

School Year: **2018-19**



## 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.

<b>School Name</b>	Saratoga Elementary School
<b>Address</b>	14592 Oak Street Saratoga, CA 95070
<b>County-District-School (CDS) Code</b>	4369682604910
<b>Principal</b>	Brian White
<b>District Name</b>	Saratoga Union Elementary School District
<b>SPSA Revision Date</b>	2/8/2018
<b>Schoolsite Council (SSC) Approval Date</b>	4/29/19
<b>Local Board Approval Date</b>	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

The mission of Saratoga Elementary School is to create an environment which inspires and supports all children in becoming global citizens with a passion for lifelong learning. To educate students to their fullest potential, our District Strategic Plan includes three components; academic success for all students, providing a balanced curriculum, and the building of caring, responsible students. The goals of Saratoga Union School District are 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, promotes civic responsibility, inspires creativity, and fosters student well-being. We measure success in student outcomes and achievement, professional growth, and a commitment to continuous improvement. Our vision recognizes the development of the whole child in the three areas of academic success, balanced curriculum, and caring, responsible citizens.

Our vision at Saratoga Elementary School supports our firm belief that our role is to support all students to achieve their highest potential. Our first goal is Academic Success. Our teachers work on district and site teams to collaborate on goals, curriculum planning and development, and address the educational needs of all children. The second dimension, a Balanced Curriculum, is achieved through the working partnership of our school district and parent community. Partner organizations like the Saratoga Education Foundation, Parent-Teacher Association, School Site Council, and the Saratoga Alumni Association provide support for our District enrichment curriculum that includes hands-on science labs, our MakerSpace Lab visual and performing arts, physical education instruction, library, character education, and student support services. The third dimension is Building Caring, Responsible Citizens. Our work with Project Cornerstone asset-building curriculum and philosophies is deepening through the campus. Project Cornerstone combine with our school's Service Learning Committee to provide numerous enriching activities for our students that seek to deepen our connections with each other, with our Saratoga community, and our world.

## School Profile

At Saratoga Elementary School, students, parents, staff, and our community work together to ensure each student receives a challenging, balanced, and integrated educational program in a safe and caring environment. Instruction across content areas build in our students critical thinking, creativity, problem solving, and communication skills. Professional development and collaboration provide staff opportunities to grow and reflect upon teaching practices as we strive to move forward in meeting the needs of our students in an ever-changing world. Teachers use student data to assess instructional practice, student progress, and guide instruction. As a learning community, we share ideas and concerns honestly, communicate regularly with parents and community, and model a lifelong joy of learning through our own personal and professional growth.

## 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

Saratoga Elementary's Single Plan for Student Achievement is developed in collaboration with its School Site Council. The School Site Council is a group of teachers and parents who work with Principal to identify school-wide needs, set progress goals that address those needs, and review the school's progress towards those goals. The School Site Council meets monthly throughout the school year to review and develop the SPSA. The school also collaborated with SUSD Leadership to ensure this SPSA aligns with the District's Local Control and Accountability Plan (LCAP).

# 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	30.7%	31.6%	33.92%	109	106	116
Filipino	0.3%	0.3%	0.29%	1	1	1
Hispanic/Latino	4.2%	4.2%	4.09%	15	14	14
Pacific Islander	0.3%	%	%	1		
White	53.8%	52.7%	48.54%	191	177	166
Multiple/No Response	8.5%	3.3%	5.56%	30	11	19
<b>Total Enrollment</b>				355	336	342

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	40	39	40
Grade 1	58	41	45
Grade 2	56	64	45
Grade3	59	58	67
Grade 4	70	64	68
Grade 5	72	70	77
<b>Total Enrollment</b>	355	336	342

### Conclusions based on this data:

1. The Asian student group has increased while the white student group has declined over the last three years.
2. Saratoga Elementary School has a diverse student body.

# 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	19	12	29	5.4%	3.6%	8.5%
Fluent English Proficient (FEP)	88	83	86	24.8%	24.7%	25.1%
Reclassified Fluent English Proficient (RFEP)	7	8	7	38.9%	42.1%	58.3%

### Conclusions based on this data:

1. The number of English learners at Saratoga Elementary has increased over the last three years.

# 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	61	60	67	60	58	67	60	58	67	98.4	96.7	100
Grade 4	73	68	71	70	67	70	70	67	70	95.9	98.5	98.6
Grade 5	73	71	80	69	71	80	69	71	80	94.5	100	100
All Grades	207	199	218	199	196	217	199	196	217	96.1	98.5	99.5

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	2517.	2473.	2499.	68	44.83	58.21	25	27.59	31.34	3	17.24	4.48	3	10.34	5.97
Grade 4	2552.	2551.	2524.	63	64.18	44.29	23	25.37	30.00	11	10.45	15.71	3	0.00	10.00
Grade 5	2588.	2562.	2594.	58	47.89	57.50	32	30.99	38.75	3	9.86	2.50	7	11.27	1.25
All Grades	N/A	N/A	N/A	63	52.55	53.46	27	28.06	33.64	6	12.24	7.37	5	7.14	5.53

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	68	44.83	59.70	28	44.83	35.82	3	10.34	4.48	
Grade 4	59	59.70	52.86	36	38.81	41.43	6	1.49	5.71	
Grade 5	55	49.30	58.75	39	40.85	40.00	6	9.86	1.25	
All Grades	60	51.53	57.14	35	41.33	39.17	5	7.14	3.69	

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	53	37.93	56.72	43	50.00	37.31	3	12.07	5.97
Grade 4	64	58.21	35.71	33	37.31	52.86	3	4.48	11.43
Grade 5	54	57.75	67.50	36	33.80	27.50	10	8.45	5.00
All Grades	57	52.04	53.92	37	39.80	38.71	6	8.16	7.37

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	52	37.93	50.75	47	56.90	46.27	2	5.17	2.99
Grade 4	46	41.79	40.00	50	58.21	52.86	4	0.00	7.14
Grade 5	42	40.85	42.50	54	57.75	57.50	4	1.41	0.00
All Grades	46	40.31	44.24	50	57.65	52.53	4	2.04	3.23

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	60	39.66	49.25	37	46.55	41.79	3	13.79	8.96
Grade 4	40	52.24	38.57	56	46.27	55.71	4	1.49	5.71
Grade 5	72	43.66	60.00	25	40.85	40.00	3	15.49	0.00
All Grades	57	45.41	49.77	39	44.39	45.62	4	10.20	4.61

**Conclusions based on this data:**

1. Differentiated instruction is needed to meet the 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	61	60	67	60	60	67	60	60	67	98.4	100	100
Grade 4	73	68	71	70	67	71	70	67	71	95.9	98.5	100
Grade 5	73	71	80	70	71	80	70	71	80	95.9	100	100
All Grades	207	199	218	200	198	218	200	198	218	96.6	99.5	100

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.	2483.	2527.	55	45.00	64.18	40	31.67	28.36	5	13.33	5.97	0	10.00	1.49
Grade 4	2560.	2570.	2539.	61	65.67	43.66	24	31.34	38.03	14	2.99	11.27	0	0.00	7.04
Grade 5	2596.	2589.	2619.	74	57.75	73.75	7	15.49	20.00	14	22.54	3.75	4	4.23	2.50
All Grades	N/A	N/A	N/A	64	56.57	61.01	23	25.76	28.44	12	13.13	6.88	2	4.55	3.67

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	78	56.67	79.10	20	31.67	17.91	2	11.67	2.99	
Grade 4	70	79.10	61.97	26	19.40	25.35	4	1.49	12.68	
Grade 5	76	63.38	87.50	14	23.94	11.25	10	12.68	1.25	
All Grades	75	66.67	76.61	20	24.75	17.89	6	8.59	5.50	

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	63	50.00	73.13	37	35.00	23.88	0	15.00	2.99
Grade 4	61	70.15	50.70	37	28.36	38.03	1	1.49	11.27
Grade 5	70	49.30	63.75	17	47.89	33.75	13	2.82	2.50
All Grades	65	56.57	62.39	30	37.37	32.11	5	6.06	5.50

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
<b>Grade 3</b>	72	51.67	71.64	28	40.00	23.88	0	8.33	4.48
<b>Grade 4</b>	66	71.64	52.11	31	26.87	42.25	3	1.49	5.63
<b>Grade 5</b>	66	47.89	61.25	24	45.07	36.25	10	7.04	2.50
<b>All Grades</b>	68	57.07	61.47	28	37.37	34.40	5	5.56	4.13

**Conclusions based on this data:**

1. Differentiated instruction is needed to meet the 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	1524.1	1525.7	1520.4	13
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				25

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	*	*	*	*	*	*			13
Grade 1	*	*							*
Grade 2	*	*							*
Grade 3	*	*							*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
All Grades	16	64.00	*	*	*	*			25

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	*	*	*	*					13
Grade 1	*	*							*
Grade 2	*	*							*
Grade 3	*	*							*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*							*
All Grades	18	72.00	*	*	*	*			25

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
Grade 1	*	*	*	*					*
Grade 2			*	*					*
Grade 3	*	*							*
Grade 4	*	*	*	*	*	*			*
Grade 5			*	*					*
All Grades	12	48.00	*	*	*	*			25

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	12	92.31	*	*			13
Grade 1	*	*					*
Grade 2	*	*					*
Grade 3	*	*					*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	19	76.00	*	*			25

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	*	*	*	*			13
Grade 1	*	*					*
Grade 2	*	*					*
Grade 3	*	*					*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	19	76.00	*	*			25

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	*	*	*	*			13
Grade 1	*	*	*	*			*
Grade 2			*	*			*
Grade 3	*	*					*
Grade 4	*	*	*	*	*	*	*
Grade 5			*	*			*
All Grades	13	52.00	*	*	*	*	25

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	11	84.62	*	*			13
Grade 1	*	*	*	*			*
Grade 2			*	*			*
Grade 3			*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	15	60.00	*	*			25

**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.
2. Kindergarten has the highest number of English learners compared to other grade levels.

# 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
<b>342</b>	<b>4.7%</b>	<b>8.5%</b>	<b>0.6%</b>

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	29	8.5%
Foster Youth	2	0.6%
Socioeconomically Disadvantaged	16	4.7%
Students with Disabilities	36	10.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	116	33.9%
Filipino	1	0.3%
Hispanic	14	4.1%
Two or More Races	26	7.6%
White	166	48.5%






### Conclusions based on this data:

1. While SES's demographics are predominantly White, Asian students make up a significant percentage of students.
2. Socioeconomically disadvantage students, English Learners, and Foster Youth make up a very small percentage of students; consequently, targeted professional development may be needed to ensure these students' needs are met.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Blue</p>	<p><b>Chronic Absenteeism</b></p>  <p>Green</p>	<p><b>Suspension Rate</b></p>  <p>Blue</p>
<p><b>Mathematics</b></p>  <p>Blue</p>		
<p><b>English Learner Progress</b></p>  <p>No Performance Color</p>		

#### Conclusions based on this data:

1. Students continue to perform at high academic levels across ELA and Math.
2. Chronic Absenteeism is an area for improvement.
3. While overall suspension is low, other data indicate that White students are likely to be suspended than other student groups.

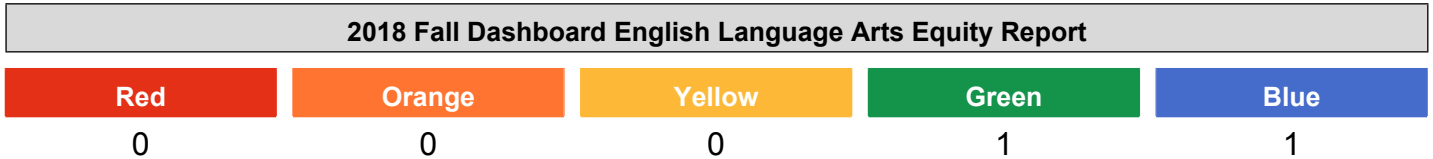
# School and Student Performance Data

## 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><b>All Students</b></p>  <p>Blue</p> <p>72.9 points above standard</p> <p>Increased 13.2 points</p> <p>208 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>76.1 points above standard</p> <p>Declined -8.3 points</p> <p>19 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>21.3 points above standard</p> <p>11 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>18.5 points above standard</p> <p>Increased 19.8 points</p> <p>41 students</p>



**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	 Green 87.5 points above standard Declined -4 points 73 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 8 students	 No Performance Color 70.4 points above standard Increased 23.7 points 17 students	 No Performance Color 0 Students	 Blue 66.6 points above standard Increased 16.8 points 105 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 5 students	106.5 points above standard Increased 22.3 points 14 students	67.9 points above standard Increased 16.9 points 140 students

**Conclusions based on this data:**

- Overall, all students are performing at a high level on statewide assessments.
- There is a performance gap between White and Asian student groups.
- Differentiated instruction is needed to meet the needs of all learners.

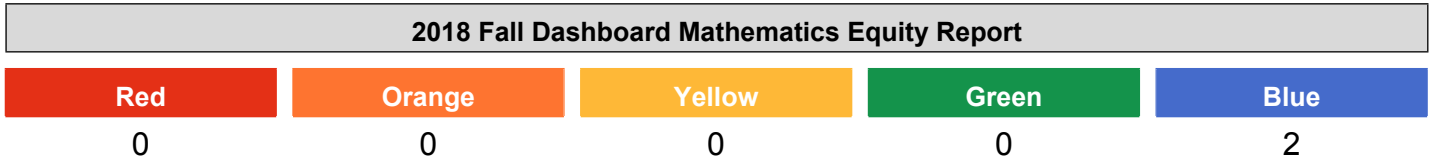
# School and Student Performance Data

## 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><b>All Students</b></p>  <p>Blue</p> <p>79.6 points above standard</p> <p>Increased 14.3 points</p> <p>208 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>76.3 points above standard</p> <p>Declined -24.6 points</p> <p>19 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>13.5 points above standard</p> <p>11 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>36.7 points above standard</p> <p>Increased</p> <p>34.8 points 41 students</p>

### 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 111.6 points above standard Maintained -0.4 points 73 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 8 students	 No Performance Color 82 points above standard Increased 35.4 points 17 students	 No Performance Color 0 Students	 Blue 63.3 points above standard Increased 14 points 105 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 5 students	108.4 points above standard Increased 5.4 points 14 students	73.4 points above standard Increased 20.3 points 140 students

#### Conclusions based on this data:

1. All student groups are performing above standard on statewide assessments.
2. Except for EL students, all student groups made gains over last year's scores.
3. There continues to be a performance gap between Asian and White student groups.

# 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
25	64%	28%	8%	

### Conclusions based on this data:

1. EL students make up less than 10% of the total student population.
2. Most EL students are performing at Level 4 -Well Developed
3. The transition from CELDT to the ELPAC assessment offers limited data for the 2018-19 school year.

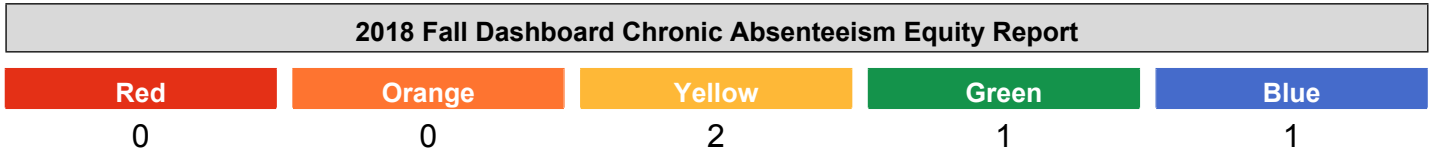
# School and Student Performance Data

## 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><b>All Students</b></p>  <p>Green</p> <p>2.3% chronically absent</p> <p>Increased 0.8%</p> <p>352 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0% chronically absent</p> <p>Maintained 0%</p> <p>31 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>11.8% chronically absent</p> <p>Increased 3.4%</p> <p>17 students</p>	<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>3.4% chronically absent</p> <p>Declined 2.7%</p> <p>58 students</p>

**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	 Blue 0.8% chronically absent Declined 0.9% 121 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 0% chronically absent Declined 7.1% 14 students	 Yellow 4.4% chronically absent Increased 1.9% 45 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Yellow 2.9% chronically absent Increased 2.4% 171 students

**Conclusions based on this data:**

1. Some student groups experienced increases in Chronic Absenteeism.
2. More information about the effects of Chronic Absenteeism should be shared with families.
3. Chronic Absenteeism among students with disabilities declined.

# 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:

Lowest  
Performance



Red



Orange



Yellow



Green

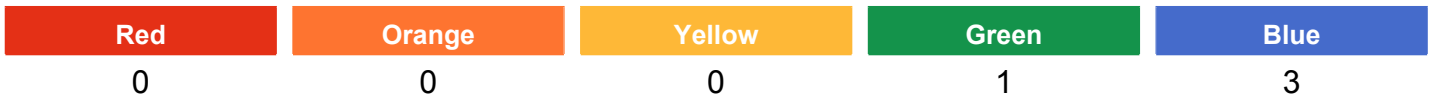


Blue

Highest  
Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Suspension Rate Equity Report











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

All Students	English Learners	Foster Youth
<p>Blue</p> <p>0.3% suspended at least once</p> <p>Declined -0.3%</p> <p>353 students</p>	<p>No Performance Color</p> <p>3.2% suspended at least once</p> <p>Increased 3.2%</p> <p>31 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2 students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1 students</p>	<p>No Performance Color</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>17 students</p>	<p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>59 students</p>

### 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% 121 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0% suspended at least once Maintained 0% 14 students	 Blue 0% suspended at least once Maintained 0% 45 students	 No Performance Color 0 Students	 Green 0.6% suspended at least once Declined -0.5% 172 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.3% suspended at least once	0.6% suspended at least once	0.3% suspended at least once

#### Conclusions based on this data:

1. Overall suspensions were low.
2. White students are more likely to be suspended than students from other backgrounds.
3. School-wide behavior support programs may further reduce suspensions.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Mathematics

### Goal Statement

All students will demonstrate upward growth in student achievement, as measured by local and state assessments. Students will have opportunities for math instruction that makes connections with engineering and integrated sciences curriculum. Math subjects will retain the status of "Very High" on 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

Based on classroom observations, CAASPP data, and teacher generated work samples, SES students are performing at a high-level on statewide mathematics assessments. There is opportunity for growth by moving students from the "standard nearly met" band to "standard met" and to increase student participation in applied learning experiences.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2017 CAASPP Scores	56.57% Standard Exceeded (Overall) 25.76% Standard Met (Overall) 13.13% Standard Nearly Met (Overall) 4.55% Standard Not Met (Overall)	Standard Exceeded percentage will be maintained and Standard Met percentage will increase to 30% of students tested.
2018-19 Makerspace Schedule	100% of SES students had at least one activity in the Makerspace during the 2018-19 school year.	100% of SES students will have at least three activities in the Makerspace and one class-based making activity during the 2019-20 school year.

### Planned Strategies/Activities

#### Strategy/Activity 1

Implementation of Eureka Math curriculum; customization of lesson plans to target students' learning needs. Access to Makerspace for students to have opportunities for applied knowledge.

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2018-19 School Year

### Person(s) Responsible

Teachers,  
Principal,  
Instructional coaches,  
District Math TOSA

### Proposed Expenditures for this Strategy/Activity

Source

District Funded

Description

See SUSD LCAP Goal 1

### Strategy/Activity 2

Professional Development for implementation of Eureka Math curriculum and use of Makerspace.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2018-19 school year

### Person(s) Responsible

Teachers,  
Principal,  
Instructional coaches,  
District Math TOSA

### Proposed Expenditures for this Strategy/Activity

Source

District Funded

Description

See SUSD LCAP Goal 1

### Strategy/Activity 3

Vertical subject matter planning to support alignment of math instructional practices

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2018-19 school year

### Person(s) Responsible

Principal,  
Teachers,  
District Math TOSA,  
Assistant Superintendent

### Proposed Expenditures for this Strategy/Activity

Source

District Funded

**Description**

See SUSD LCAP Goal 1

**Strategy/Activity 4**

Pull-out and push-in EL services to support English Language Learners' literacy and language development

**Students to be Served by this Strategy/Activity**

English Learners

**Timeline**

2018-19 school year

**Person(s) Responsible**

EL TOSA and District EL Teachers,  
EL aides,  
Principal,  
Teachers,  
Assistant Superintendent

**Proposed Expenditures for this Strategy/Activity**

**Source**

District Funded

**Description**

See SUSD LCAP Goal 1

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Instructional Technology

### Goal Statement

All students will participate in one or more learning activities that use a mix of digital and physical tools to apply principles of design thinking to traditional math and science assignments.

### 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 STEAM2 integration across disciplines.

### Basis for this Goal

Year 3 of SUSD's Ed Tech plan calls for students to use a variety of resources to produce physical and digital artifacts and create meaningful learning experiences for themselves and others.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teacher created rubric	Students access a mix of digital and physical tools to construct learning artifacts, but do not apply principles of design thinking to projects in math or science.	70% of students will participate in an activity that applies principles of design thinking toward a project that involves grade-level math and science standards.

### Planned Strategies/Activities

#### Strategy/Activity 1

District-wide Ed Tech PD

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2019-20 School Year

#### Person(s) Responsible

Teachers,  
Principal,  
District staff, Director of Instructional Technology

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Description</b>	Targeted PD to support implementation of Ed Tech plan

## Strategy/Activity 2

Site specific PD on design thinking

### Students to be Served by this Strategy/Activity

All students

### Timeline

2019-20 School year

### Person(s) Responsible

Principal,  
Teachers  
District staff, Director of Instructional Technology

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	None Specified
<b>Description</b>	Targeted PD on design thinking

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

School Climate/Service Learning

### Goal Statement

By June 2020, all students will have an opportunity to participate in a service learning project designed to increase connections between students and the community of Saratoga.

### 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

Service learning is a high priority for students, staff, and parents. Students at SES participate in 2 to 3 service learning projects per year. Recent service learning projects have focused on serving those in need in our county, those impacted by wildfires in Northern California, and serving those in need in places around the world. There is an opportunity to grow our practice by facilitating a service learning project focused on the community of Saratoga.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Service learning projects completed during the 2019-20 school year.	Students do not participate in a project focused on the community of Saratoga.	Students will have the opportunity to participate in one service learning project focused on the community of Saratoga during the 2019-20 school year.

### Planned Strategies/Activities

#### Strategy/Activity 1

Implement Project Cornerstone Social Emotional Literacy Program (District)

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-19, 2019-20 school year

#### Person(s) Responsible

Principal, Counselor, Teachers, Parent volunteers

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Description</b>	See SUSD LCAP Goal 2

### Strategy/Activity 2

Facilitate meeting between student council and City of Saratoga Leaders

#### Students to be Served by this Strategy/Activity

Student Council

#### Timeline

2019-20 school year

#### Person(s) Responsible

Principal  
Student Council Advisor

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Description</b>	See SUSD LCAP Goal 2

### Strategy/Activity 3

Three whole-school service learning projects (at least one focused on Saratoga).

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2019-20 school year

#### Person(s) Responsible

Service Learning Committee  
Student Council  
Principal  
Student Council Advisor

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Description</b>	See SUSD LCAP Goal 2

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Social-Emotional Learning

### Goal Statement

All teachers and support staff (as appropriate) will participate in Professional Development activities focused on leveraging high impact strategies in our classrooms, 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 integrates ensures physical safety, integrates social-emotional literacy and engages students and stakeholders at all levels.

### Basis for this Goal

assessment data, teacher surveys and feedback, Professional Development attendance, classroom observations

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teacher created materials	Teachers use individual classroom management programs that do not offer school-wide systems of behavior support.	Staff will begin to develop a school-wide system of behavior support.

### Planned Strategies/Activities

#### Strategy/Activity 1

Assemble site committee on school-wide behavior systems

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2019-20

#### Person(s) Responsible

Principal, site staff

#### Proposed Expenditures for this Strategy/Activity

##### Source

None Specified



## Strategy/Activity 2

Attend trainings on school-wide systems of behavior support

### Students to be Served by this Strategy/Activity

All students

### Timeline

2019-2020

### Person(s) Responsible

Principal, site committee

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Description</b>	See SUSD LCAP Goal 3

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 1

All students will demonstrate upward growth in student achievement, as measured by local and state assessments. The percentage of students in categories of 'standard exceeded' or 'standard met' in Math will increase from 82% to 85% on the annual CAASPP report. Math subjects will retain the status of "Very High" on the California School Dashboard Report.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessment	The percentage of students in categories of 'standard exceeded' or 'standard met' in Math will increase from 82% to 85% .	The percentage of students in categories of 'standard exceeded' and 'standard met' in Math increased from 82% to 89.45%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implementation of Eureka Math curriculum; customization of lesson plans to target students' learning needs.	Curriculum was successfully implemented.	Refer to SUSD LCAP Goal #1 District Funded	Refer to SUSD LCAP Goal #1 District Funded
Professional Development for implementation of Eureka Math curriculum	All staff participated in professional development and grade level collaboration activities to support curriculum implementation.	Refer to SUSD LCAP Goal #1 District Funded	Refer to SUSD LCAP Goal #1 District Funded
Vertical subject matter planning to support alignment of math instruction practices	There were limited opportunities for vertical subject matter planning; however, this did not negatively impact goal progress.	Refer to SUSD LCAP Goal #1 District Funded	Refer to SUSD LCAP Goal #1 District Funded
EL services to support English Language Learners	Students with ELL status were consistently provided services.	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.

SES has been implementing the Eureka Math curriculum for several years now. Grade level collaboration and support from Math Instructional Coach provided staff with additional tools to augment instruction to support the needs of all learners.

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

SES exceeded the objective of the articulated goal.

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

There were negligible differences between proposed and actual expenditures.

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 exceeded.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 2

By June 2018, all 4th and 5th grade students will participate in one or more learning activities that use digital tools to modify or redefine a traditional assignment, where students act as collaborators and create learning artifacts to progress toward a grade-level standard. Students in kindergarten through 3rd grade will build foundational awareness and skills using instructional technology.

## 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
G-Suite Training (cloud computing, productivity and collaboration tools) for all staff	Targeted PD to support the building of fluency with using Google Apps for Education. Staff capacity for G-Suite was increased through G-Suite training and peer coaching.	Refer to SUSD LCAP Goal #4 District Funded	Refer to SUSD LCAP Goal #4 District Funded
Purchase of Chromebook carts to support 1:1 access	Two Chromebook Carts were purchased.	Refer to SUSD LCAP Goal #4 Parcel Tax 2823.00	Refer to SUSD LCAP Goal #4 Parcel Tax
Staff will have the opportunity to attend trainings such as 2017 STEAM (Science, Technology, Engineering, Arts, and Mathematics) Symposium, SCCOE Project Based Learning (PBL) Training, and Mini-Merit.	Professional Development to support the instructional goal. Staff participated in Buck Institute PBL training and District-provided PD on STEAM.	Refer to SUSD LCAP Goals #1 and #4 District Funded	Refer to SUSD LCAP Goal #4 District Funded

## Analysis

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

All 4th and 5th grade students participated in a PBL activity in which students created slide presentations, websites, and used QR codes to communicate information about waste management with the community.

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

The training teachers received on PBL activities and support through G-Suite and mini-merit training supported an effective implementation of the PBL and connected students with digital tools.

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

There was a negligible difference between proposed and actual expenditures.

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.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 3

By June 2018, all students will have an opportunity to participate in a service learning project designed to increase connections between students and the community of Saratoga.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School calendar	Students would participate in a service learning project specific to the City of Saratoga.	Students participated in a variety of service projects that addressed local, regional, and school-specific needs, but did not participate in a service project directly benefiting the City of Saratoga.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue with Mind-Up curriculum	Staff continued to use Mind-Up curriculum.	No additional costs	No additional costs
Implement Project Cornerstone Social Emotional Literacy Program (District)	All students accessed Project Cornerstone activities and Project Cornerstone held an assembly for all students.	No additional costs	No additional costs
Two whole-school service learning projects (one international based, one local)	Students participated in a service learning project that benefited the food pantry at House of Hope in Los Gatos and a fundraising drive for victims of the fires in Paradise, CA.	No additional costs	No additional costs
Monthly Character Trait Themes supported by Student Council and Project Cornerstone	Project Cornerstone included monthly character trait themes, but the themes were not highlighted by Student Council.	No additional costs	No additional costs

## Analysis

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

Students participated in a variety of service learning projects; however, students did not participate in a project specific to the City of Saratoga. Project Cornerstone activities still supported the goal of increasing student connections to their community and 4th and 5th grade students participate in Project-Based Learning activities that were community focused.

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

The strategies supported the intention of the goal, but did not result in the goal being met.

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

There were no significant differences between proposed and actual expenditures.

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.

Next year we will focus more on our Service Learning Committee as a means to help us meet the goal.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

All teachers and support staff (as appropriate) will participate in Professional Development activities focused on leveraging high impact strategies in our classrooms, such as Learning Intentions, Success Criteria, and Targeted Feedback (Visible Learning).

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District Professional Development Calendar	Professional Development would be focused on high impact strategies.	Teachers participated in PD that focused high impact strategies like collective teacher efficacy, goal setting (portfolios), student reporting of learning (portfolios), and technology integration.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide staff development opportunities	Staff received regular professional development.	Refer to SUSD LCAP Goal #1 District Funded	Refer to SUSD LCAP Goal #1 District Funded
Utilize Teachers on Special Assignment (TOSAs) and Instructional Coaches to assist teachers in implementing Visible Learning	Professional development offered trainings from TOSAs and time for collaboration with TOSAs and Instructional Coaches.	Refer to SUSD LCAP Goal #1 District Funded	Refer to SUSD LCAP Goal #1 District Funded
Provide opportunities for grade level articulation, classroom observations, staff collaboration time to strengthen high impact strategies	PD offered time for grade level collaboration.	Refer to SUSD LCAP Goal #1 District Funded	Refer to SUSD LCAP Goal #1 District Funded
Calendar time at each staff meeting to focus on high impact strategies	Staff meetings did not always afford the opportunity to focus on high impact strategies.	Refer to SUSD LCAP Goal #1 District Funded	Refer to SUSD LCAP Goal #1 District Funded
Maintain a school leadership team to support Visible Learning.	Visible learning was discussed in school leadership team meetings.	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.

Teachers received professional development that focused on high impact strategies.

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

High impact strategies that were implemented correlated with improvements in CAASPP test scores.

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

There were no significant differences between proposed and actual expenditures.

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.

Staff will continue to receive professional development on high leverage strategies to support student academic growth. Please see Planned Improvements: Goal #4.

# 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
- 2 Classroom Teachers
- 3 Parent or Community Members

Name of Members	Role
Brian White	Principal
Melissa Stanis	Parent or Community Member
Amanda Follmar	Parent or Community Member
Ruchi Rangnath	Parent or Community Member
Ann Borgia-Camp	Classroom Teacher
Jackie Wilhelm	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**



	English Learner Advisory Committee
	Other: School Technology Committee, School Project Cornerstone Committee, School Climate Committee, School Leadership Team, Faculty Advisory Committee, District Emergency Preparedness Committee, District Leadership Team, District English Language Advisory 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 April 2019.

Attested:

	Principal, Brian White on 04/26/2019
	SSC Chairperson, Melissa Stanis on 04/26/2019

# Addendum

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

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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](mailto: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.