3% 30 students	 No Performance Color 0 Students	 Orange 2.8% suspended at least once Increased 2.8% 36 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.7% suspended at least once	0% suspended at least once	0.6% suspended at least once

Conclusions based on this data:

1. Students with Disabilities and English Learners experienced an increase in suspensions.
2. An examination of restorative justice practices will be examined as an alternative to suspension options.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement: English Language Arts and Mathematics

Goal Statement

All Argonaut students will demonstrate upward growth in student achievement in English Language Arts and Math, as measured by local and state assessments. The percentage of students in categories of "Standard Met" or "Standard Exceeded" in ELA and Math will increase one percentage point on the annual CAASPP report. Both ELA and Math subjects will maintain the status of "Very High" on the California School Dashboard Report. English Language Learners (ELL) students will maintain a positive growth pattern of one percentage point per year in ELA as measured by the California School Dashboard Report.

LCAP Goal

SUSD LCAP Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.

Basis for this Goal

CAASPP Reports from 2017-18
Classroom performance, local assessments, and student work
Lucy Calkins grade-level growth between beginning of, across, and end of unit writing samples and assessment scores / rubric scores
Eureka Math grade-level growth between mid-module assessment and end of module assessment scores

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	93.59% Met or exceeded standard	94.59 % will meet or exceed standard
CAASPP Math	97.54% Met of exceeded standard	98.54% will meet or exceed standard

Planned Strategies/Activities

Strategy/Activity 1

Students with disabilities will receive integrated academic support from classroom teachers and the Resource Specialist.

Students to be Served by this Strategy/Activity

Students with disabilities

Timeline

Ongoing Fall 2019-Spring 2020

Person(s) Responsible

Classroom Teachers, Resource Specialist

Proposed Expenditures for this Strategy/Activity

Description

Refer to SUSD LCAP Goal 1

Strategy/Activity 2

Students identified as English Learners will receive integrated academic support from classroom teachers and the ELD support TOSA to increase growth of English language acquisition.

Students to be Served by this Strategy/Activity

English learners

Timeline

Ongoing Fall 2019-Spring 2020

Person(s) Responsible

Classroom Teachers, EL Aides and ELA/ELD TOSA, District ELD Team

Proposed Expenditures for this Strategy/Activity

Description

Refer to SUSD LCAP Goal 1

Strategy/Activity 3

Professional Development for staff- Identify and schedule Professional Development in areas where staff could use more knowledge and skills in support of English Language Learners. Trainings to be delivered as part of the SLCT Day Professional Development Wednesdays.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: Fall 2019

Completion Date: June 2020

Person(s) Responsible

Principal, Innovative Learning Team (instructional coaches and TOSAs), District Leadership Team, Assistant Superintendent of Educational Services

Proposed Expenditures for this Strategy/Activity

Source

Title II Part A: Improving Teacher Quality

Description

Refer to SUSD Centralized Services LCAP Goal 1

Strategy/Activity 4

Literacy Coach and ELA/ELD TOSAs provide coaching, consultation, and training for all teachers to support academically underperforming students with differentiated support. Literacy Coach provides small group guided reading instruction to underperforming students.

Students to be Served by this Strategy/Activity

All students; underperforming students

Timeline

Start Date: Fall 2019
Completion Date: June 2020

Person(s) Responsible

Kwan Share- ELD instructional Aide
Laurie Brandt and Laurie Marshall- certificated ELD instructional coaches, District ELD Team

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Description

Refer to SUSD Centralized Services LCAP Goal 1

Strategy/Activity 5

Implementation and monitoring of CCSS aligned ELA and Math instructional materials (core curriculum and supplementary materials).

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing Fall 2019-Spring 2020

Person(s) Responsible

Teachers, Principal, TOSAs, Assistant Supt. of Educational Services

Proposed Expenditures for this Strategy/Activity

Description

Refer to SUSD LCAP Goal 1

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

School Climate / Positive School Culture

Goal Statement

All Argonaut students will be educated in a safe environment that ensures physical safety, integrates social-emotional literacy and engages students and stakeholders at all levels, leveraging high impact strategies in our classrooms and tiered approaches to behavior intervention and school-wide systems of behavior support.

LCAP Goal

SUSD LCAP Goal 3: Our students will be educated in a safe environment that ensures physical safety, integrates social emotional literacy and engages students and stakeholders at all levels.

Basis for this Goal

Project Cornerstone ABC Student Survey 2018-19
 Staff and student observations and feedback
 Survey data from LCAP(2018-19) and Strategic Plan community discussions

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Project Cornerstone ABC Survey responses(4th and 5th Grades) LCAP Survey responses on School Climate / Culture Staff PD and Parent Information Events on SEL	95% of students surveyed reported "There is at least one person (adult or student) I can go to at school if I need help or just want to talk with someone."	Maintain or increase by 2% of students who report "There is at least one person (adult or student) I can go to at school if I need help or just want to talk with someone."
	94% of students surveyed reported "The Project Cornerstone lessons provide helpful suggestions and ideas for dealing with conflicts and bullying at school."	Maintain or increase by 2% of students who report "The Project Cornerstone lessons provide helpful suggestions and ideas for dealing with conflicts and bullying at school."
	91% of students surveyed reported "I feel accepted and respected at school."	Increase by a minimum of 2% of students who report "I feel accepted and respected at school."
	90% of students surveyed reported "The program has encouraged me to be a better student."	Increase by a minimum of 2% of students who report "The program has encouraged me to be a better student."
	89% of students surveyed reported "I have taken action to help make others feel accepted and respected at school."	Increase by a minimum of 2% of students who report "I have taken action to help make others feel accepted and respected at school."
	83% of students surveyed reported "I have taken action to help make	

Metric/Indicator	Baseline	Expected Outcome
	<p>others feel accepted and respected outside of school."</p> <p>Teachers currently use individual classroom management programs that are not school-wide systems of behavior support.</p> <p>In 2018-19, staff received PD on film, "Angst" and Challenge Success Introduction. Parents were invited to participate in film viewing / panel discussion on "Angst" and Challenge Success Introduction.</p>	<p>Increase by a minimum of 2% of students who report "I have taken action to help make others feel accepted and respected outside of school."</p> <p>Staff will begin exploring and developing a school-wide system of positive behavior support that includes restorative justice practices.</p> <p>Increase staff PD and parent information events on SEL topics.</p>

Planned Strategies/Activities

Strategy/Activity 1

Continue to provide ABC reader curriculum to all grade levels and increase the number of lessons or add new titles for 4th and 5th grade classes.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: Fall 2019
Completion Date: June 2020

Person(s) Responsible

Principal
Teachers / Sit staff
Parent and Community Volunteers for Project Cornerstone / ABC Readers

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Strategy/Activity 2

Explore and attend trainings on school-wide systems of behavior support

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: Fall 2019
Completion Date: June 2020

Person(s) Responsible

Principal
Teachers / Staff
School Counselor
Assistant Superintendent of Educational Services

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	See SUSD LCAP Goal 3

Strategy/Activity 3

Provide opportunities for grade level articulation, classroom observations, staff collaboration time to strengthen high impact strategies in SEL

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date: Fall 2019
Completion Date: June 2020

Person(s) Responsible

Principal, Innovative Learning Team (instructional coaches and Teachers on Special Assignment), District Leadership Team, Assistant Superintendent of Educational Services

Proposed Expenditures for this Strategy/Activity

Description	Refer to SUSD LCAP Goal 1
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Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Climate / Positive School Culture - Health, Safety, Social Emotional Literacy

Goal Statement

Argonaut School will maintain effective and proactive communication with parents and community members to inform and promote engagement in school activities and parent education / partnership opportunities.

LCAP Goal

SUSD LCAP Goal 3: Our students will be educated in a safe environment that ensures physical safety, integrates social-emotional literacy and engages students and stakeholders at all levels.

Basis for this Goal

SUSD communication survey indicates desire and need to continue building more effective and clear communication delivery systems that can strengthen community partnerships and build a cohort of parent volunteers, expertise, service learning, mentors and docents.

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Develop Student Leadership program to align with Project Cornerstone social-emotional literacy program. All student leaders will be trained in Expect / Respect Care to Share training.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: September 2019
Completion Date: June 2020

Person(s) Responsible

Student Leadership representatives from 3rd, 4th and 5th grades; teacher advisors; Principal, Karen van Putten

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Description

Refer to SUSD LCAP Goal 3

Strategy/Activity 2

Continue to develop effective modes of communication: Smore e-newsletters, Classroom newsletters / emails, website, social media

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing 2019-2020

Person(s) Responsible

Principal
Administrative Assistant
School secretary

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Strategy/Activity 3

Partner with PTA for increasing communications between school, home and community through parent information events and SEL Advisory Group participation

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019 - June 2020

Person(s) Responsible

Principal
PTA Board
SEL Advisory Group

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Innovation, Technology, and 21st Century Learning Skills

Goal Statement

All Argonaut students will apply the principles of design thinking and the integration of the 4Cs: communication, collaboration, critical thinking, and creativity across the curriculum.

LCAP Goal

SUSD LCAP Goal 4: Our District will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), the infusion of technology, and consistent STEAM integration across disciplines.

Basis for this Goal

SUSD Ed Tech Plan (Year 3) Knowledge Constructor ISTE Standard 3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teacher created rubrics	Students currently access a mix of digital and physical tools and resources to construct learning artifacts and incorporate some of the four Cs, but do not necessarily apply principles of design thinking to their projects.	Every student will participate in a learning activity that applies the principles of design thinking and the four C's toward being a "knowledge constructor."

Planned Strategies/Activities

Strategy/Activity 1

Teachers continue to incorporate digital tools from G Suite training, Mini-Merit Technology PD, and Digital Citizenship lessons in order to increase student awareness and alternative ways for students to demonstrate their understanding.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: Fall 2019
Completion Date: June 2020

Person(s) Responsible

Teachers, students, Tech TOSA, Director of Instructional Technology

Proposed Expenditures for this Strategy/Activity

Description

Refer to SUSD LCAP Goal 4

Strategy/Activity 2

Students and teachers will access the Innovation Lab to enhance their NGSS / STEAM lessons as well as for other cross-curricular opportunities.

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date: Fall 2019
Completion Date: June 2020

Person(s) Responsible

Students, Teachers, Tech TOSA

Proposed Expenditures for this Strategy/Activity

Description

Refer to SUSD LCAP Goal 4

Strategy/Activity 3

Students will deepen their understanding of technology software, hardware, coding and other digital tools as student leaders in the Argo Tech Squad, supporting staff and peers.

Students to be Served by this Strategy/Activity

Upper elementary students

Timeline

Start Date: Fall 2019
Completion Date: June 2020

Person(s) Responsible

Students, Teachers, Tech TOSA

Proposed Expenditures for this Strategy/Activity

Description

Refer to SUSD LCAP Goal 4

Strategy/Activity 4

Students will share their artifacts with classmates, parents, staff and community members throughout the school year (e.g. Publishing Parties, Student to Student presentations, Friday Assemblies, Robotics Competitions, Science Fair and Staff Meetings).

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date: Fall 2019
Completion Date: June 2020

Person(s) Responsible

All students, Classroom Teachers, Families, Community Members

Proposed Expenditures for this Strategy/Activity

Description

Refer to SUSD LCAP Goal 4

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

All students will demonstrate upward growth in student achievement in English Language Arts and Math, as measured by local and state assessments. The percentage of students in categories of "Standard Met" or "Standard Exceeded" in ELA and Math will increase one percentage point on the annual CAASPP report. Both ELA and Math subjects will maintain the status of 'Very High' on the California School Dashboard Report.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessment in ELA and Math	The percentage of students in categories of "Standard Met" or "Standard Exceeded" in ELA and Math will increase one percentage point on the annual CAASPP report.	<p>93% of Argonaut Students in 3rd, 4th and 5th grade "Met or Exceeded" standards. This is an improvement from 89% last year.</p> <p>98% of Argonaut Students in 3rd, 4th and 5th grade "Met or Exceeded" standards. This is an improvement from last year's 95%... This is only one snapshot of our story, and at this high level, it is very difficult to maintain this but our staff and students rise to the challenge.</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students with disabilities will receive integrated academic support from classroom teachers and the Resource Specialist.	Integrated academic support for students with disabilities was successfully implemented.	Refer to SUSD LCAP Goal #1 District Funded	Refer to SUSD LCAP Goal #1 District Funded
Students identified at English Learners will receive integrated academic support from classroom teachers and the ELD support TOSA to increase growth of English language acquisition.	Integrated academic support for English Learner students was successfully implemented.	Refer to SUSD LCAP Goal #1 District Funded	Refer to SUSD LCAP Goal #1 District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development for staff- Identify and schedule Professional Development in areas where staff could use more knowledge and skills in support of English Language Learners. Trainings to be delivered as part of the SLCT Day Professional Development Wednesdays.	All staff participated in professional development and grade level collaboration activities to support English Learners.	Refer to SUSD LCAP Goal #1 District Funded	Refer to SUSD LCAP Goal #1 District Funded
Literacy Coach and ELA/ELD TOSAs provide coaching, consultation, and training for all teachers to support academically underperforming students with differentiated support. Literacy Coach provides small group guided reading instruction to underperforming students.	All staff received reading intervention consultation and some staff attended two day training in Cafe / Daily 5 guided reading training.	Refer to SUSD LCAP Goal #1 District Funded	Refer to SUSD LCAP Goal #1 District Funded

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Grade level collaboration and support from Resource teacher, EL aides and Instructional Coach provided staff with the additional tools to proactively support students in English Language Arts.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

AES exceeded the objective of the articulated goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

District provided full funding of teacher professional development and on-going support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal was met and exceeded by 3% points: 89% to 93% on the CAASPP ELA for grades 3, 4 and 5.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

All teachers and support staff will participate in Professional Development activities focused on leveraging high impact strategies in our classrooms, such as Targeted Feedback and Student-Teacher Relationships (John Hattie's Visible Learning).

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide opportunities for grade level articulation, classroom observations, staff collaboration time to strengthen high impact strategies (John Hattie's Visible Learning)</p>	<p>Grade level collaboration included development of feedback rubrics:</p> <ol style="list-style-type: none"> 1. Develop clear learning intentions for every unit with exemplars posted. 2. Teach students how to use these exemplars and anchor charts to self and peer assess. 3. Practice questioning techniques at different levels in conferences and individually. 4. Create safe environment for making mistakes. 5. Introduce focus levels of feedback (sentence stems) by end of October. 6. By second report card students will be familiar with language and will be moving into process and self-regulation <p>metacognition: Have students think about what they're thinking: What do I do when I don't know what to do?</p>	<p>Refer to SUSD LCAP Goal #1 District Funded</p>	<p>Refer to SUSD LCAP Goal #1 District Funded</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Summary-</p> <ul style="list-style-type: none"> • Use student toolbox daily or a few times per week • Create a Poster/Anchor Chart • See 6 Metacognitive Steps in handout 		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All students in TK-5 practiced using grade-appropriate feedback rubrics and metacognitive thinking about thinking strategies.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers were given choice in what high leverage visible learning strategies worked best for their age group, and based on classroom observations, student-teacher relationships and clarity around expectations were stronger.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal was met and teachers continue to make adjustments according to the needs of their individual students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

All students will gain 'student agency' through participation in a school-wide project designed to increase connections between students and their ownership of the campus, from school spirit, campus environment / beautification, communication and peer relations. In addition, all students, staff and parents will have at least three community-service projects to serve our local school community in addition to the larger Saratoga, California and National / Global communities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Community Service projects	All students, staff and parents will have at least three community-service projects to serve our local school community in addition to the larger Saratoga, California and National / Global communities.	Students, staff and parents participated in at least three community service projects that addressed local, regional, and global communities.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Reorganize Student Leadership program to align with Project Cornerstone social-emotional literacy program. All student leaders will be trained in Expect / Respect Care to Share training.	Reorganization was met with positive results and stronger student voice and leadership.	No additional costs	No additional costs
Continue Project Cornerstone social emotional literacy program: ABC Reader curriculum	All students participated in at least three Project Cornerstone ABC activities and more parent volunteers stepped up to serve in this role.	No additional costs	No additional costs
Paint positive student-empowering messages on campus to support the 'Upstander' and 'Bucket-filler' qualities of our students	The messages were painted and have now become part of the Upstander / Bucket-filling landscape on campus.	No additional costs	No additional costs
Provide multiple opportunities for all students and families to 'give back' to their	Students were given multiple opportunities to participate in service projects, and most	No additional costs	No additional costs

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
communities such as: NorCal Fire Victims' Supply Donation Drive, Trick or Treat for Unicef, Jump for Heart (American Heart Association), Pennies for Patients (Lymphoma Foundation) and other service programs.	students participated in more than three service learning opportunities at the local to global level.		
Partner with Saratoga HS Leadership Class and Journalism Class to mentor Argonaut Student Leadership members in increasing student participation, student awareness, school spirit and peer-to-peer conflict resolution strategies.	Student Leaders partnered with Saratoga High School Leadership students to learn various committee roles.	No additional costs	No additional costs
Staff representatives participate in (PBL) Project Based Learning Practicum cohort to learn the components of effective PBL schools and apply them to designing meaningful learning opportunities for Argonaut's learning community.	As of 2019, five teachers from AES participated in PBL trainings and effectively designed at least one small scale to large scale PBL project.	Refer to SUSD LCAP Goal #1 and #4 District Funded	Refer to SUSD LCAP Goal #1 and #4 District Funded

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Students and staff benefited from streamlined partnership with Project Cornerstone (Expect Respect) training, PBL trainings and multiple opportunities for service to others.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students and staff met and exceeded the goal for participation in at least three community service opportunities, and with the PBL training, teachers brought a fresh perspective to designing a more holistic project for developing class-level or school-wide empathy.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Primarily, we want another year to develop what has begun in terms of thoughtful school and community service learning projects and bring in PBL design thinking approaches for building more empathy and awareness.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

All K - 5th grade students will participate in high-leverage learning activities that use digital tools using the SAMR model to Substitute, Augment, Modify or Redefine a traditional assignment, where students act as collaborators and create a minimum of two artifacts to progress toward a grade-level standard. All students will design and create a minimum of two artifacts using STEAM or NGSS integration within their current classroom, in addition to the new MakerSpace / LifeLab Garden. All TK-5th grade students will participate in a minimum of three Digital Citizenship lessons and activities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Artifacts using STEAM or NGSS integration Digital Citizenship lessons and activities	Minimum of two artifacts using STEAM or NGSS integration Three Digital Citizenship lessons and activities.	Students created a minimum of two artifacts using STEAM or NGSS integration and other G-suite tools and teachers provided three Digital citizenship lessons as part of the continued Ed Tech plan.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers continue to incorporate digital tools from G Suite training, Mini-Merit Technology PD, and Digital Citizenship lessons in order to increase student awareness and alternative ways for students to demonstrate their understanding.	Targeted PD supporting teacher tech needs were provided.		
Students and teachers will access the new MakerSpace Lab to enhance their NGSS / STEAM lessons as well as for other cross-curricular opportunities.	The MakerSpace / Innovation Lab was used by all students in TK - grade 5 with the support of Technology coaches through exploratory rotations and by individual teacher commitment.		
Students will learn the basics of robotics through the Argonaut Robotics Club and First Lego League curriculum and regional competitions and learn how to apply these	Through PTA support, First Lego League robotics entered its second year of participation and Tech Squad students helped design games for the		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
learnings with school projects such as the Garden / Life Lab and Spring Carnival.	Carnival and designed tiles for staff members.		
Students will deepen their understanding of technology software, hardware, coding and other digital tools as student leaders in the Argo Tech Squad, supporting staff and peers.	Tech Coaches supported students and staff in K2-grade 5 with tech software and design challenges.		
Students will share their artifacts with classmates, parents, staff and community members throughout the school year (e.g. Publishing Parties, Student to Student presentations, Friday Assemblies, Robotics Competitions, Science Fair and Staff Meetings).	Students shared their artifacts such as published books, physical computing and engineering projects at Open House.		
Staff representatives participate in (PBL) Project Based Learning Practicum cohort to learn the components of effective PBL schools and apply them to designing meaningful learning opportunities for Argonaut's learning community.	Two second grade teachers embraced the PBL work and inspired students to design an Ability Awareness Day for the entire school, educating their peers, staff and parents about they many different ways individuals can show their ability--not their disability.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The combined efforts of teachers attending trainings, instructional coaches supporting and student engagement, the goal was met and exceeded.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the trainings and support from the coaches helped teachers access the new Innovation Lab with more confidence and student interest in coding, designing and building has increased at all grade levels.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal was met, and both staff and students now have a foundation from which to build the next level of learning and engagement.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 6 Classroom Teachers
- 3 Parent or Community Members

Name of Members	Role
Karen van Putten	Principal
Mary Ko	Parent or Community Member
Kindergarten Teacher	Classroom Teacher
1st Grade Teacher	Classroom Teacher
Divas Pant	Parent or Community Member
Eva Sung	Parent or Community Member
5th Grade Teacher	Classroom Teacher
4th Grade Teacher	Classroom Teacher
3rd Grade Teacher	Classroom Teacher
2nd Grade Teacher	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: District Leadership Team, District English Language Advisory Committee, District Technology Committee, STEAM Team, District Emergency Preparedness Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/14/17.

Attested:

Principal, Karen van Putten on

SSC Chairperson, Mary Ko on

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.