LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

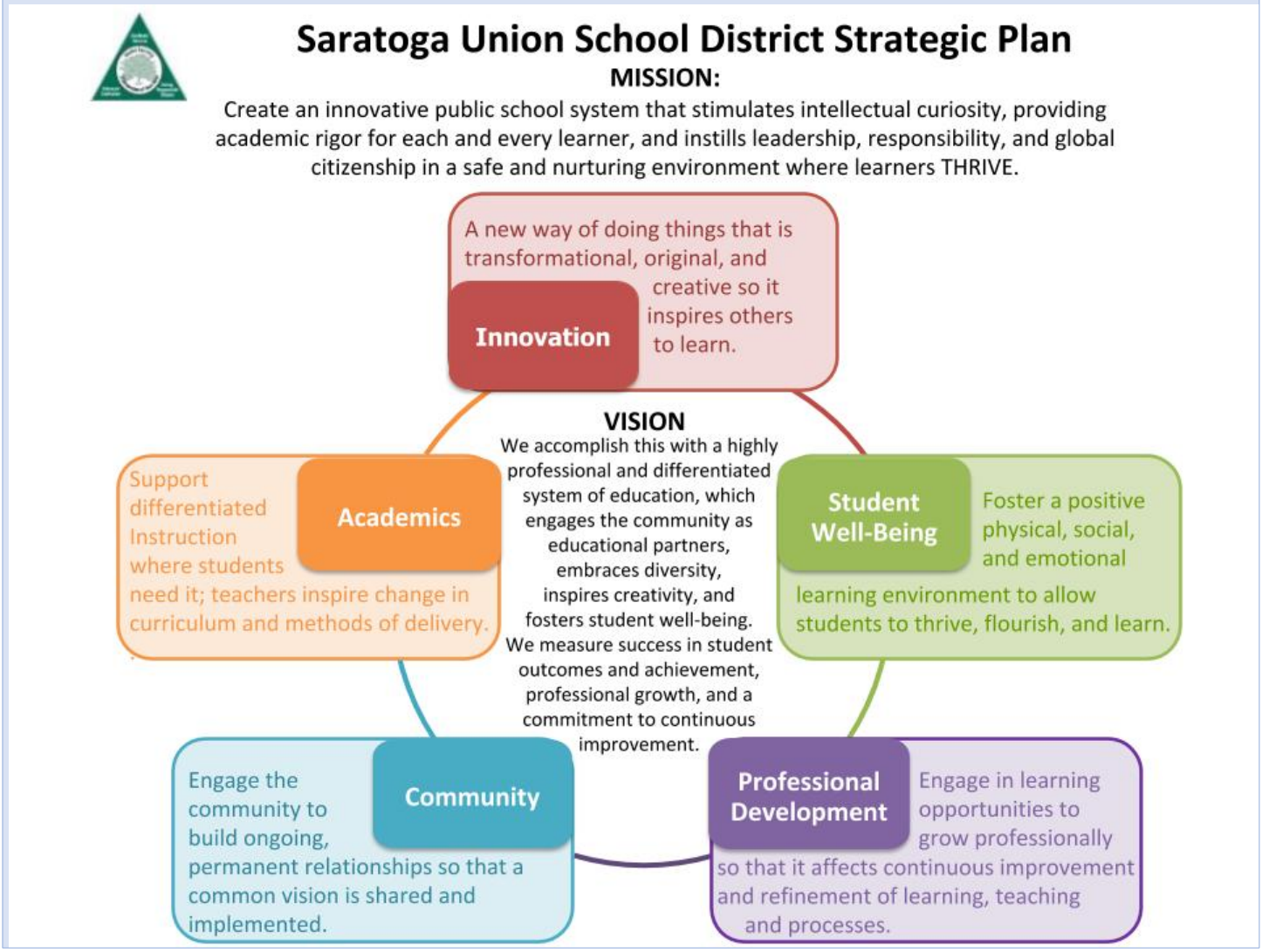
Describe the students and community and how the LEA serves them.

The Saratoga Union School District (SUSD) serves a diverse group of students. In the 2017-2018 school year, our student population was 1817 students from transitional kindergarten through 8th-grade at four schools: three elementary and one middle school. Our student population is made up of many ethnicities: 57.46% Asian, 26.91% Caucasian, 4.24% Hispanic, and 6.71% Two or More Races. Seven percent of our students (127 students) are classified as English learners (ELs). 57.5% of our ELs speak Mandarin. The others speak additional languages including Spanish (7%), Korean (4%), Russian (4%), Farsi (3%), Japanese (3%), French (2%) and multiple other languages. Two percent of our students are Socioeconomically Disadvantaged, 10.62% have disabilities, and 0.2% are foster youth.

Our 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 student outcomes and achievement, professional growth, and a commitment to continuous improvement.

The Saratoga Union School District has a rich tradition of active involvement of parents, community members, and employees. The LCAP involvement process characterizes our District and is critical to the success of our students and schools. Our District leverages the Local Control Accountability Plan to build upon the traditions and systems in place in our District. It is important to note that because of our Community-Funded (Basic Aid) status, SUSD will not receive new or additional state aid under the new LCAP and Local Control Funding Formula (LCFF).



LCAP Highlights

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

The development of the LCAP began with soliciting input from a wide range of stakeholders, including the School Site Councils, Superintendent's Advisory Council, District English Language Advisory Committee (DELAC), and other district committees, to align our district's Strategic Plan with our LCAP and our School Plans (Single Plans for Student Achievement, or SPSAs). Students, staff, and parents have provided ongoing and critical input into the review and update of our LCAP. Our district leadership team has analyzed achievement and other student outcomes and has

developed a list of prioritized areas of needs in our schools and in our District. The DELAC reviewed data related to the success of our English learners and provided suggestions for the LCAP. After reviewing all input from the community, four goals were developed:

Goal 1: High-quality Academics: 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.

Goal 2: Communication and Engagement: Our District and school sites will maintain effective communication, provide authentic processes to include input from all stakeholders, and engage families.

Goal 3: Safety: 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.

Goal 4: STEAM and Innovation: 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 (Science, Technology, Engineering, Arts, & Math) integration practice across disciplines.

Our goals are shared with parent leaders, administrators, teachers, staff, and the SUSD Board of Education at every opportunity. Attention is given to developing metrics that would measure the success of the District in meeting each of the goals, including:

* Annual student achievement data from the Smarter Balanced Assessment

* Local assessments in reading, writing, and math

* Attendance and suspension/expulsion data

* Student, staff, and parent survey data

Using the suggestions and recommendations provided through the input process, Actions and Services were developed to support the achievement of our four Goals. Basic Actions and Services are designed to assist all students; additional or expanded Actions and Services will also be provided to support students in the following student groups: English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities.

Examples of the Actions and Services which will be provided to support the success of SUSD students are:

* Relevant and consistent professional development and collaboration for SUSD teachers and classified staff

* Rigorous, standards-based CCSS- and NGSS- instructional materials

* Diagnostic, formative, interim, and summative assessments to inform instruction

* Consistent and clear communication and consultation with the community to enhance meaningful opportunities for student, staff, and parent involvement

* Implementation of social-emotional literacy programs, such as Project Cornerstone

* Increase social-emotional supports for all students

* Increased support for integration of technology for purposeful learning during instruction and for assessment

* Implementation of STEAM (Science, Technology, Engineering, Arts, Math), allowing for more integration of content

The LCAP was created based on input from a wide range of stakeholders and an analysis of data focused on the eight State Priorities. It reflects the areas of District and site needs and suggestions and recommendations identified by all stakeholder groups throughout the input process. The SUSD LCAP will continue SUSD's traditions of excellence with all students and encourage informed parent involvement and engagement with all stakeholders.

Review of Performance

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

Greatest Progress

English Language Arts:
In 2017, the aggregate group of students in grades 3 - 8 (n = 1,404) declined by 6.8 points from the previous year ("declined" change) on the Smarter Balanced English Language Arts summative assessment. On average, students exceeded Level 3 (Standard Met) by 85.8 points ("very high" status). Therefore, the aggregate of all students is represented by "green" on the CA Dashboard.

In 2017, the aggregate group of English learner students in grades 3 - 8 (n = 173) declined by 8.2 points from the previous year ("declined" change) on the Smarter Balanced English Language Arts summative assessment. On average, EL students exceeded level 3 (Standard Met) by 43.1 points ("high" status). Therefore, the aggregate of all English learner students is represented by "green" on the CA Dashboard.

In 2017, the aggregate group of students with disabilities in grades 3 - 8 (n = 184) increased by 5.7 points from the previous year ("increased" change) on the Smarter Balanced English Language Arts summative assessment. On average, students with disabilities scored 1.4 points above level 3 ("medium" status). Therefore, the aggregate of all students with disabilities is represented by "green" on the CA Dashboard.

In 2017, the aggregate group of Hispanic students in grades 3 - 8 (n = 44) increased by .3 points from the previous year ("maintained" change) on the Smarter Balanced English Language Arts summative assessment. On average, Hispanic students scored 27.3 points above level 3 ("high" status). Therefore, the aggregate of all Hispanic students is represented by "green" on the CA Dashboard.

Refer to DF3 Note below*.

In 2017, 86.86% of all students (grades 3 - 8) Met/Exceeded Standard on the ELA Smarter Balanced Assessment, which reflects a 2% decline from the previous year.

Cohort Comparison
The 2017 ELA/Literacy Smarter Balanced Achievement Level Distribution by Over Time table allows for comparison of data for one grade from the current year, with data from preceding grade level test administrations. For example, if grade four is selected, then 2017 results for grade four and 2016 results for grade three will appear. Please note that the data is populating at the entity level, so the students whose results are shown for the previous year may not be the exact same group as the students whose data is being shown for the current year.

4th graders' ELA Mean Scale Score increased by 44.2 points from 2016 (in 3rd grade) to 2017 - gain of 4% in students in Standard Met/Exceeded.
5th graders' ELA Mean Scale score increased by 26.7 points from 2016 (in 4th grade) to 2017 - decline of 3% in students in Standard Met/Exceeded
6th graders' ELA Mean Scale score increased by 22.4 points from 2016 (in 5th grade) to 2017 - gain of 2% in students in Standard Met/Exceeded
7th graders' ELA Mean Scale score increased by 36.3 points from 2016 (in 6th grade) to 2017 - gain of 1% in students in Standard Met/Exceeded
8th graders' ELA Mean Scale score increased by 11 points from 2016 (in 7th grade) to 2017 - decline of 3% in students in Standard Met/Exceeded

Mathematics:
In 2017, the aggregate group of students in grades 3 - 8 (n = 1,404) increased by 1.3 points from the previous year ("maintained" change) on the Smarter Balanced Mathematics summative assessment. On average, students exceeded Level 3 (Standard Met) by 106.9 ("very high" status). Therefore, the aggregate of all students is represented by "blue" on the CA Dashboard.

In 2017, the aggregate group of English learner students in grades 3 - 8 (n = 173) increased by 6.1 points from the previous year ("increased" change) on the Smarter Balanced Mathematics summative assessment. On average, English learner students exceeded Level 3 (Standard Met) by 87.5 points ("very high" status). Therefore, the aggregate of all students is represented by "blue" on the CA Dashboard.

In 2017, the aggregate group of students with disabilities in grades 3 - 8 (n = 184) increased by 6.2 points from the previous year ("increased" change) on the Smarter Balanced Mathematics summative assessment. On average, students with disabilities scored 16.7 points above level 3 ("high" status). Therefore, the aggregate of all students is represented by "green" on the CA Dashboard.

In 2017, the aggregate group of Hispanic students in grades 3 - 8 (n = 44) increased by 15.7 points from the previous year ("increased significantly" change) on the Smarter Balanced Mathematics summative assessment. On average, hispanic students scored 22.8 points above level 3 ("high" status). Therefore, the aggregate of all hispanic students is represented by "blue" on the CA Dashboard.

Refer to DF3 Note below*.

In 2017, 90.12% of all students (grades 3 - 8) Met/Exceeded Standard on the Mathematics Smarter Balanced Assessment, which reflects a 1% gain from the previous year.

Cohort Comparison
The 2017 Mathematics Smarter Balanced Achievement Level Distribution by Over Time table allows for comparison of data for one grade from the current year, with data from preceding grade level test administrations. For example, if grade four is selected, then 2017 results for grade four and 2016 results for grade three will appear. Please note that the data is populating at the entity level, so the students whose results are shown for the previous year may not be the exact same group as the students whose data is being shown for the current year.

4th graders' Math Mean Scale Score increased by 51 points from 2016 (in 3rd grade) to 2017 - gain of 1% in Standard Met/Exceeded
5th graders' Math Mean Scale score increased by 41.5 points from 2016 (in 4th grade) to 2017 - decrease of 2% in Standard Met/Exceeded
6th graders' Math Mean Scale score increased by 39.6 points from 2016 (in 5th grade) to 2017 - increase of 2.5 % in Standard Met/Exceeded
7th graders' Math Mean Scale score increased by 29.8 points from 2016 (in 6th grade) to 2017 - gain of 6% in Standard Met/Exceeded
8th graders' Math Mean Scale score increased by 44.2 points from 2016 (in 7th grade) to 2017 - gain of 4.5% in Standard Met/Exceeded

_____
* Distance from 3 (DF3) Calculation: The calculation for the Academic Indicator uses all available scale scores to provide a more precise measure of LEAs and schools' status and progress. The DF3 methodology measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. All the "distances" are then used to calculate the average distance for each LEA, school, or student group. Once all students' scores are compared to the fixed point on the scale (Level 3), the distance results would be averaged to produce LEA, school, and student group results. The results will show, on average, the needed improvement to bring the average student score to Level 3, or the extent to which the average student score exceeds Level 3.

Distance from Level 3 Formula = Sum of All Grades 3 through 8 Students' Distance from Level 3 on the 2016 Smarter Balanced Summative Assessments divided by Total Number of 2016 Grades 3 through 8 Smarter Balanced Summative Assessments Test Takers

SUSD plans to build upon these results by continuing to focus Professional Development efforts on differentiating instruction, integrating technology, and building content area knowledge and pedagogy (reading, writing, math, and science).

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

We will focus on the 13% of students in grades 3-8 who did not meet, or nearly met, grade level standard on the Smarter Balanced ELA/Literacy Summative Assessment, as well as the K - 2 grade students who are reading below grade level as measured by the Developmental Reading Assessment. These K-5 students will be provided differentiated instructional support within reading and writing workshop. 6-8 grade students who are reading or writing below grade level will be offered a literacy support elective.

10% of our students in grades 3-8 are not meeting, or nearly meeting, grade-level standards on the Smarter Balanced Mathematics Summative Assessment. Teachers in grades K-5 have been trained in customizing the Eureka Math lessons (Must Do's and Could Do's) and using Exit Tickets for formative assessment. The middle school math placement assessment system assesses students' content knowledge to place students in the math course for which they are best prepared to succeed and in which they will be challenged to learn. Students in the grade level math courses are eligible to take the Math Advisory classes offered in A-period (before school starts).

Hispanic achievement on CAASPP improved in both English Language Arts and Mathematics. To continue to support students in this group, the SUSD LCAP provides for continuation of the following actions and services:

* Identify Hispanic students, review data at aggregate and student level, put academic supports in place, monitor success of the supports, and make adjustments as needed;
* Professional development for teachers on differentiating instruction in content area subjects;
* Academic summer school program for intensive intervention in literacy;
* English language support when needed; and
* Implementation of high-quality instructional materials in math, English language arts (reading and writing), and science.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the 2017 CAASPP data, there are no state indicators for which performance for any student group was two or more performance levels below the “all student” performance on the CDE Dashboard (LCFF Evaluation Rubrics).

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Based on staff and stakeholder feedback and research on effective practices, we are implementing a plethora of LCAP Actions & Services to improve services for low-income and English learners. A few significant actions to improve services are:

* Improve processes for collecting student data and sharing it with appropriate staff members (principals, teachers, ELD team, and district office administrators)
* Continue to improve systems for providing Integrated and Designated English Language Development (ELD) support
* Provide Professional Development and coaching focus on ELD instructional strategies and pedagogy
* Continue to provide opportunities for English learner parent involvement: translation services, parent workshops, and DELAC involvement
* Plan and prepare strategic ELD lessons utilizing the newly adopted ELA/ELD instructional materials in 6-8 grade
* Research instructional materials curriculum programs for elementary English learners
* Hired ELA/ELD Teacher on Special Assignment (TOSA) who provides support and demonstration lessons, designs ELA/ELD professional development, coordinates instructional materials adoptions, gathers formative assessment data, coaches teachers in ELA pedagogy, and supervises the English learner instructional support team.
* Hired Math Teacher on Special Assignment (TOSA) who provides support and demonstration lessons, designs Math professional development, coordinates instructional materials adoptions, coaches teachers in math pedagogy, and gathers formative assessment data,
* Purchased devices for use by ELL students only
* Continue second year of administration of the ELPAC (English Language Proficiency Assessment of California) assessment for annual and initial assessments of English learners. Plan instructional programs and services for English learners utilizing the ELPAC results.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$32,027,729
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$4,858,602.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures that are not included in the LCAP are primarily operational costs that contribute to schools' overall functions:

1. Personnel costs
2. General supplies such as paper, pencils, toner, and other miscellaneous office supplies.
3. Copier leases and contracts with service providers for wi-fi/internet access, phone service, as well as operating expenses such as utility costs.
4. Some special education costs, such as transportation.

Object Code	2017-18 Estimated Actuals	LCAP	Not-In-LCAP
1000-1999	14,016,149	2,484,499	11,531,650
2000-2999	4,632,116	365,606	4,266,510
3000-3999	8,012,520	739,142	7,273,378
4000-4999	1,570,120	1,035,659	534,461
5000-5999 except 5800	951,758	14,011	937,747
5800-5899	2,845,095	268,326	2,576,769
6000-6999	51,393		51,393
7400-7499	-		-
7600-7629	109,378		109,378
Total:	**32,188,529**	**4,907,243**	**27,281,286**

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$27,862,636

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal 1:
All Saratoga Union School District (SUSD) students will reach high standards and will demonstrate upward movement in student achievement through Common Core State Standards (CCSS)- and NGSS-aligned instruction, assessment, and staff professional development.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teacher feedback and classroom observations of Next Generation Science Standards (NGSS) implementation **17-18** 100% of Grades 4-8 science teachers will implement the NGSS through field testing the StemScopes supplementary curriculum. Some TK-3 teachers may volunteer to pilot NGSS curriculum. **Baseline** 100% of 6th grade teachers implemented NGSS through field testing the StemScopes supplementary curriculum.	100% of Grades 4-8 science teachers are implementing NGSS through STEMScopes with varying degrees of fidelity. 100% of K-3 teachers are implementing NGSS-aligned curriculum.

Expected	Actual
Metric/Indicator Teacher feedback and classroom observations of Middle School Core ELA curriculum implementation **17-18** 100% of Grades 6-8 Core teachers will implement the new Core ELA curriculum. **Baseline** MS Core ELA teachers piloted new Core ELA curriculum.	100% of 6-8 core teachers are implementing the district's newly adopted MyPerspectives ELA curriculum with varying degrees of fidelity.
Metric/Indicator BrightBytes SAMR (Substitution, Augmentation, Modification, Redefinition) Lens Survey **17-18** The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from the baseline levels. **Baseline** Current self-reported SAMR levels of all SUSD classroom teachers: Beginner (pre-SAMR level) - 34% Substitution - 24% Augmentation - 30% Modification - 5% Redefinition - 4%	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from the baseline levels, according to the Bright Bytes Survey: Beginner (pre-SAMR level) - 39% Substitution - 29% Augmentation - 35% Modification - 10% Redefinition - 9%
Metric/Indicator STEAM Integration: MakerSpace Usage by Teachers **17-18** Increase the MakerSpace access by developing a MakerSpace at one additional elementary school. 80% of elementary classes at schools with MakerSpaces will complete a project using a MakerSpace. 40% of middle school teachers will use the Maker Space with their classes this year.	Redwood and Foothill have each established a MakerSpace. A MakerSpace has been established at Argonaut Elementary. Saratoga Elementary is in the planning stages for establishing a MakerSpace in the 2018-19 school year. 80% of elementary classes at schools with MakerSpaces completed a project using a MakerSpace. 17% of middle school teachers completed a project using a MakerSpace.

Expected	Actual
Baseline MakerSpaces became available at Foothill Elementary and Redwood Middle School. Two-thirds of the classes at Foothill used the MakerSpace. Many K-5 students attended either Robotics Club after school or the community Fab Lab night supported by the PTA. Five lunch MakerSpace drop-in sessions were held at Argonaut - a total of approximately 50 students participated. 20% of middle school teachers used the Maker Space with their classes this year.	
Metric/Indicator Professional Development: PD Sign-In Data and Participant Feedback Surveys; Professional Development Calendar **17-18** Teachers and staff will participate in differentiated professional development, structured collaboration, and coaching with a focus on data-driven instruction and differentiating instruction to meet the needs of all students. 100% of TK -5 teachers will administer curriculum-based assessments, upload assessment results to a district database, and participate in PD collaboration sessions to analyze data and plan instruction. 100% of TK-3 teachers will receive coaching on differentiation and data-driven instruction in literacy. 100% of TK-5 teachers will participate in math differentiation strategies PD. 100% of TK-5 teachers will participate in NGSS PD. Continue to provide content-specific PD for middle school departments based on student need and teacher request.	1. Teachers and staff participated in the following differentiated professional development: Big Ideas Middle School Math PD; Teacher choice seminars; NGSS Science Expo; NGSS PD differentiated by content area and grade level; series of G-Suites training differentiated by skill level; Kindergarten focused ELD PD; and site-chosen PD to meet site goals. All grade levels and departments had structured collaboration time to focus on data and instructional practices. All elementary and middle school teachers have access to instructional coaching. Professional development that specifically focused on differentiating instruction included: Eureka Math Customization and Preparation; ELD Training; Reading Intervention and Planning Cycle of PD; and Elementary ELD PD: Integrating the ELD Standards into the Content Areas 2. 100% of TK -8 teachers administered curriculum-based assessments. 100% of TK-3 grade teachers uploaded the Developmental Reading Assessment to the district data management system. 100% of TK-5 grade teachers participated in ongoing PD collaboration sessions to analyze data and plan instruction in reading. 3. 100% of TK-3 teachers were offered coaching on differentiation and data-driven instruction in literacy. 4. 100% of TK-5 teachers participated in math differentiation strategies PD. 5. 100% of TK-5 teachers participated in NGSS PD.

Expected	Actual
Baseline Teachers and staff participated in professional development, structured collaboration focusing on elementary literacy and math instruction, middle school departmental content-based PD, and G-Suite technology (cloud-based computing, collaboration, and productivity tools) district-wide. All classroom teachers participated in an SBAC Data Review session. Elementary teachers were given release time to align writing scoring and plan writing instruction based on scoring results. Pilot collection of elementary DRA (Reading Assessment) data in Spring 2017 Pilot of Ellevation program to collect English learner data to inform placement and instruction. Pilot of English learner daily support logs to track student progress and promote teacher collaboration Content-specific PD was provided for middle school departments based on student need and teacher request.	6. Teacher-requested content-specific PD was offered to middle school departments.
Metric/Indicator SBAC Performance Data for English language learners; ELD and classroom teacher interactive log for EL student support; Reclassification Rates **17-18** Principals and teachers will continue to track and monitor academic performance data of English learners and reclassified students to provide differentiated support to improve their performance. Educators and parents will participate in SST meetings and parent conferences to collaborate together. English learners will maintain "Blue" (Very High Status and Increase in Growth) in both ELA and Mathematics 47% or greater of English learners (ELs) will meet or exceed standards in ELA on the 2017 SBAC 89% or greater of Reclassified ELs will meet or exceed standards in ELA on the 2017 SBAC 56% or greater of English learners will meet or exceed standards in Mathematics on the 2017 SBAC 91% or greater of Reclassified ELs will meet or exceed standards in Mathematics on the 2017 SBAC.	1. The following data are collected and reviewed by the English Learner Team and shared with principals and teachers to provide differentiated support: a. Elementary: English Learner performance data are collected by ELD teachers and aides in daily lesson logs. Elementary classroom teachers complete EL monitoring forms twice yearly with data regarding students' progress learning English and in the content areas. Elementary classroom teachers also complete monitoring forms for reclassified students twice yearly with data regarding students' progress in the content areas. b. Middle School: Progress of reclassified students is monitored through reviews of report card data and teacher follow up. The RMS ELD teacher collects both formative and summative data regarding progress of English learners. Educators and parents participated in SST meetings and parent conferences to collaborate together. 2. English Learners maintained "Blue" (Very High Status and Increased Change) in Mathematics. Status for ELA was "Green" (High Status and Declined Change). In ELA, the status of our 142 reclassified English Learners was Very High and the change was a Decline of - 4.2 points. Our 31 English Learners status was Low, but their change was Increased Significantly (+35.2 points).

Expected	Actual
Baseline Principals and teachers tracked and monitored academic performance data of English learners and reclassified students to provide differentiated support to improve their performance. Educators and parents participated in SST meetings and parent conferences to collaborate together. CA School Dashboard Data for English learners (all ELs and Reclassified): ELA status = Very High (51.2 points above level 3) ELA change = Increased (by 7.5 points) EL Students Overall Performance in ELA = "Blue" 46% of English learners met or exceeded standards in ELA on the 2016 SBAC 88% of Reclassified English learners met or exceeded standards in ELA on the 2016 SBAC _____ Mathematics status = Very High (81.5 points above level 3) Mathematics change = Increased (by 11.6 points) EL Students Overall Performance in Mathematics = "Blue" 55% English learners met or exceeded standards in Mathematics on the 2016 SBAC 90% Reclassified English learners met or exceeded standards in Mathematics on the 2016 SBAC	3. 38 English Learners took the ELA portion of the 2017 SBAC. 39% of these students met or exceeded standards. 4. 287 reclassified ELs took the ELA portion of the 2017 SBAC. 86% of these students met or exceeded standards. 5. 45 English Learners took the Math portion of the 2017 SBAC. 73% of these students met or exceeded standards. 6. 287 reclassified English Learners took the Math portion of the 2017 SBAC. 91% of these students met or exceeded standards. In some of these instances, these shifts are based on a small number of students in unmatched cohorts.
Metric/Indicator SBAC Performance Data for Underperforming Groups (Hispanic and Students with Disabilities)	1. Principals and teachers tracked and monitored academic performance data of individual underperforming students and groups of underperforming students. Instructional coaches worked with grade level teams of teachers to identify below grade-level readers and plan interventions. 2. Hispanic students (44) were High and they Maintained performance in ELA (Green). Hispanic students were High and Increased Significantly (Blue) in Math. 3. 74% of Hispanic students met or exceeded standards in ELA on the 2017 SBAC. 4. 67% of Hispanic students met or exceed standards in Mathematics on the 2017 SBAC.

Expected	Actual
17-18 Principals and teachers will track and monitor academic performance data of these student groups to provide differentiated support to improve their performance. Educators and parents will participate in SST and IEP meetings and parent conferences to collaborate together. Hispanic students will reach or exceed "Green" (High and Increased performance) in ELA and "Yellow" in Mathematics on the CA School Dashboard. 74% or greater of Hispanic students will meet or exceed standards in ELA on the 2017 SBAC 59% or greater of Hispanic students will meet or exceed standards in Mathematics on the 2017 SBAC _____ Students with Disabilities will reach or exceed "Blue" (High performance and Increase Significantly) in ELA and "Blue" in Mathematics on the CA School Dashboard. 50% or greater of Students with Disabilities will meet or exceed standards in ELA on the 2017 SBAC. 52% or greater of Students with Disabilities will meet or exceed standards in Mathematics on the 2017 SBAC.	5. Students with Disabilities reached”Green" (Medium performance and Increased) in ELA and "Green" (High performance and Increased) in Mathematics on the CA School Dashboard. 6. 56% of students with Disabilities met or exceeded standards in ELA on the 2017 SBAC. 60% of students with Disabilities met or exceeded standards in Mathematics on the 2017 SBAC.

Expected	Actual
Baseline Principals and teachers tracked and monitored academic performance data of these student groups to provide differentiated support to improve their performance. Educators and parents participated in SST and IEP meetings and parent conferences to collaborate together. CA School Dashboard Data for Hispanics: ELA status = High (27 points above level 3) ELA change = Declined (by 3.5 points) Hispanic Students Overall Performance in ELA = "Yellow" 73% of Hispanic students met or exceeded standards in ELA on the 2016 SBAC Mathematics status = High (7 points above level 3) Mathematics change = Declined Significantly (by 18.7points) Hispanic Students Overall Performance in Mathematics = "Orange" 58% of Hispanic students met or exceeded standards in Mathematics on the 2016 SBAC _____ CA School Dashboard Data for Students with Disabilities: ELA status = Medium (.1 points above level 3) ELA change = Increased (by 11.2 points) Students with Disabilities Overall Performance in ELA = "Green" 49% of Students with Disabilities met or exceeded standards in ELA on the 2016 SBAC Mathematics status = High (10.4 points above level 3) Mathematics change = Increased (by 11.8 points) Students with Disabilities Overall Performance in Mathematics = "Green" 51% of Students with Disabilities met or exceeded standards in Mathematics on the 2016 SBAC	

Expected	Actual
Metric/Indicator Priority 1: 1A: Fully credentialed in all subject areas 1B: Standard- Aligned Instructional Materials 1C: Include facility measure (Williams/FIT Report) **17-18** 1A: All teachers will continue to be fully credentialed. 1B: All instructional materials will continue to be standards-aligned. 1C: Williams and FIT Reports will continue to be satisfactory. **Baseline** 1A: All teachers are fully credentialed. 1B: All instructional materials are standards-aligned. 1C: Williams and FIT Reports are satisfactory.	1A: All SUSD teachers are fully credentialed. 1B: All instructional materials are standards-aligned. 1C: Williams and FIT Reports continue to be satisfactory.
Metric/Indicator Priority 4: CELDT/ELPAC Data **17-18** CELDT transitioning to ELPAC. **Baseline** CELDT will transition to ELPAC in 2017-18	SUSD has transitioned successfully to ELPAC testing of English learners.
Metric/Indicator Priority 7: RMS Master Schedule **17-18** 7th graders will have access to two electives (Increase of one elective from previous year). **Baseline** Review of class availability for middle school students within scope of RMS Task Force.	7th graders at Redwood Middle School had access to two electives, given the shift of core from three to two periods.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
1.1 PROFESSIONAL DEVELOPMENT/TEACHER SUPPORT Teachers, professional staff, and classified staff will participate in differentiated professional development, structured collaboration, and coaching focused on standards-based, data-driven instruction differentiated to meet the needs of all students. The District's Teachers on Special Assignment (TOSAs) will work together to provide coaching and support for all TK-8 grade teachers in implementing CCSS- and NGSS-aligned instruction and integrating instructional technology, as well as to coordinate professional development and provide information regarding instructional materials. Teachers will receive specific coaching on literacy, including Guided Reading, continued implementation of the Lucy Calkins Writing Workshop, reading and writing pedagogy, and integration of STEAM (science, technology, engineering, art, and math) in their content areas. District NGSS Strategic Leadership Team will plan for professional learning, explore instructional resources, and align NGSS implementation with other initiatives.	ACTUAL 1.1 Classroom teachers, instructional coaches, administrators, and other staff have opportunities, both during the school day and on weekly professional learning days, to collaborate with each other to improve student learning. This collaborative work is instrumental in maintaining consistency of curriculum design and implementation and sharing best practices. Teachers, professional staff, and classified staff participated in differentiated professional development, structured collaboration, and coaching focused on standards-based, data-driven instruction differentiated to meet the needs of all students. The District Professional Learning calendar specifies the professional learning activities in which certificated and classified staff participate. The District's Teachers on Special Assignment (TOSAs) worked together to provide coaching and support for all TK-8 grade teachers in implementing CCSS- and NGSS- aligned instruction and integrating instructional technology, as well as to coordinate professional development and provide information regarding instructional materials. Teachers received specific coaching on literacy, including Guided Reading,	Professional Development (salary/benefits, reg fees, expenses, etc) [Title II: 060-4035-040350] 1000-1999: Certificated Personnel Salaries Title II 41000 Professional Development (salary/benefits, reg fees, expenses, etc) [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Educator Effectiveness 40000 Professional Development (salary/benefits, reg fees, expenses, etc) [General Fund: 010-0000-002110] 1000-1999: Certificated Personnel Salaries Basic Aid 70000 CPR & First Aid Training [General Fund: 010-000-008400] 1000-1999: Certificated Personnel Salaries Basic Aid 2300 Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) [General Fund: 060-9010-072720] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 5200	Professional Development (salary/benefits, reg fees, expenses, etc) [Title II: 060-4035-040350] 1000-1999: Certificated Personnel Salaries Title II 41000 Professional Development (salary/benefits, reg fees, expenses, etc) [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Educator Effectiveness 40000 Professional Development (salary/benefits, reg fees, expenses, etc) [General Fund: 010-0000-002110] 1000-1999: Certificated Personnel Salaries Basic Aid 55000 CPR & First Aid, Threat Assessment Training [General Fund: 010-000-008400] 1000-1999: Certificated Personnel Salaries Basic Aid 3242 Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) Coaching Academy/Forum [General Fund: 060-9010-072720] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 9000

Elementary Science Support Aides will continue to provide teachers with science support, including organizing and delivering hands-on science lessons and science centers, depending on the grade level. The District's Library team, comprised of the RMS head librarian and the four school site library instructional aides, will collaboratively coordinate the district's library programs to support students and staff in accessing ideas and information. New SUSD teachers will be supported by a mentor and participate in professional development with the Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) /Beginning Teacher Support and Assessment (BTSA). Subs will be hired as necessary for release days for Professional Development. Summer PD will be provided. Each school site will be provided PD funds to support its individual school (Single Plan for Student Achievement - SPSA) goals. The District Learning Team (DLT) and site Teacher Leaders composed of teachers and administrators will collect data regarding District PD needs and	continued implementation of the Lucy Calkins Writing Workshop, reading and writing pedagogy, and integration of STEAM (science, technology, engineering, art, and math) in their content areas. District NGSS Strategic Leadership Team planned for professional learning, explored instructional resources, and aligned NGSS implementation with other initiatives. Elementary Science Support Aides continued to provide teachers with science support, including organizing and delivering hands-on science lessons and science centers, depending on the grade level. The District's Library team, comprised of the RMS head librarian and the four school site library instructional aides, collaboratively coordinated the district's library programs to support students and staff in accessing ideas and information. SUSD did not have new teachers and therefore no teachers received mentor support or participated in professional development with the Santa Cruz Silicon Valley New Teacher Project (SCSVNTP)/Beginning Teacher Support and Assessment (BTSA).	TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900] 1000-1999: Certificated Personnel Salaries Basic Aid 115214 TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900] 3000-3999: Employee Benefits Basic Aid 20256 TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110] 1000-1999: Certificated Personnel Salaries Basic Aid 106817 TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110] 3000-3999: Employee Benefits Basic Aid 20686 TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110] 1000-1999: Certificated Personnel Salaries Basic Aid 113703 TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]	TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900] 1000-1999: Certificated Personnel Salaries Basic Aid 115214 TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900] 3000-3999: Employee Benefits Basic Aid 20099 TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110] 1000-1999: Certificated Personnel Salaries Basic Aid 106817 TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110] 3000-3999: Employee Benefits Basic Aid 20530 TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110] 1000-1999: Certificated Personnel Salaries Basic Aid 113703 TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]

provide input on District PD choices. Teachers may apply to fill various compensated leadership positions at the site and district level. At the elementary level, these positions include Site and District Grade-Level Lead, Teacher in Charge when the principal is off campus, Student Council Advisor, MOUSE Squad Advisor, and Site Teacher Tech Support. At the middle school, these positions include Department Lead and member of the Student Achievement Leadership Team. At all schools, these positions also include Buddy Teacher and Site Teacher Tech Support.	Subs were hired as necessary for release days for Professional Development. Summer PD was provided. Each school site was provided PD funds to support its individual school (Single Plan for Student Achievement - SPSA) goals. The District Learning Team (DLT) and site Teacher Leaders composed of teachers and administrators collected data regarding District PD needs and provided input on District PD choices. Teachers applied to fill various compensated leadership positions at the site and district level. At the elementary level, these positions included Site and District Grade-Level Lead, Teacher in Charge when the principal is off campus, Student Council Advisor, MOUSE Squad Advisor, and Site Teacher Tech Support. At the middle school, these positions included Department Lead and member of the Student Achievement Leadership Team. At all schools, these positions also included Buddy Teacher and Site Teacher Tech Support.	3000-3999: Employee Benefits Basic Aid 42798 Elementary Science Support Aides (BP, MM, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713] 2000-2999: Classified Personnel Salaries Education Foundation 65,037 Elementary Science Support Aides (BP, MM, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713] 3000-3999: Employee Benefits Education Foundation 6,083 Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420] 1000-1999: Certificated Personnel Salaries Basic Aid 107,331 Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420] 3000-3999: Employee Benefits Basic Aid 26,433 Part-time Elementary and Middle School Library Aides (JB, SN, GK, JR) [General Fund - Library: 010-0000-002420] 2000-2999: Classified Personnel Salaries Basic Aid 101,655 Part-time Elementary and Middle School Library Aides (JB, SN,	3000-3999: Employee Benefits Basic Aid 42632 Elementary Science Support Aides (BP, MM, JN) [Saratoga Education Foundation (SEF): 060-9010-095713] 2000-2999: Classified Personnel Salaries Education Foundation 61198 Elementary Science Support Aides (BP, MM, JN) [Saratoga Education Foundation (SEF): 060-9010-095713] 3000-3999: Employee Benefits Education Foundation 5639 Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420] 1000-1999: Certificated Personnel Salaries Basic Aid 115214 Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420] 3000-3999: Employee Benefits Basic Aid 18354 Part-time Elementary and Middle School Library Aides (JB, SN, GK, JR) [General Fund - Library: 010-0000-002420] 2000-2999: Classified Personnel Salaries Basic Aid 100954 Part-time Elementary and Middle School Library Aides (JB, SN,

		GK, JR) [General Fund - Library: 010-0000-002420] 3000-3999: Employee Benefits Basic Aid 21,122	GK, JR) [General Fund - Library: 010-0000-002420] 3000-3999: Employee Benefits Basic Aid 20885
		Literacy Coach .78 of 1.0 FTE (LB) [MPP: 010-0000-070900] 1000-1999: Certificated Personnel Salaries Basic Aid 88,386	Literacy Coach .708 of 1.0 FTE (LB) [MPP: 010-0000-070900] 1000-1999: Certificated Personnel Salaries Basic Aid 80228
		Literacy Coach .78 of 1.0 FTE (LB) [MPP: 010-0000-070900] 3000-3999: Employee Benefits Basic Aid 27,054	Literacy Coach .708 of 1.0 FTE (LB) [MPP: 010-0000-070900] 3000-3999: Employee Benefits Basic Aid 22140
		Literacy Coach .22 of 1.0 FTE (LB) [Title I: 060-3010-030100] 1000-1999: Certificated Personnel Salaries Title I 24,930	Literacy Coach .292 of 1.0 FTE (LB) [Title I: 060-3010-030100] 1000-1999: Certificated Personnel Salaries Title I 33088
		Literacy Coach .22 of 1.0 FTE (LB) [Title I: 060-3010-030100] 3000-3999: Employee Benefits Title I 4,383	Literacy Coach .292 of 1.0 FTE (LB) [Title I: 060-3010-030100] 3000-3999: Employee Benefits Title I 9132
		TOSA Math 1.0 FTE (TBD) [General Fund: 010-0000-002110] 1000-1999: Certificated Personnel Salaries Basic Aid 78,964	TOSA Math 1.0 FTE (RP) [General Fund: 010-0000-002110] 1000-1999: Certificated Personnel Salaries Basic Aid 101969
		TOSA Math 1.0 FTE (TBD) [General Fund: 010-0000-002110] 3000-3999: Employee Benefits Basic Aid 36,691	TOSA Math 1.0 FTE (RP) [General Fund: 010-0000-002110] 3000-3999: Employee Benefits Basic Aid 25420

		Teacher Leadership Compensation (TLC) [Parcel Tax: 040-0000-001830] 1000-1999: Certificated Personnel Salaries Parcel Tax 75804	Teacher Leadership Compensation (TLC) [Parcel Tax: 040-0000-001830] 1000-1999: Certificated Personnel Salaries Parcel Tax 63500
			Teacher Leadership Compensation (TLC) [Parcel Tax: 040-0000-001830] 3000-3999: Employee Benefits Parcel Tax 11077

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 INSTRUCTIONAL MATERIALS AND PROGRAMS SUSD students will be provided with high quality, consistent, standards-based instructional materials, including digital resources, music and art supplies, and hands-on science materials. Supplementary materials will provide differentiation when needed. New materials will be reviewed, piloted, and purchased as required by changes in state standards, frameworks, and educational requirements. Middle school Core teachers will implement new ELA/ELD curriculum. Our district will coordinate with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math summer intervention program for incoming	ACTUAL 1.2 SUSD students were provided with high quality, consistent, standards-based instructional materials, including digital resources, music and art supplies, and hands-on science materials. Supplementary materials are available to provide differentiation when needed. New materials are reviewed, piloted, and purchased as required by changes in state standards, frameworks, and educational requirements. Middle school Core teachers are implementing the new myPerspectives ELA/ELD curriculum. Our district coordinated with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math summer	Overdrive: Collaborative to access student digital content [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 1500 Follet: Library system initial implementation [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 8000 Silicon Valley Education Foundation (SVEF) contribution for ElevateMath and ElevateMath summer program at RMS [General Fund SVEF: 010-0000-018160] 5000-5999: Services And Other Operating Expenditures Basic Aid 5000	Overdrive: Collaborative to access student digital content [General Fund IT: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Basic Aid 0 Follet: Library system initial implementation [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 8000 Silicon Valley Education Foundation (SVEF) contribution for ElevateMath and ElevateMath summer program at RMS [General Fund SVEF: 010-0000-018160] 5000-5999: Services And Other Operating Expenditures Basic Aid 5000

8th graders to address students' mathematical proficiency and confidence in Algebra. Our district will coordinate with SVEF to implement the Elevate Math Plus intervention program (during the school year) for 8th graders to address students' mathematical proficiency and confidence in Algebra.	intervention program for incoming 8th graders to address students' mathematical proficiency and confidence in Algebra. Our district is coordinating with SVEF to implement the Elevate Math Plus intervention program (during the school year) for 8th graders to address students' mathematical proficiency and confidence in Algebra.	Dreambox [One Time Discretionary: 010-0000-002000] 5800: Professional/Consulting Services And Operating Expenditures One-Time Discretionary 19000	Dreambox [One Time Discretionary: 010-0000-002000] 5800: Professional/Consulting Services And Operating Expenditures One-Time Discretionary 15000
		Explore Learning Gizmos [One Time Discretionary: 010-0000-002000] 5800: Professional/Consulting Services And Operating Expenditures One-Time Discretionary 3700	Explore Learning Gizmos [One Time Discretionary: 010-0000-002000] 5800: Professional/Consulting Services And Operating Expenditures One-Time Discretionary 3245
		Comprehensive Sexuality Education materials (TBD) [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 3600	Comprehensive Sexuality Education materials (Cardea and Health Connected) [General Fund: 010-0000-002110; Lottery: 060-6300-063000] 4000-4999: Books And Supplies Basic Aid 11150
		STEMscopes (Accelerate Learning) science instructional materials (Grades 4-8) [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 82000	STEMscopes (Accelerate Learning) science instructional materials (Grades 4-8) [One Time Discretionary: 010-0000-002000] 4000-4999: Books And Supplies One-Time Discretionary 72035
		myPerspectives (Pearson) ELA/ELD instructional materials (Grades 6-8) [One Time Discretionary: 010-0000-002000] 4000-4999: Books And Supplies Lottery 117000	myPerspectives (Pearson) ELA/ELD instructional materials (Grades 6-8) [One Time Discretionary: 010-0000-002000] 4000-4999: Books And Supplies One-Time Discretionary 110651

		Studies Weekly (American Legacy Publishing Inc) social studies instructional materials (Grades 4-5) [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 1700	Studies Weekly (American Legacy Publishing Inc) social studies instructional materials (Grades 4-5) [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 3668
		Supplementary and digital instructional materials (apps, Britannica, etc) [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 4500	Supplementary and digital instructional materials (Ascend Math, RazKids) [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 7321
		Classtech - SMART Notebook [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 444	Classtech - SMART Notebook [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 444
		Newsela [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 3000	Newsela [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 2000
		Leveled Books for Guided Reading [Title II: 060-4035-040350] 4000-4999: Books And Supplies Title II 4000	Leveled Books for Guided Reading [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 160
		Academic Summer School materials and curriculum [General Fund - Summer School: 010-0000-018180] 4000-4999: Books And Supplies Basic Aid 2000	Academic Summer School materials and curriculum [General Fund - Summer School: 010-0000-018180] 4000-4999: Books And Supplies Basic Aid 2000
			Reading Intervention materials: Language Live (middle school) [General Fund: 010-0000-002110]

			4000-4999: Books And Supplies Basic Aid 9040
			Reading Intervention materials: Leveled Literacy Intervention (LLI) (elementary) [General Fund: 010-0000-002110] 4000-4999: Books And Supplies Basic Aid 5881

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 ASSESSMENT SUSD teachers and administrators will identify and effectively use CCSS and NGSS-aligned diagnostic, formative, and interim assessments to inform instruction in all content areas. SUSD Teachers and administrators will consistently use data management tools to access student data and monitor student performance. SUSD teachers, administrators, and classified staff will coordinate successful SBAC administration for students in grades 2-8, including providing staff training on test administration and student practice opportunities. Teachers and administrators will analyze SBAC results to drive instruction. Students in grades 5 and 6 will take a multiple-measures placement/diagnostic math	ACTUAL 1.3 SUSD teachers and administrators are beginning to identify and effectively use CCSS and NGSS-aligned diagnostic, formative, and interim assessments to inform instruction in all content areas. SUSD Teachers and administrators are beginning to use data management tools to access student data and monitor student performance. SUSD teachers, administrators, and classified staff will coordinate successful SBAC administration for students in grades 2-8, including providing staff training on test administration and student practice opportunities. Teachers and administrators analyzed SBAC results to drive instruction. Students in grades 5, 6, and 7 are taking multiple measures of	Silicon Valley Math Initiative (SVMI) Membership [Testing: 010-000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 6000	Silicon Valley Math Initiative (SVMI) Membership [Testing: 010-000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 6000
		Silicon Valley Math Initiative (SVMI) MARS Scoring [Testing: 010-000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 4500	Silicon Valley Math Initiative (SVMI) MARS Scoring [Testing: 010-000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 9000
		Northwest Education Association (NWEA) [Testing: 010-000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 5000	Northwest Education Association (NWEA) [Testing: 010-000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 3250
		SchoolCity: data management system [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 15000	SchoolCity: data management system [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 16563

assessment to inform their placement in middle school math courses. SUSD teachers will have access to Silicon Valley Math Initiative (SVMI) professional development resources and formative math performance assessments to assess students' problem-solving and conceptual understanding of CCSS Math. TK-5 teachers will administer pre- and post- curriculum-based assessments, receive training on how to upload assessment results to a district site, and participate in PD collaboration sessions to analyze data, plan instruction, and provide timely feedback to students. TK-3 teachers will receive coaching on differentiation and data-driven instruction. Middle school teachers will use common assessments which are aligned with their specific subject matter. SUSD TK-5 teachers will use CCSS-aligned Progress Updates (report cards). Teachers will collaborate with grade-level colleagues on alignment of assessments with the Progress Updates and discuss criteria for achievement levels. Parents will be given information to understand Progress Updates.	diagnostic math assessments to inform their placement in middle school math courses. SUSD teachers have access to Silicon Valley Math Initiative (SVMI) professional development resources and formative math performance assessments to assess students' problem-solving and conceptual understanding of CCSS Math. TK-5 teachers administer pre-and post- curriculum- based assessments in writing and mid- and end of module assessments in math. The district is in the process of developing a district site for data and has hired a data systems administrator to support this process. Teachers have participated in PD collaboration sessions to analyze data, plan instruction, and provide timely feedback to students. All TK-3 teachers have access to coaching on differentiation and data-driven instruction. Middle school teachers will use common assessments which are aligned with their specific subject matter. SUSD TK-5 teachers use CCSS-aligned Progress Updates (report cards). Teachers have collaborated with grade-level colleagues on alignment of

	assessments with the Progress Updates and discussed criteria for achievement levels. Parents were given information to understand the new Progress Updates.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 SPECIAL EDUCATION AND UNDERPERFORMING STUDENTS SUSD special education staff will participate in Professional Development to address implementation of ELA and Math CCSS, NGSS, and other educational needs resulting from Special Education student's disability(ies), including differentiation, writing appropriate goals, and supports for the general education classroom. SUSD educators will participate in PD to address the needs of underperforming students. Our district will offer an intensive summer school program and Extended School Year to English learners, students with disabilities, low-income, and Hispanic students. Math and ELA/ELD TOSAs will provide individualized support, coaching and feedback for	ACTUAL 1.4 Special education teachers participated in Professional Development that addresses ELA and Math CCSS and NGSS to directly support students with special needs and provide general education teachers with recommendations for differentiation and support. Special education teachers and DIS specialists participated in training, conferences and workshops to continue professional development in their area of expertise to better serve students and incorporate new learning into their practice. They also participate in training to address special education law and requirements, changes in assessment and eligibility, and utilizing technology to support students with special needs. Special education RSP teachers are part of a District initiative to address the needs of students who read below grade level. They will	Special Education Professional Development (salary/benefits, reg fees, expenses, etc): [Educator Effectiveness: 060-6264-06264] 1000-1999: Certificated Personnel Salaries Educator Effectiveness $2075 Subs for parent meetings: [Special Education: 080-6500-065007] 1000-1999: Certificated Personnel Salaries Special Education $4000 Extended School Year teachers (salaries) [Special Education: 080-6500-065002] 1000-1999: Certificated Personnel Salaries Special Education 28,800 Extended School Year aides (salaries) [Special Education: 080-6500-065002]	Special Education Professional Development (salary/benefits, reg fees, expenses, etc): [Educator Effectiveness: 060-6264-06264] 1000-1999: Certificated Personnel Salaries Educator Effectiveness 2075 Subs for parent meetings: [Special Education: 080-6500-065007] 1000-1999: Certificated Personnel Salaries Special Education 4000 Extended School Year teachers (salaries) [Special Education: 080-6500-065002] 1000-1999: Certificated Personnel Salaries Special Education 28680 Extended School Year aides (salaries) [Special Education: 080-6500-065002]

teachers in effective pedagogical practices to address the academic needs of all student groups, including Hispanic students in mathematics. Principals and teachers will track and monitor academic performance data of these student groups to provide differentiated support as necessary to improve their performance. Educators and parents will participate in SST meetings and parent conferences to collaborate together.	be piloting materials that will be used for both general and special education students. Special Education professional staff and paraprofessionals receive training in technology and ProAct training for crisis response training. Paraprofessionals have participated in the ABA Pro Training through Teach Town. Special Education staff will be attending threat assessment training and PBI training this year.	2000-2999: Classified Personnel Salaries Special Education 29284 Extended School Year teachers and aides (benefits) [Special Education: 080-6500-065002] 3000-3999: Employee Benefits Special Education 12352 Extended School Year supplies [Special Education: 080-6500-065002] 4000-4999: Books And Supplies Special Education 500	2000-2999: Classified Personnel Salaries Special Education 28507 Extended School Year teachers and aides (benefits) [Special Education: 080-6500-065002] 3000-3999: Employee Benefits Special Education 11502 Extended School Year supplies [Special Education: 080-6500-065002] 4000-4999: Books And Supplies Special Education 176

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 ENGLISH LEARNERS All classroom teachers will continue to provide Designated and Integrated English Language Development (ELD) instruction to English learners in their classrooms throughout the school day as required by state and federal law. The EL Team will continue to support teachers in providing ELD instruction through PD regarding the ELD standards and the ELA/ELD framework, and by providing information on available instructional materials and applicable pedagogy.	ACTUAL 1.5 All classroom teachers continued to provide Designated and Integrated English Language Development (ELD) instruction to English learners in their classrooms throughout the school day as required by state and federal law. The EL Team provided PD regarding the ELD standards and the ELA/ELD framework to all kindergarten teachers and PD regarding integrating the ELD standards into the content areas to all elementary teachers. The EL Team also provided information on available instructional materials and applicable pedagogy through	Achieve3000 Summer Solution (academic summer school) [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010] 5800: Professional/Consulting Services And Operating Expenditures Title III 4000 Ellevation [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010] 5800: Professional/Consulting Services And Operating Expenditures Title III 2300 Rosetta Stone [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-	Achieve3000 Summer Solution (academic summer school) [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010] 5800: Professional/Consulting Services And Operating Expenditures Title III 0 Ellevation [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010] 5800: Professional/Consulting Services And Operating Expenditures Title III 2265 Rosetta Stone [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-

The EL Team will continue to coordinate with the Special Education department regarding students who are Special Education students and English language learners, including researching and implementing any specialized assessments and providing support services to meet these students' needs. At each elementary school, the EL Team will continue to coordinate and provide additional EL pull-out or push-in support during the school day for English Learners. The amount and type of support will be determined by students' language needs. At the middle school, an ELD teacher will continue to provide ELD instruction to support English Learners in an ELD class. Members of the EL Team will continue to administer the CA English Language Development Test (CELDT) and/or English Language Proficiency Assessments for California (ELPAC test) annually to all English Learners. Members of the EL Team will research ELD curriculum. Supplemental digital instructional materials will be provided for English Learners.	online Teacher and Principal Updates and through coaching. The EL Team continued to coordinate with the Special Education department regarding students who are Special Education students and English language learners, including collaborating with special education teachers in person and online, researching specialized requirements for these students, and providing support services to meet their needs. At each elementary school, the EL Team continued to coordinate and provide additional EL pull-out or push-in support during the school day for English Learners. The amount and type of support were determined by each student's language needs. At the middle school, the ELD teacher continued to provide ELD instruction to support English Learners in the ELD class. Members of the EL Team administered the CA English Language Development Test (CELDT) to initial language test takers during the 2017-18 school year and will administer the English Language Proficiency Assessments for California (ELPAC) Summative test to all English Learners in the Spring of 2018.	042010] 4000-4999: Books And Supplies Title III 3725 Supplementary and Digital Instructional materials and apps (Starfall, Lexia Phonics, other) [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010] 0000: Unrestricted Title III 5000 English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, TBD) [General Fund (MPP): 010-0000-070900] 2000-2999: Classified Personnel Salaries Basic Aid 45,967 English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, TBD) [General Fund (MPP): 010-0000-070900] 3000-3999: Employee Benefits Basic Aid 4,298 ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900] 1000-1999: Certificated Personnel Salaries Basic Aid 36,099 ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-	042010] 4000-4999: Books And Supplies Title III 1453 Supplementary and Digital Instructional materials and apps (Academic Vocabulary Toolkit, Reading Inventory) [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010] 5000-5999: Services And Other Operating Expenditures Title III 1811 English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, LT) [General Fund (MPP): 010-0000-070900] 2000-2999: Classified Personnel Salaries Basic Aid 44782 English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, LT) [General Fund (MPP): 010-0000-070900] 3000-3999: Employee Benefits Basic Aid 6124 ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900] 1000-1999: Certificated Personnel Salaries Basic Aid 36099 ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-

	Members of the EL Team researched ELD curriculum. Supplemental digital instructional materials were provided for English Learners. One EL teacher received training and ongoing professional development for Literacy Lessons and provided this intervention to two emergent EL students.	070900] 3000-3999: Employee Benefits Basic Aid 15,606	070900] 3000-3999: Employee Benefits Basic Aid 15476
		Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030] 1000-1999: Certificated Personnel Salaries Basic Aid 7,789	Academic Summer School EL Support Teacher (CN) [Title III LEP: 060-4203-042030; Title III Immigrant 060-4201-042010] 1000-1999: Certificated Personnel Salaries Title III 4000
		Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030] 3000-3999: Employee Benefits Title III 970	Academic Summer School EL Support Teacher (CN) [Title III LEP: 060-4203-042030; Title III Immigrant 060-4201-042010] 3000-3999: Employee Benefits Title III 772

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for Goal 1 were generally implemented as planned, and even exceeded the plan in many areas. A few exceptions are primarily due to 1) the need for a data warehouse system, and 2) the need for SUSD teachers and administrators to continue the process of effectively identifying and using standards-aligned diagnostic, formative, and interim assessments to inform instruction in all content areas.

Action 1.1
We created an Innovative Learning Team consisting of district administrators and Teachers on Special Assignment (TOSAs). The district hired three additional TOSAs in order to provide additional coaching and support for all TK-8 grade teachers in implementing standards-aligned instruction and integrating instructional technology, as well as to coordinate professional development and provide information regarding instructional materials.
We continued to expand teacher professional development opportunities by providing more differentiated options and summer and individual learning opportunities.

Principals continued to align their SPSAs to the district LCAP. They used their site-based Title 2 budgets to provide increased opportunities for teachers to participate in professional development to meet their individual professional goals.

Action 1.2
SUSD students were provided with high quality, consistent, standards-based instructional materials, including a new ELA/ELD curriculum at the middle school. Implementation of NGSS integrated model in seventh-grade. Pilot of NGSS instructional materials (StemScopes) in 4th and 5th grade, which is aligned to the sixth-grade StemScopes implementation.
Action 1.3

The revised Redwood Middle School Math Placement System establishes the objective criteria for rising sixth, seventh, and eighth-grade placement in math courses.
Summer school for target students was implemented as planned, and included an additional EL teacher (two EL teachers total) to provide daily and individualized ELD intervention for our English learners.

Action 1.4
Special education teachers and DIS specialists participated in professional development to support students with special needs. These trainings addressed ELA and Math CCSS and NGSS, special education law and requirements, changes in assessment and eligibility, and educational technology.

Action 1.5
The district continued to provide Designated and Integrated English Language Development (ELD) instruction to English learners throughout the school day as required by state and federal law. The EL Team worked with regular and special education teachers to coordinate assessment and instruction and to provide PD, instructional resources, and coaching.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on data referred to in the aforementioned 2017-18 Goal 1 Actual Outcomes in the Annual Measurable Outcomes section above, we are making steady progress in meeting this goal and its specific actions and services.

In ELA, the performance for All Students and all groups remained “High” or “Very High”. However, performance for the following groups “Declined”: All Students, English Learners, Asian, Two or More Races, and White.

Qualitative data reflect the satisfaction of the community with the district’s endeavors pertaining to student achievement (see Community Survey data).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were very few material differences between Goal 1 Expenditures and Estimated Actual Expenditures. Some of the actual expenditures in 2017-18 that were not planned were mainly instructional materials and digital programs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no significant changes to 2018-19 actions and services to achieve Goal 1.

Teachers and administrators will continue to participate in relevant professional development and structured collaboration with a focus on using formative and summative assessments (SBAC, District-wide curriculum-based assessments), differentiating instruction to meet the needs of all students, and Visible Learning high impact strategies.

Specific professional development and collaboration will take place in the following areas:
1. implement the NGSS and increasing science content knowledge;
2. pilot ELA instructional materials for students who are reading below grade level;
3. integrate technology into the content areas; and
4. Integrate STEAM team into the curriculum.

Teachers and administrators will continue to explore supplemental instructional materials in NGSS, ELA, ELD, Mathematics, Comprehensive Sexual Education, and STEAM in order to meet the needs of all learners, including ELs and students with disabilities.

Teachers and administrators will continue to develop procedures for collecting and using formative data to drive instruction.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Goal 2:
Our District and school sites will maintain effective communication, provide authentic processes to include input from all stakeholders, and offer opportunities for family engagement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Translation Services: Number and type of documents translated **17-18** Hire a Mandarin translation service to translate essential written communications and meetings at the school and district level. **Baseline** All Middle School English language arts instructional materials, math placement, and Comprehensive Sexuality Education parent meetings and workshops had Mandarin translation services. Written memos and presentations for these subjects were also translated into Mandarin. District website has an translation feature, which allows users to translate the text into a variety of languages.	The District hired a Mandarin translator to provide written and oral translations for school and district meetings and communications. Examples of events that have been translated into Mandarin include: DELAC meetings, internet safety parent workshops, and CSE parent workshops. Examples of survey questions and parent responses that have been translated into Mandarin include the annual LCAP survey and the Community Math Study Group survey. Examples of communications that have been translated into Mandarin include CELDT/ELPAC notifications, CAASPP assessment notifications, Annual Parental Notifications, county health notices, and important meeting notifications.

Expected	Actual
	Examples of documents that have been translated into Mandarin include Single Plans for Student Achievement, School Accountability Report Cards, and LCAP Executive Summary.
Metric/Indicator Parent Participation: Meeting and workshop sign-in data, survey return rates, committee participation and volunteer numbers **17-18** 100 parents will complete the 2017-18 LCAP survey. 260 parents will complete the 2017-18 BrightBytes survey. Workshop participation: increase parent participation in district workshops during the 2018-19 school year. Increase participation to include parent representatives from each school who consistently attend the DELAC meetings by holding DELAC meetings for parents at each school site (one school site per quarter). **Baseline** 75 parents completed the 2016-17 LCAP survey. 213 parents completed the 2016-17 BrightBytes survey. Gathering baseline data on Parent Workshop participation District English Language Advisory Committee (DELAC): on average, 1-2 parents attended most DELAC meetings. 18 parents attended the fall EL training for elementary EL parents.	1. 216 parents completed the 2017-18 LCAP survey in English and 12 parents completed the survey in Mandarin. 2. Parents will complete the 2017-18 BrightBytes survey. 3. Parent participated in Math Workshops and Comprehensive Sexuality Workshops (with translation) 4. One morning “Donuts with DELAC” meeting has been scheduled at each elementary school (three total), in addition to the regular meetings held at the district office in the afternoon. This has resulted in a slight increase in the number of parents attending meetings.
Metric/Indicator Parent Education Opportunities: quantity of workshops offered	The District held parent workshops on the following topics: CA Healthy Youth Act; Comprehensive Sexuality Education; Positive Prevention Plus curriculum review for 5th and 8th grade parents (eight sessions total); Math Pathways and Placement process overview for all parents and for fifth grade parents specifically. We have not yet provided interactive webinars for parents to "participate" virtually in parent workshops and trainings.

Expected	Actual
17-18 Increase number of parent workshops and guest speaker presentations, which focus on curriculum, social-emotional issues, parenting issues.Continue to provide opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision-making process by providing input and feedback. Offer interactive webinars for parents to "participate" virtually in parent workshops and trainings. **Baseline** Our district hosted a variety of parent workshops: four elementary writing workshop trainings; three elementary math trainings; three middle school math trainings; three middle school math placement meetings; two Digital Citizenship workshops; one Mindfulness training; two Comprehensive Sexuality presentations; and two presentations to preview the English language arts pilot instructional materials for middle school. All workshops were followed by parent feedback surveys, which guided the selection of workshop topics.	
Metric/Indicator Communication: communication channel metrics **17-18** Use Blackboard Mass Messaging service to send frequent notifications to parents via email, text message, Facebook, and Twitter. Increase parent followers in Facebook and Twitter by 20% from 2016-2017. Add a feed to social media on our district and school websites **Baseline** Our primary channel of information to families is email through SchoolMessenger. Facebook followers=324 Twitter followers=27 Text messaging is used only for emergencies. Website Analytics	1. Currently using Blackboard Mass Messaging services to send frequent notifications to parents via email, text message, and Facebook. 2. Facebook followers increased by 18%. Our Twitter account was suspended and we decided not to open another account. We also have an Instagram account. 3. We have a Facebook and Instagram feed on our district page. Argonaut has a Facebook feed on their school page.

Expected	Actual
Metric/Indicator Family Engagement and Student Showcase Opportunities **17-18** Continue to work with outside organizations to provide varied opportunities for family engagement and for our students to showcase their work that reflect the unique culture and climate of each school site. **Baseline** School sites, PTAs, and outside organizations sponsor events to provide opportunities for family engagement and for our students to showcase their work, such as the Student to Student Conference, science fairs, art shows, concerts, family nights, etc.	Each school site coordinates and supports extensive opportunities for family engagement and student exhibitions. At the annual District level, the Student to Student Conference offers students the opportunity to showcase their passions and talents.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 FAMILY ENGAGEMENT AND EDUCATION Create a year-long schedule for frequent and varied parent workshops and trainings to be held at each school site. Topics will include comprehensive sexual education, homework support in mathematics and writing, NGSS, mindfulness, and bullying prevention. Continue to increase the number of parents responding to the LCAP survey. Circulate data to directors and site administrators for analysis and planning of next steps. Continue to increase the number of parents who participate on district	ACTUAL 2.1 1. We created a year-long schedule for frequent and varied parent workshops and trainings to be held at each school site. Topics covered included comprehensive sexual education and bullying prevention. 2. The number of parents responding to the LCAP survey increased slightly. This data was circulated to directors and site administrators for analysis and planning of next steps. 3. The number of parents who participate on district and site committees and volunteer in	Parent Education, Engagement and Hospitality [General Fund: 010-0000-002110] 0000: Unrestricted Basic Aid 1000	Parent Education, Engagement and Hospitality [General Fund: 010-0000-002110] 4000-4999: Books And Supplies Basic Aid 1400
			Community Math Study Group (CMSG) [General Fund: 010-0000-007150] 1000-1999: Certificated Personnel Salaries Basic Aid 9200
			Community Math Study Group (CMSG) [General Fund: 010-0000-007150]

and site committees and volunteer in district schools. Coordinate quarterly DELAC meetings to collect input on, provide information about, and assist in planning services for EL students and their families. Increase participation on the committee to include parent representatives from each school who consistently attend the DELAC meetings. Review and revise district EL Master Plan to align school and district goals for EL students in all district and site level plans and with current state and federal law.	district schools continued to increase, and we are always striving to increase participation. 4. Quarterly DELAC meetings are being held and parent participation has increased slightly. 5. We have begun the process of reviewing and revising the district EL Master Plan by creating a timeline of EL actions. 6. The Comprehensive Sexual Education (CSE) Working Group comprised parents, community members, and SUSD teachers and administrators. It was established to: research and learn together about best practices and evidence-based interventions in CSE that schools can implement for optimal student health; explore the available curricula and educational materials that the CDE and ASHWG have vetted to be in compliance with the CHYA; identify resources other districts are utilizing to implement CSE, and learn from their experiences; bring the voices of all stakeholders in SUSD (parents, teachers, administrators, students) into the process of updating our CSE program; and ultimately develop a Scope and Sequence for 5th and 8th graders for district-wide implementation. 7. Community Math Study Group was a partnership between parents and staff to revise/refine district		3000-3999: Employee Benefits Basic Aid 1391
			Comprehensive Sexuality Education (CSE) Support Teacher (ML) [General Fund: 010-0000-002110] 1000-1999: Certificated Personnel Salaries Basic Aid 1200
			Comprehensive Sexuality Education (CSE) Support Teacher (ML) [General Fund: 010-0000-002110] 3000-3999: Employee Benefits Basic Aid 250
			Comprehensive Sexuality Education Working Group (CSEWG) [General Fund: 010-0000-002110] 1000-1999: Certificated Personnel Salaries Basic Aid 2387
			Comprehensive Sexuality Education Working Group (CSEWG) [General Fund: 010-0000-002110] 3000-3999: Employee Benefits Basic Aid 416

	math pathways and placement process: series of meetings, workshops, and surveys Purpose: A representative group of educators and parent/community members who are passionate about mathematics education to study and formulate recommendations to ensure that our students are placed in the middle school math course for which they are best prepared to succeed and in which they will be challenged to learn, and that both respect and reflect the diversity of values held by our community concerning mathematics education and achieve consensus about math curriculum pathways and course placement guidelines in SUSD.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 COMMUNICATION The district will send notifications to parents via a variety of channels, including email, text messages, Facebook, and Twitter, to ensure maximum outreach. We will update to new forms of communication as they become available. The district and school sites websites will be upgraded to be	ACTUAL 2.2 1. The district continues to send notifications to parents via a variety of channels, including email, text messages, Facebook, and Twitter, to ensure maximum outreach. We will update to new forms of communication as they become available. 2. The district and school sites websites have been upgraded to be more user-friendly and visually	Blackboard-Mass Notification Service 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 3500 Blackboard: update and website hosting and support [Superintendent: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 24000	Blackboard-Mass Notification Service 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 4705 Blackboard: update and website hosting and support [Superintendent: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 11900

more user-friendly and visually appealing. Pertinent and updated information will be included. The websites will include translation tools and will be ADA accessible. Parents will continue to have access to student information through PowerSchool. District Calendars will be aligned and updated frequently. Translations services will be provided in Mandarin for messages sent to parents and for parent workshops. Continue coordination and alignment of school site SPSAs, LCAP and SUSD Strategic Plan and publish on website for accessibility by community.	appealing. The websites include translation tools and are ADA accessible. 3. Parents continue to have access to student information through PowerSchool. 4. District Calendars are aligned and updated frequently on the district website. Translations services are provided in Mandarin for messages sent to parents and for parent workshops. We are continuing to coordinate and align the school site SPSAs, LCAP and the SUSD Strategic Plan and publish them on the website for accessibility by community.	PowerSchool licensing, hosting, and customization [General Fund IT 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 17000 Translation & interpreter services [General Fund: 010-0000-070900] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 20000	PowerSchool licensing, hosting, and customization [General Fund IT 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 24600 Translation & interpreter services (MC, DTS) [General Fund: 010-0000-070900] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 12500 Document Tracking Services (DTS): LCAP, SPSA, other templates [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 1250

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for Goal 2 were generally implemented as planned. Examples of actions and services that were achieved and exceeded the plan include:

1) There were many opportunities for parents and community members to provide input and participate in decision-making processes (Community Math Study Group; Science, Technology, Engineering, Arts, Math (STEAM) Team; Emergency Committee;

Superintendent's Advisory Committee; Parent Teacher Association (PTA); School Site Councils (SSC); Comprehensive Sexual Education Working Group; District English Language Advisory Committee (DELAC); and Tech Plan Committee.

2) Our district held many parent workshops to bolster parents' understanding of district curriculum initiatives, including Community Math Study Group Updates;, Comprehensive Sexuality Education; English Language Development; Kindergarten Orientation;, and Digital Citizenship. Many of the meetings/workshops, flyers, communications, and presentations were translated into Mandarin. We have made great strides in translating important documents and meetings into Mandarin (three of our four schools meet or exceed the 15% threshold for translation).Parent feedback and attendance data were collected for all workshops.

3) Timely, effective and consistent communication via School Messenger, Power School, school and district newsletters, School Wires (BlackBoard) district and school websites, and social media. Mandarin translated communications are provided f

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the data described in the Annual Measurable Outcomes section of this Annual Update, we are making progress in meeting this goal.

Review of website and social media analytics should be reviewed to ensure that our messages are reaching our community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were very few material differences between Goal 2 Expenditures and Estimated Actual Expenditures. One of the actual expenditures in 2017-18 that was not planned were the costs of a review of the district website to ensure that is is ADA accessible.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no significant changes to 2018-19 actions and services to achieve Goal 2.
We will continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members).

We will develop comprehensive and strategic district communication plan which ensures effective and frequent communication with families through a variety of media; positive communication forums to inform parents of SUSD's successes and failures; and fosters partnerships between home and school.

One area for improvement is our membership in DELAC for more parent representation from each school site and increased participation and attendance of English learner parents at DELAC meetings.

We will also continue to focus on increasing opportunities for parents to learn about CCSS instruction and how to support their children with homework, as well as increasing the number of parent workshops and guest speaker presentations, which focus on curriculum, social-emotional issues, parenting issues.Continue to provide opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision-making process by providing input and feedback.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Goal 3:
All Saratoga Union School District (SUSD) students will be educated in a safe environment that ensures physical safety and integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Digital Citizenship lessons teacher self-reporting; BrightBytes survey **17-18** Increase to 3 lessons of Digital Citizenship instruction to 75% of TK-8th grade students. **Baseline** Three lessons about Digital Citizenship instruction occurred in 50% of the elementary classes. One lesson about Digital Citizenship instruction occurred in 100% of the classes in the middle school.	100% of TK-8th grade teachers taught three digital citizenship lessons to students.
Metric/Indicator CASSY Counseling Mid- and End-of-Year Reports Data on: Student Services, Student Outreach, Parent Outreach, Teacher Support, Interactive Classroom Workshops, Group Therapy	RMS partnered with CASSY to offer one parent education workshop to address mental health issues.

Expected	Actual
17-18 Offer one parent education workshop to address mental health issues Increase opportunities for students to engage in classroom workshops, one-on-one sessions, and group therapy with CASSY therapist **Baseline** CASSY caseload: 19 students received weekly therapy sessions 30 interactive classroom workshops conducted by CASSY therapist Self-referral process for CASSY therapy for students was developed Planning meetings with CASSY and SUSD administrators to plan for program implementation and improvements.	RMS's CASSY therapist continues to offer opportunities for students to participate in one-on-one and group therapy counseling sessions.
Metric/Indicator First Aid and CPR registration of classified, certificated staff, and substitute teachers and LGSR staff Site Emergency Drill Logs Staff sign-in sheets for annual Emergency and Disaster training **17-18** Offer First Aid and CPR certification training for all classified and certificated staff members who are in need of the bi-annual training. As per CA Education Code, all elementary schools will hold one monthly fire drill and four earthquake drills. RMS will hold four fire drills and two earthquake drills. Each school will hold two lockdown drills. Each classified and certificated staff member will participate in mandatory Emergency and Disaster training.	1. 45 staff members received First Aid and CPR certification. 2. All school sites hold the required emergency and safety drills, as required by CA Education Code. All staff participated in emergency and disaster training.

Expected	Actual
Baseline 57 certificated and classified staff members attended First Aid and CPR certification training. As per CA Education Code, all elementary schools held one monthly fire drill and four earthquake drills. RMS held four fire drills and two earthquake drills. Each school held two lockdown drills. Each classified and certificated staff member participated in mandatory Emergency and Disaster training.	
Metric/Indicator Physical Education elementary (1st - 5th grade) compliance reports RMS Master Schedule (exhibits physical education course offerings) **17-18** As per CA Education Code, all first - fifth grade teachers will provide 200 minutes of physical education every ten school days. All seventh-eighth grade teachers will provide 400 minutes of physical education for every ten school days. **Baseline** As per CA Education Code, all first - fifth grade teachers provided 200 minutes of physical education every ten school days. All seventh-eighth grade teachers provided 400 minutes of physical education for every ten school days.	As per CA Education Code, all first - fifth grade teachers provided 200 minutes of physical education every ten school days. All seventh-eighth grade teachers provided 400 minutes of physical education for every ten school days.
Metric/Indicator Project Cornerstone Developmental Assets Survey results (4th, 5th, 7th grade) - Executive Summary and Survey school and district reports **17-18** Principals and district administrators will present survey results with staff, board, and community, and collaboratively create an action plan to implement at each site.	Principals and district administrators have reviewed and discussed survey results and have made commensurate adjustments in SPSA goals.

Expected	Actual
Baseline All 4th, 5th, and 7th grade students participated in the Developmental Assets Survey (given in 2016 - survey is given once every five years). Principals and district administrators reviewed and discussed results and developed an action plan.	
Metric/Indicator Implementation of Positive School Climate Board Policy and Administrative Regulation - survey data, observations, self-assessment Implementation of Non-Discrimination/ Harassment Board Policy and Administrative Regulation Gender Inclusive School Plan (Gender Spectrum) **17-18** Develop a Gender Inclusive School Plan Provide "Gender Inclusive" professional development for RMS teachers and staff in collaboration with Gender Spectrum **Baseline** RMS does not currently have a Gender Inclusive School Plan RMS has made facility adjustments to provide gender neutral restrooms and locker rooms. SUSD has updated all Board Policies related to Non-Discrimination, Harassment, and Positive School Climate	Redwood Middle School staff participated in gender inclusive training with Gender Spectrum, an organization which provides resources and supports related to gender, as well as gender inclusiveness and diversity. RMS staff will continue to develop its Gender Inclusive School Plan.
Metric/Indicator Implementation of CA Healthy Youth Act (CHYA) and Comprehensive Sexuality Education- survey data, observations, self-assessment	Comprehensive Sexuality Education (CSE) Working Group, comprised of parents and district staff, continued to meet and research new standards and curriculum. The CSE Working Group provided a series of parent workshops to inform parents and the community about the status of the CSE Working Group and building awareness and capacity of parents to discuss sexuality with their children. The district held eight CSE curriculum review workshops for parents (some were translated in Mandarin). The CSE Working Group came to consensus on piloting Positive Prevention Plus in fifth and 8th grade in-depth examination in the spring of 2018. The

Expected	Actual
17-18 CSE Working Group will continue to meet and research new standards and curriculum. Teacher/parent preview of potential CSE programs Pilot programs for in-depth examination Recommendation of CSE curriculum to SUSD Board of Trustees for adoption Provide series of parent workshops to inform parents and the community about the status of the CSE Working Group and building awareness and capacity of parents to discuss sexuality with their children. Professional Development planned for implementation of CSE curriculum scope and sequence **Baseline** Formation of Comprehensive Sexuality Education Working Group to review and discuss curricula and supplemental programs/materials, as well as bringing forth recommendations for the school board to approve. Two parent workshops were held on the CHYA and Communication tips for parents when talking to their children about sexuality. Mandarin translation was available for both meetings, and the presentation and printed materials were translated into Mandarin. SUSD has updated all Board Policies related to Comprehensive Health Education and Sexual Health and HIV AIDS prevention.	working group presented its recommendation to the SUSD Board of Trustees, and the board approved. The CSE Working Group planned Professional Development for implementation of CSE curriculum scope and sequence in fifth and eighth grade.
Metric/Indicator Implementation of Suicide Prevention and Related Mental Health Promotion to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students - survey data, observations, self-assessment	District staff is in the process of developing a "Toolkit for Mental Health Promotion and Suicide Prevention". Estimated timeline for completion is Fall 2018.

Expected	Actual
17-18 Develop and adopt "Toolkit for mental health promotion and suicide prevention, K-12" (2017) Provide ongoing training and support for teachers on recognizing the signs of suicide. **Baseline** SUSD Board of Trustees adopted BP 5141.52 (Suicide Prevention)	
Metric/Indicator CA Dashboard Chronic Absenteeism data **17-18** Implement Attendance procedures (SUSD Attendance and Truancy Process diagram), as per CA Education Code **Baseline** SUSD Board of Trustees adopted BP and AR 5113 (Absences and Excuses) and 5113.1 (Chronic Absence and Truancy)	SUSD implemented attendance procedures (SUSD Attendance and Truancy Process diagram), as per CA Education Code.
Metric/Indicator Priority 1: 1A: Fully credentialed in all subject areas 1B: Standards-aligned instructional materials 1C: Williams and FIT Reports **17-18** 1A: All teachers will continue to be fully credentialed in all subject areas 1B: All instructional materials are standards-aligned 1C: Williams and FIT Reports will continue to be satisfactory. **Baseline** 1A: All teachers are fully credentialed in all subject areas 1B: Instructional materials are standards-aligned 1C: Williams and FIT Reports are satisfactory.	1A: All teachers are fully credentialed in all subject areas 1B: All instructional materials are standards-aligned 1C: Williams and FIT Reports continue to be satisfactory.

Expected	Actual
Metric/Indicator Priority 4: CELDT/ELPAC Data **17-18** CELDT transitioning to ELPAC. **Baseline** CELDT will transition to ELPAC in 2017-18.	SUSD has successfully transitioned to ELPAC for testing EL students.
Metric/Indicator Priority 7: RMS Master Schedule **17-18** 7th graders will have access to two electives (increase of one elective from previous year). **Baseline** Review of class availability for middle school students within scope of RMS Task Force.	7th graders have access to two electives (increase of one elective from previous year).
Metric/Indicator Priority 5: Attendance, chronic absenteeism, middle school dropout rates **17-18** Maintain low chronic absenteeism and no middle school dropouts by adhering to District's Attendance and Truancy Process **Baseline** Established District's Attendance and Truancy Process	SUSD is maintaining low chronic absenteeism and no middle school dropouts by adhering to District's Attendance and Truancy Process.
Metric/Indicator Priority 6: Chronic suspension and expulsion rates **17-18** Maintain low suspension rates and no expulsions by adhering to District's Discipline and Alternative Strategies to Suspension practices. **Baseline** Established suspension and expulsion procedures.	SUSD is maintaining low suspension rates and no expulsions by adhering to District's Discipline and Alternative Strategies to Suspension practices.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3.1 SUSD will continue to provide strategic behavioral and social-emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).	Actual 3.1 SUSD provided behavioral and social- emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists). The elementary counselor provides direct counseling services for students (one-on-one); consultation for parents, teachers and administrators; and series of mindfulness trainings for classrooms.	Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110] 1000-1999: Certificated Personnel Salaries Basic Aid 93,162	Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110] 1000-1999: Certificated Personnel Salaries Basic Aid 93162
		Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110] 3000-3999: Employee Benefits Basic Aid 30,020	Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110] 3000-3999: Employee Benefits Basic Aid 29884
		Middle School Academic Counselors 2.0 FTE (AD, TBD) [General Fund: 010-0000-003110] 1000-1999: Certificated Personnel Salaries Basic Aid 222,232	Middle School Academic Counselors 2.0 FTE (AD, EG) [General Fund: 010-0000-003110] 1000-1999: Certificated Personnel Salaries Basic Aid 182380
		Middle School Academic Counselors 2.0 FTE (AD, LM) [General Fund: 010-0000-003110] 3000-3999: Employee Benefits Basic Aid 83,500	Middle School Academic Counselors 2.0 FTE (AD, EG) [General Fund: 010-0000-003110] 3000-3999: Employee Benefits Basic Aid 71028
		Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120] 1000-1999: Certificated Personnel Salaries Basic Aid 115,514	Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120] 1000-1999: Certificated Personnel Salaries Basic Aid 115514
		Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-	Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-

		003120] 3000-3999: Employee Benefits Basic Aid 36,931	003120] 3000-3999: Employee Benefits Basic Aid 36764
		Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120] 1000-1999: Certificated Personnel Salaries Basic Aid 337,980	Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120] 1000-1999: Certificated Personnel Salaries Basic Aid 339,966
		Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 020-0000-3120] 3000-3999: Employee Benefits Basic Aid 72,772	Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 020-0000-3120] 3000-3999: Employee Benefits Basic Aid 72,706
		Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050] 1000-1999: Certificated Personnel Salaries Basic Aid 99,962	Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050] 1000-1999: Certificated Personnel Salaries Basic Aid 82,591
		Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050] 3000-3999: Employee Benefits Basic Aid 31,216	Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050] 3000-3999: Employee Benefits Basic Aid 28,040

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Our district and schools will continue to implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC Readers,	Actual 3.2 Volunteers from all three elementary schools participated in the ABC Readers program and	Project Cornerstone [General Fund: 010-0000-002130] 5800: Professional/Consulting	Project Cornerstone [General Fund: 010-0000-002130] 5800: Professional/Consulting

professional development for teachers, training for noon duty supervisors, and Take it Personally workshop for parents.	conducted monthly asset development lessons in each classroom. Expect Respect leadership training was provided at one elementary school. The following Project Cornerstone activities did not take place: professional development for teachers, noon duty supervisor training, and Take it Personally workshop for parents.	Services And Operating Expenditures Basic Aid 11000	Services And Operating Expenditures Basic Aid 11030

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 SUSD teachers will continue to have opportunities to learn and implement social-emotional literacy and mindfulness programs.	Actual 3.3 Teachers had the option to participate in a behavior workshop, offered by our district behavior specialist, to address challenging behavior. SUSD administrators, counselors, and psychologists will attend Responding to Student Threats of Violence, which is the only threat assessment model recognized as an evidence-based practice by the U.S. government's National Registry of Evidence-Based Programs and Practices. We did not provide additional opportunities to learn and implement social-emotional literacy	No Cost	No Cost

	and mindfulness programs for all TK-8 grade teachers and staff.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Continue to maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.	Actual 3.4 Our Registration Office maintains the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.	No Cost	No Cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Revise Comprehensive School Safety Plans (CSSP) for each school site and district office. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).	Actual 3.5 Each School Site Council revised the annual Comprehensive School Safety Plan. Each school and the district office received training by the Sheriff's Department and participated in the required drills (fire; earthquake; Run, Hide, Defend - lockdown). The Emergency Preparedness Committee (comprised of district staff, city staff, parents, fire and law enforcement officials, and the LGSR) met regularly to develop and maintain safety protocols at all schools and districtwide.	No Cost	No Cost

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Continue to conduct social-emotional literacy, digital safety, and parent effectiveness training for parents.	Actual 3.6 The following parent education sessions were held at various times (morning and evening sessions, and some with Mandarin translation: * Digital Citizenship: 2 sessions * Community Math Study Group (focus groups or overview presentations of middle school math pathways and placement) for parent community: four sessions *Comprehensive Sexuality Education (including CA Healthy Youth Act, skill-building for parents, Positive Prevention Plus and CSE curriculum overview): 11 sessions *Kindergarten (Focus Group and New Parent Orientation): 2 sessions *Academic Summer School Parent Overview: one session *Educational Technology Plan Update: one session *English Language Development program for EL parents: one session	No Cost	No Cost

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

3.7 The Emergency Committee will continue to maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio devices for emergency purposes, which includes annual maintenance.	Actual 3.7 The district ordered emergency equipment, including classroom lockdown sanitation kits (porta-potties); “go-bags” and emergency supplies kits for each classroom. The district maintained emergency radio devices (new batteries, service of non-working units, and monthly radio checks).	Emergency Radio Maintenance Emergency Supplies [General Fund: 010-0000-008400] 5000-5999: Services And Other Operating Expenditures Basic Aid 12000	Emergency Radio Maintenance Emergency Supplies [General Fund: 010-0000-008400] 4000-4999: Books And Supplies Basic Aid 255000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.8 Physical Activity: As per Education Code, all TK-5 grade students will have 200 minutes of structured physical activity every two weeks. Rhythm & Moves will continue to provide weekly physical activity classes to fulfill a portion of the required minutes.	Actual 3.8 As per Education Code, all TK-5 grade students participate in 200 minutes of structured physical activity every two weeks, and all 6-8 students participate in 400 minutes of PE every two weeks. Rhythm & Moves provides weekly physical activity classes to fulfill a portion of the required minutes: * One time per week for TK-2 (30 minutes each lesson) * One time per week for 3rd grade (40 minutes each lesson) *Two times per week for 4th-5th (40 minutes each lesson)	Rhythm & Moves [Saratoga Education Foundation (SEF): 060-9010-095710] 5800: Professional/Consulting Services And Operating Expenditures Education Foundation 135000	Rhythm & Moves [Saratoga Education Foundation (SEF): 060-9010-095710] 5800: Professional/Consulting Services And Operating Expenditures Education Foundation 13356

Action 9

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3.9 SUSD's Comprehensive Sexuality Education Working Plan will continue to plan for health education for fifth graders and middle school, as per the CA Healthy Youth Act of 2015 (AB 329), which ensures that students receive sex education that is accurate, comprehensive, medically accurate, age-appropriate and inclusive.	Actual 3.9 SUSD's Comprehensive Sexuality Education Working Group, comprised of district staff and parents, coordinated health education for fifth and eighth graders. The working group considered three potential programs and ultimately arrived at a consensus on one CSE program: Positive Prevention Plus. The working group coordinated multiple parent workshops to educate parents on the curriculum.	No Cost	refer to goal 2.1 No Cost

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.10 SUSD will continue to partner with CASSY (Counseling and Support Services for Youth) to support students' social and emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education for RMS students.	Actual 3.10 SUSD partners with CASSY(Counseling and Support Services for Youth) to support students' social and emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education for RMS students.	Counseling and Support Services for Youth (CASSY) [General Fund: 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Other 65000	Counseling and Support Services for Youth (CASSY) [General Fund: 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Other 65000
		Counseling and Support Services for Youth (CASSY) [State Mental Health: 080-6512-065120] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 10000	Counseling and Support Services for Youth (CASSY) [State Mental Health: 080-6512-065120] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 10000

Action 11

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3.12 SUSD will ensure compliance with the School Success and Opportunity Act (Assembly Bill 1266), which requires school districts to respect a transgender student's identity in all school programs, activities, and facilities.	Actual 3.12 All RMS staff members participated in "Creating Gender Inclusive Schools" (Gender Spectrum) to recognize that gender impacts all students; teach empathy and respect; acknowledge and account for gender diversity; and support students' self reflection. RMS will continue to study ways to ensure that all students are respected and included, including gender-diverse students.	No Cost	No Cost

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.13 SUSD will ensure the safety of students by implementing a volunteer safety protocol in which all classroom and field trip volunteers must be screened and undergo a background check and a TB test (BP and AR 1240).	Actual 3.13 SUSD maintains a volunteer safety protocol in which all classroom and field trip volunteers must be screened and undergo a background check and a TB test.	Volunteer Fingerprint and Background Checks [General Fund HR: 010-0000-007400] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 6900	Volunteer Fingerprint and Background Checks [General Fund HR: 010-0000-007400] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 4338

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.14 All students will sign a Responsible Use of Technology Policy, to ensure that each student's interactions with technology contribute positively to	Actual 3.14 All parents sign a Responsible Use of Technology Policy annually, to ensure that each student's	Gaggle-G Drive and Gmail monitoring [General Fund IT: 010-0000-007700] 5800: Professional/Consulting	Gaggle-G Drive and Gmail monitoring [General Fund IT: 010-0000-007700] 5800: Professional/Consulting

the learning environment both at school and in the community, and that each student exhibits proper and safe use of technology. All SUSD staff will sign an Acceptable Use of Technology Policy, to ensure that each staff member accepts responsibility for abiding by the District's acceptable use of technology, as defined in the SUSD Staff AUP. This will include teaching Digital Citizenship lessons, actively monitoring student use, and protecting student data.	interactions with technology contribute positively to the learning environment both at school and in the community, and that each student exhibits proper and safe use of technology. All SUSD staff sign an Acceptable Use of Technology Policy annually, to ensure that each staff member accepts responsibility for abiding by the District's acceptable use of technology, as defined in the SUSD Staff AUP. This includes teaching Digital Citizenship lessons, actively monitoring student use, and protecting student data. In the spring of 2018, SUSD is adding a tip line for students to report any inappropriate use. Next year students will sign the policy.	Services And Operating Expenditures Basic Aid 7500 GoGuardian-Monitoring student searches [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 7000	Services And Operating Expenditures Basic Aid 6756 GoGuardian-Monitoring student searches [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 3675

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.15 SUSD is committed to protecting students' privacy while using online educational services and resources. The district will maintain compliance with: Family Educational Rights and Privacy Act (FERPA), Children’s Online Privacy Protection Act (COPPA),	Actual 3.15 The district maintains compliance with: Family Educational Rights and Privacy Act (FERPA), Children’s Online Privacy Protection Act (COPPA), and Children’s Internet Protection Act (CIPA).	Education Framework-Vendor vetting of student data safety laws compliance. [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 4500	Education Framework-Vendor vetting of student data safety laws compliance. [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 1793

and Children's Internet Protection Act (CIPA).	We used Education Framework to review the data privacy policy of all the vendors we share data with to confirm that they complied with all state and federal laws. We publish the list of approved vendors on our district technology page. We used Barracuda and GoGuardian to block inappropriate content. We used GoGuardian and Gaggle to monitor student online activity. In addition, digital citizenship lessons were delivered to all grade levels, per our EdTech Plan.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Although our Suspension Rated indicator for All Students is yellow, this represents only a 0.3% increase, and the status remains low (0.6%). Suspensions of the White student group increased by 0.6% (status of 1.1%), equating to an orange performance level.

Actions and Services for Goal 3 were generally implemented as planned. A few exceptions are: Social-Emotional Literacy professional development for all teachers and staff; mindfulness training for teachers; consistent and comprehensive Project Cornerstone implementation at Redwood; and Project Cornerstone training and workshops for parents.

Examples of actions and services that were achieved and exceeded the plan include:

Comprehensive Sexuality Education (CSE) Working Group, whose purpose is to research best practices and evidence-based interventions in CSE that schools can implement for optimal student health;implementation of a volunteer background checking and TB testing policy; implementation of safety protocol for field trips and the transportation of students to off-campus trips; and

Counseling and Support Services for Youth (CASSY) to support students' social and emotional well- being through crisis intervention, ongoing counseling, and proactive mental health education for Redwood Middle School (RMS) students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, each of these actions and services contributed to our goal of achieving a safe environment that ensures physical safety, integrates social-emotional literacy, and provides opportunities for engagement of students and stakeholders at all levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Goal 3 Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no significant changes to 2018-19 Actions and Services to achieve Goal 3.

Changes to Goal 3, as a result of our analysis, that will be included in the 2017-20 LCAP include: annual revision of the sites' Comprehensive School Safety Plans (CSSPs) annually as needed; train students and staff on emergency preparedness and drills; improve social emotional literacy training for staff and parents; continue to evaluate the efficacy of elementary and middle school social emotional literacy programs (such as Project Cornerstone) and make adjustments based on student needs; evaluate CASSY program and make refinements as needed; continue laser focus on safety, emergency preparedness, and training/drills at school and district level; and comply with AB1266 (Gender Equity) and AB 329 (CA Healthy Youth Act).

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

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 arts integration practice across disciplines.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator BrightBytes-Quality of tech support **17-18** The quality of tech support for above average and excellent will increase to 50%. **Baseline** The quality of tech support for above average and excellent was 42%.	The quality of tech support for above average and excellent Increased to 45%.
Metric/Indicator Device to student ratio **17-18** Improve device to student ratio to 1:1.2. **Baseline** Device to student ratio was 1:1.4	Chromebook Device to student ratio is 1:1 for in grades 1st-8th.

Expected	Actual
Metric/Indicator Digital Citizenship teacher self-reporting; BrightBytes survey **17-18** Increase to 3 lessons of Digital Citizenship instruction to 75% of TK-8th grade students. **Baseline** Three lessons about Digital Citizenship instruction occurred in 50% of the elementary classes. One lesson about Digital Citizenship instruction occurred in 100% of the classes in the middle school.	71% of TK-8th grade students were taught 3 lessons of Digital Citizenship.
Metric/Indicator EdTech PD participation rates for Mini-MERIT and G Suite professional development (PD) and G Suite Educator Certification **17-18** Participation of Mini-MERIT PD will increase by 15 more teachers. 100% of teachers will participate in G Suite PD 5 more teachers will become G Suite Certified. **Baseline** Participation of Mini-MERIT PD was 23 teachers. G Suite Certification was 18 teachers. 100% of teachers participated in G Suite PD	Participation of Mini-MERIT PD was canceled due to low response by teachers. 100% of teachers participated in G Suite PD. 9 more teachers became GSuite Certified.
Metric/Indicator BrightBytes SAMR Lens Survey **17-18** The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from the baseline levels.	The total percentage of SUSD classroom teachers in the four SAMR levels increased by at least 5% from the baseline levels.

Expected	Actual
Baseline Current self-reported SAMR levels of all SUSD classroom teachers: Beginner (pre-SAMR level) - 34% Substitution - 24% Augmentation - 30% Modification - 5% Redefinition - 4%	
Metric/Indicator STEAM Integration: MakerSpace Usage by Teachers **17-18** Increase the MakerSpace access by developing a MakerSpace at one additional elementary school. 80% of elementary classes at schools with MakerSpaces will complete a project using a MakerSpace. 40% of middle school teachers will use the Maker Space with their classes this year. **Baseline** MakerSpaces became available at Foothill Elementary and Redwood Middle School. Two-thirds of the classes at Foothill used the MakerSpace. Many K-5 students attended either Robotics Club after school or the community Fab Lab night supported by the PTA. Five lunch MakerSpace drop-in sessions were held at Argonaut - a total of approximately 50 students participated. 20% of middle school teachers used the Maker Space with their classes this year.	A MakerSpace has been established at Argonaut Elementary. Saratoga Elementary is in the planning stages for establishing a MakerSpace in the 2018-19 school year. 80% of elementary classes at schools with MakerSpaces completed a project using a MakerSpace. 17% of middle school teachers completed a project using a MakerSpace.
Metric/Indicator Student tech discipline data **17-18** Will gather data to create baseline. **Baseline** No data for this year	Number of tech issues reported was 36.

Expected	Actual
Metric/Indicator Student Showcase participation **17-18** Increase student participation by 15% **Baseline** Student participation was 86 students.	Student participation stayed the same at 82.
Metric/Indicator Additional tech support staff **17-18** Tech team included 4 full time employees. Each site has a student tech support team Each site will have an assigned teacher to provide basic tech support. **Baseline** Tech team included 4 full time employees. Each site has a student tech support team	Tech team includes 4 full time employees. Each site has a student tech support team. Each site has an assigned teacher to provide basic tech support.
Metric/Indicator Provision of art and music lessons; integration of Art and Music lessons into science, technology, engineering, and math - SEF elementary schedule; middle school Art Docent program; RMS Master Schedule; STEAM Team meeting minutes **17-18** Elementary: weekly music classes are provided to TK-5th grade by credentialed teacher; art classes will be offered to each elementary school student (schedule to be determined) RMS: 6th graders will be able to select orchestra, band, or Exploratory Wheel (comprised of 5-week mini-courses of STEM, art, music, Spanish, Health); 7th and 8th graders will have two electives: art, orchestra, band are among the choices	Elementary: weekly music classes are provided to TK-5th grade by credentialed teacher; art classes are provided to 3rd - 5th grade students. RMS: 6th graders were able to select orchestra, band, or Exploratory Wheel (comprised of 5-week mini-courses of STEM, art, music, Spanish, Health); 7th and 8th graders will have two electives: art, orchestra, band are among the choices.

Expected	Actual
Baseline Elementary: weekly music classes are provided to TK-5th grade by credentialed teachers; artist in residence provides 10 art lessons for 4th and 5th graders; Art Docent parent volunteer programs exist at each elementary school. RMS: band is offered as an elective to 7th and 8th grade students; visual art is offered as an elective to 7th and 8th grade students; most 6th graders have Exploratory Wheel (includes art and music)	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 PROFESSIONAL DEVELOPMENT TK-8th grade teachers will continue to receive the following professional development: *Digital Citizenship: participate in grade-level specific session to learn the Common Sense Media curriculum. *EdTech: participate in differentiated professional development on instructional technology to implement in the classroom. Topics will include using tools to create, collaborate, critically think, and communicate with colleagues and students. The	Actual 4.1 Teachers participated in grade-level specific session to learn the Common Sense Media curriculum. Teachers participated in differentiated professional development on instructional technology to implement in the classroom. Topics included using tools to create, collaborate, critically think, and communicate with colleagues and students. The District Tech Team also participated. Some teachers implemented interdisciplinary, project-based	KCI/Foothill CC: Mini-MERIT Workshop [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 17500 KCI/Foothill CC: Mini-MERIT Workshop teacher stipends [General Fund IT: 010-0000-007700] 1000-1999: Certificated Personnel Salaries Basic Aid 12500 Conference for teachers and administrators in EdTech, Makerspace, Design Thinking [General Fund IT: 010-0000-007700]	KCI/Foothill CC: Mini-MERIT Workshop [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 0 KCI/Foothill CC: Mini-MERIT Workshop teacher stipends [General Fund IT: 010-0000-007700] 1000-1999: Certificated Personnel Salaries Basic Aid 0 Conference for teachers and administrators in EdTech, Makerspace, Design Thinking [General Fund IT: 010-0000-007700]

District Tech Team will also participate. *STEAM to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects including projects in Makerspaces. *Coaching: additional one-on-one support will be given to teachers to design, develop, implement, and assess EdTech projects/lessons. *Digital Portfolio: Teachers will learn the process of helping students create a digital portfolio. Middle School Teachers will continue to receive the following professional development: *Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. (6th grade wheel and elective). The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW teacher will collaborate with the RMS math, science, and elective teachers. *Content specific topics to meet the needs of students and teachers. District Tech Team	learning that teaches transferable competencies in all core subjects including projects in Makerspaces. Additional coaching one-on-one support was offered to teachers to design, develop, implement, and assess EdTech projects/lessons. Teachers in K-5th were introduced to the process of helping students create a digital portfolio, and some have integrated digital portfolios into their instructional or assessment practices. Middle school teachers will receive professional development in the fall of 2018. Middle School Teachers received the following professional development: *Our district implemented Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. (6th grade wheel and elective). The PLTW/STEM teachers participated in the PLTW core training and ongoing professional development. The PLTW teachers collaborated with the RMS math, science, and elective teachers.	5000-5999: Services And Other Operating Expenditures Basic Aid 23000 Redwood Middle School: Content specific EdTech professional development [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 2000 G Suite Certification teacher stipend [General Fund IT: 010-0000-007700] G Suite Certification Exam fees [General Fund IT: 010-0000-007700] 1000-1999: Certificated Personnel Salaries Basic Aid 2000 Tech Team professional development including: Amplified-G Suite Admin CETPA Conference Zendesk [010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 8000 Coaching support Refer to Goal 1.1 1000-1999: Certificated Personnel Salaries Basic Aid No Cost	5000-5999: Services And Other Operating Expenditures Basic Aid 4800 Redwood Middle School: Content specific EdTech professional development [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 0 G Suite Certification teacher stipend [General Fund IT: 010-0000-007700] G Suite Certification Exam fees [General Fund IT: 010-0000-007700] 1000-1999: Certificated Personnel Salaries Basic Aid 1360 Tech Team professional development including: Amplified-G Suite Admin [010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 7050 Coaching support Refer to Goal 1.1 1000-1999: Certificated Personnel Salaries Basic Aid No Cost

*District Tech Team will continue to receive professional development to further support instructional technology.	*Content specific topics to meet the needs of students and teachers. Some of the topics included Lucy Calkins Writing Workshop, Guided Reading, planning and customization of Eureka Math.. District Tech Team *District Tech Team received professional development to further support instructional technology by attending the following professional development sessions: • AmplifiedIT G Suite, • District G Suite • G Suite Summit		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 DEVICES, EDTECH TOOLS, AND TECH SUPPORT All students will continue to have access to Chromebooks for CCSS instruction. All 3 - 8 grade students will continue to have access to Chromebooks for SBAC assessments. The ratio of Chromebooks to students will decrease.	Actual 4.2 All 3rd - 8th grade students have access to Chromebooks for SBAC assessments. The ratio of Chromebooks to students decreased. All SUSD teachers received and used standard instructional technology equipment: iPad, projector, and laptop or desktop computer.	Purchase of new and replacement of student and teacher devices [General Fund IT: 010-0000-007600] 333100 ASAP: Inventory system for checking out equipment to staff AVS: Physical Inventory [General Fund IT: 010-0000-007700] 5800: Professional/Consulting	Purchase of new and replacement of student and teacher devices [General Fund IT: 010-0000-007600] 4000-4999: Books And Supplies Basic Aid 400300 ASAP: Inventory system for checking out equipment to staff AVS: Physical Inventory [General Fund IT: 010-0000-007700] 5800: Professional/Consulting

All SUSD teachers will continue to receive and use standard instructional technology equipment: iPad, projector, and laptop or desktop computer. A long-term replacement plan for replacing obsolete or inoperable technology devices will be maintained by the Tech Team. The Tech Team will maintain organizational structures for technology procedures and protocols, including inventory, device management, and help desk support. EdTech tools will be tracked and monitored to verify that vendors comply with student data safety laws. There will be one tech support teacher at all sites. Student tech support teams will be present at all sites.	A long-term replacement plan for replacing obsolete or inoperable technology devices is maintained by the Tech Team. This year, 4 year-old Chromebooks were replaced at all sites. The computer lab at Redwood and Argonaut will be replaced by the end of the school year. The Tech Team maintains organizational structures for technology procedures and protocols, including inventory, device management, and help desk support. All equipment is checked out to staff using an equipment agreement. This is documented on our online inventory program. We are currently using FreshDesk as our help desk system. We also use Lightspeed to manage all our Apple devices, including pushing apps for iPads. EdTech tools are tracked and monitored to verify that vendors comply with student data safety laws. We use Education Framework to vett all our vendors to confirm that they comply with all student data privacy laws. We also publish the approved list on our district technology website to inform the community. There is one tech support teacher at each site. Student tech support teams are present at all sites.	Services And Operating Expenditures Basic Aid 4500 BrightBytes: student, staff, and parent EdTech survey [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 4000 Lightspeed: management of iPads [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 2550 Zendesk: helpdesk tracking and monitoring [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 3500 Student Tech Support Curriculum & Materials [General Fund IT: 010-0000-007700] 4000-4999: Books And Supplies Basic Aid 12000 LearnTrials: tracking and monitoring procurement, usage, and student data safety. [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 5250	Services And Operating Expenditures Basic Aid 4500 BrightBytes: student, staff, and parent EdTech survey [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 3900 Lightspeed: management of iPads [General Fund IT: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Basic Aid 2400 Zendesk: helpdesk tracking and monitoring [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 3400 Student Tech Support Curriculum & Materials [General Fund IT: 010-0000-007700] 4000-4999: Books And Supplies Basic Aid 8625 LearnTrials: tracking and monitoring procurement, usage, and student data safety. [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 5250

		Type to Learn: Typing practice [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 1300	Type to Learn: Typing practice [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid 1000
		TOSA - Tech (Data) 1.0 FTE (HD) TOSA - Tech (Network) 1.0 FTE (HL) [General Fund IT: 010-0000-007700] 1000-1999: Certificated Personnel Salaries Basic Aid 227,561	TOSA - Tech (Data) 1.0 FTE (HD) TOSA - Tech (Network) 1.0 FTE (HL) [General Fund IT: 010-0000-007700] 1000-1999: Certificated Personnel Salaries Basic Aid 140341
		TOSA - Tech (Data) 1.0 FTE (HD) TOSA - Tech (Network) 1.0 FTE (HL) [General Fund IT: 010-0000-007700] 3000-3999: Employee Benefits Basic Aid 90,624	TOSA - Tech (Data) 1.0 FTE (HD) TOSA - Tech (Network) 1.0 FTE (HL) [General Fund IT: 010-0000-007700] 3000-3999: Employee Benefits Basic Aid 50566
		IT Support Specialist 1.0 FTE (JG) [General Fund IT: 010-0000-007700] 2000-2999: Classified Personnel Salaries Basic Aid 54,189	IT Support Specialist 1.0 FTE (JG/AC/CN) [General Fund IT: 010-0000-007700] 2000-2999: Classified Personnel Salaries Basic Aid 50734
		IT Support Specialist 1.0 FTE (JG) [General Fund IT: 010-0000-007700] 3000-3999: Employee Benefits Basic Aid 44,587	IT Support Specialist 1.0 FTE (JG/AC/CN) [General Fund IT: 010-0000-007700] 3000-3999: Employee Benefits Basic Aid 27609
			Tech Support Subs (LJ, DS, MW) [General Fund IT: 010-0000-

			007700] 2000-2999: Classified Personnel Salaries Basic Aid 37318
			Tech Support Subs (LJ, DS, MW) [General Fund IT: 010-0000-007700] 3000-3999: Employee Benefits Basic Aid 4159
			Data Systems Administrator (AD) [General Fund IT: 010-0000-007700] 2000-2999: Classified Personnel Salaries Basic Aid 22388
			Data Systems Administrator (AD) [General Fund IT: 010-0000-007700] 3000-3999: Employee Benefits Basic Aid 5540

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 STUDENT SHOWCASE Facilitate performances, exhibitions, virtual showcases, and publication opportunities for students to share their academic and artistic endeavors with peers, parents, and the community.	Actual 4.3 SUSD held our annual Student 2 Student Conference. Each school sponsored performances, exhibitions, virtual showcases, and publication opportunities for students to share their academic and artistic endeavors with peers, parents, and the community.	Digital Portfolios materials [General Fund IT: 010-0000-007700] 4000-4999: Books And Supplies Basic Aid 1000	Digital Portfolios materials [General Fund IT: 010-0000-007700] 4000-4999: Books And Supplies Basic Aid 0
		Student Exhibition/Student to Student Conference Supplies [General Fund: 060-9010-098010] 4000-4999: Books And Supplies Basic Aid 2000	Student Exhibition/Student to Student Conference Supplies [General Fund: 060-9010-098010] 4000-4999: Books And Supplies Basic Aid 1500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 Makerspaces at the middle school and two elementary sites.	Each school has a MakerSpace.	Makerspace supplies including equipment and consumable items. [Parcel Tax: 040-000-002130] 4000-4999: Books And Supplies Parcel Tax 30000	Makerspace supplies including equipment and consumable items. [Parcel Tax: 040-000-002130] 4000-4999: Books And Supplies Parcel Tax 49200
		Makerspace materials ordering support 2000-2999: Classified Personnel Salaries Basic Aid 3000	Makerspace materials ordering support (CM) [General Fund IT: 010-0000-007700] 2000-2999: Classified Personnel Salaries Basic Aid 825
			Makerspace materials ordering support (CM) [General Fund IT: 010-0000-007700] 3000-3999: Employee Benefits Basic Aid 76

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 DEVICES FOR STUDENT GROUPS Students without devices or internet service at home will be provided with a device and internet service at home. Interactive displays will be purchased for Special Education class at an elementary school and the middle school.	Actual 4.5 Students without devices or internet service at home were provided with a device and internet service at home. Interactive displays were purchased for a Special Education class at Foothill Elementary School and Redwood Middle School.	Student devices with internet service for home use [General Fund IT: 010-0000-007600] 4000-4999: Books And Supplies Basic Aid 12450	Student devices with internet service for home use [General Fund IT: 010-0000-007600] 4000-4999: Books And Supplies Basic Aid 5800
		New Interactive devices [General Fund IT: 010-0000-007600] 4000-4999: Books And Supplies Basic Aid 16000	New Interactive devices [General Fund IT: 010-0000-007600] 4000-4999: Books And Supplies Basic Aid 21500

iPads will be purchased for Special Education students.	iPads were purchased for all Special Education students. Chromebooks were purchased to support Reading Intervention.	New iPads for students [General Fund IT: 010-0000-007600] 4000-4999: Books And Supplies Basic Aid 17000	New iPads for students [General Fund IT: 010-0000-007600] 4000-4999: Books And Supplies Basic Aid 16100

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.6 PROJECT LEAD THE WAY (PLTW) Our district will continue to implement Project Lead the Way (PLTW), an interactive, hands-on, problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School (RMS). The Project Lead the Way/Science, Technology Engineering, Math (PLTW/STEM) teacher will participate in the Project Lead the Way (PLTW) core training and ongoing professional development. The Project Lead the Way (PLTW) will collaborate with the Redwood Middle School (RMS) math, science, and elective teachers. Middle school teachers will collaborate and plan instructional integration across disciplines. Provide professional learning on science integration instruction.	Actual 4.6 Our district implemented Project Lead the Way (PLTW), an interactive, hands-on, problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School (RMS). The Project Lead the Way/Science, Technology Engineering, Math (PLTW/STEM) teachers participated in the Project Lead the Way (PLTW) core training and ongoing professional development. The Project Lead the Way (PLTW) teachers have not yet collaborated with the Redwood Middle School (RMS) math, science, and elective teachers. Middle school teachers collaborated and planned instructional integration across disciplines. Professional learning on science integration instruction was provided.	PLTW reg fee, supplies/consumables [General Fund PLTW: 010-0000-001880] 0000: Unrestricted Basic Aid 12000 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727] 1000-1999: Certificated Personnel Salaries Education Foundation 80,264 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727] 3000-3999: Employee Benefits Education Foundation 41,919	PLTW reg fee, supplies/consumables [General Fund PLTW: 010-0000-001880] 4000-4999: Books And Supplies Basic Aid 41675 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727] 1000-1999: Certificated Personnel Salaries Education Foundation 103952 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727] 3000-3999: Employee Benefits Education Foundation 31977

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.7 ARTS EDUCATION The district will continue to provide art and music classes at all schools. An orchestra elective will be offered at the middle school. SUSD and SHS administrators and music teachers will continue to collaborate frequently to provide K-12 students with a comprehensive music education.	Actual 4.7 The district continued to provide art and music classes at all schools. An orchestra elective was offered at the middle school. SUSD and SHS administrators and music teachers continued to collaborate frequently to provide K-12 students with a comprehensive music education.	Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820] 1000-1999: Certificated Personnel Salaries Basic Aid 112,955	Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820] 1000-1999: Certificated Personnel Salaries Basic Aid 112955
		Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820] 3000-3999: Employee Benefits Basic Aid 47,666	Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820] 3000-3999: Employee Benefits Basic Aid 47502
		Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715] 2000-2999: Classified Personnel Salaries Education Foundation 15,746	Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715] 2000-2999: Classified Personnel Salaries Education Foundation 13500
		Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715] 3000-3999: Employee Benefits Education Foundation 1,472	Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715] 3000-3999: Employee Benefits Education Foundation 0
		Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725] 1000-1999: Certificated Personnel Salaries Education Foundation 32,476	Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725] 1000-1999: Certificated Personnel Salaries Education Foundation 28103

		Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725] 3000-3999: Employee Benefits Education Foundation 3,037	Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725] 3000-3999: Employee Benefits Education Foundation 2590
		Art education supplies [Saratoga Education Foundation (SEF): 060-9010-095725] 4000-4999: Books And Supplies Education Foundation 8380	Art education supplies (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725] 4000-4999: Books And Supplies Education Foundation 6280
		Music Supplies, Instruments and Repair [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 3500	Music Supplies, Instruments and Repair [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery 2300
		Middle School Music teachers 1.0 FTE (JJ), .17 FTE (TBD) Orchestra .5 FTE (AK) [General Fund - Redwood: 010-0000-001820] 1000-1999: Certificated Personnel Salaries Basic Aid 142,090	Middle School Music teachers 1.0 FTE (JJ), Orchestra .5 FTE (AK) [General Fund - Redwood: 010-0000-001820] 1000-1999: Certificated Personnel Salaries Basic Aid 128,903
		Middle School Music teachers 1.0 FTE (JJ), .17 FTE (TBD) Orchestra .5 FTE (AK) [General Fund - Redwood: 010-0000-001820] 3000-3999: Employee Benefits Basic Aid 60,023	Middle School Music teachers 1.0 FTE (JJ), Orchestra .5 FTE (AK) [General Fund - Redwood: 010-0000-001820] 3000-3999: Employee Benefits Basic Aid 36,119
		Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820] 1000-1999: Certificated Personnel Salaries Other 45,283	Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820] 1000-1999: Certificated Personnel Salaries Other 45283

		Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820] 3000-3999: Employee Benefits Other 7,962	Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820] 3000-3999: Employee Benefits Other 7900
		Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721] 1000-1999: Certificated Personnel Salaries Education Foundation 105,252 106,831 108,433	Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721] 1000-1999: Certificated Personnel Salaries Education Foundation 105252
		Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721] 3000-3999: Employee Benefits Education Foundation 32,232	Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721] 3000-3999: Employee Benefits Education Foundation 45111
		Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722] 1000-1999: Certificated Personnel Salaries Education Foundation 40,132	Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722] 1000-1999: Certificated Personnel Salaries Education Foundation 48121
		Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722] 3000-3999: Employee Benefits Education Foundation 20,783	Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722] 3000-3999: Employee Benefits Education Foundation 8395
			After School Music Assistant (JW) [General Fund:060-9010-098004]

			2000-2999: Classified Personnel Salaries Basic Aid 5,400
			After School Music Assistant (JW) [General Fund:060-9010-098004] 3000-3999: Employee Benefits Basic Aid 1,337

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for Goal 4 were generally implemented as planned. A few exceptions are primarily due to lack of interest in the Mini-MERIT professional development.

Examples of actions and services that were achieved and exceeded the plan include:
EdTech professional development for all sites; increase of Chromebook ratio 1:1 for 1st-8th grade; Student2Student conference was well attended; devices were given to student groups such as iPads for special education students and take home devices to those who requested them; continued implementation of Project Lead the Way; and continued to offer arts education including orchestra as an elective at the middle school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the data described in the Annual Measurable Outcomes section of this Update, we are making progress in meeting this goal.

Areas of strength include increasing the ratio of Chromebooks, teacher participation in G Suite PD, G Suite certification by teachers and staff, increased use of EdTech tools in the classroom, and increased use of Makerspaces at the elementary schools.,

Areas of growth include providing better quality of tech support, increase the percentage of teachers who taught Digital Citizenship, increase participation in Mini-MERIT professional development, increase the number of classes that use the Makerspace in the middle school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were very few material differences between Goal 4 Expenditures and Estimated Actual Expenditures.

Since there was low interest in Mini-MERIT, we did not incur that cost because we did not offer that professional development.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no significant changes to 2018-19 actions and services to achieve Goal 4.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The vision of the Saratoga Union School District (SUSD) 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 student outcomes and achievement, professional growth, and a commitment to continuous improvement.

Saratoga Union School District (SUSD) has a very involved and dedicated parent community. Many parents generously contribute their valuable time, energy, and financial resources in order for our district to provide a stellar learning environment for our students. Our partnership with parents and the community translates into enriching learning opportunities and activities that set our district apart. The richness of the programs in Saratoga Union School District (SUSD) is made possible by the strong partnership between the schools, parents and the community-at-large.

The structure for parent involvement includes committees at both the district and site levels comprised of a cross section of parents representing English learners, students with disabilities, low income families, and all students. The committees also include stakeholders from the certificated and classified bargaining units, as well as site and district administrators.

The stakeholders that provide input into the Local Control and Accountability Plan (LCAP) include:
* District Leadership Team (DLT);
* District English Learner Advisory Committee (DELAC);
* Science, Technology, Engineering, Arts, Math, and Music (STEAM) Team;
* Saratoga Union School District (SUSD) Staff (management, classified and certificated);
* School Site Councils at each school site (SSCs);
* Superintendent's Advisory Council (SAC) comprised of parent leaders of each site's School Site Council (SSC), Parent Teacher Association (PTA), Saratoga Education Foundation (SEF), and other parent volunteer organizations;
* Emergency Preparedness Committee;
* Saratoga Education Foundation (SEF);

* Comprehensive Sexuality Education (CSE) Working Group;
* Educational Technology Planning Committee;
* District Management Team (DMT);
* Principals and Directors Team;
* Saratoga Teachers' Association;
* and most importantly, our students.

Our Principals thoroughly aligned the goals, actions, and services of each school site's Single Plan for Student Achievement (SPSA) with the goals, actions, and services of Saratoga's Local Control and Accountability Plan (LCAP) and the Strategic Plan.

Surveys:
1. A survey was sent to all Saratoga Union School District (SUSD) employees and community members, and it was also available to the community via the District website. The survey questions address the 8 State Priorities, such as student achievement/engagement, implementation of Common Core State Standards, school climate, parental involvement, course access, and basic services (Refer to Parent and Staff Survey in the Appendix for the questions and the results).

2. A survey was also given to all students in grades 4 - 8 (Refer to Student Survey in the Appendix for the questions and the results) and was open for six weeks. Principals and teachers encouraged students to take the survey at school.

3. Students, staff and parents were given a survey to gather feedback regarding the use of educational technology in our district. (Refer to the Bright Bytes Survey in the Appendix for the questions and the results).

4. In the 2015-16 school year, 4th, 5th, and 7th grade students were given the Project Cornerstone Developmental Assets survey. (Refer to the Project Cornerstone Developmental Assets District Executive Summary for the questions and results).

5. Parents and students in 5th and 8th grade were given a survey about the district's comprehensive sexuality education program. (Refer to the CSE Parent and Student Surveys in the Appendix for the questions and results).

6. Parents, teachers, and students in 4th - 8th grade were given a survey about the middle school math pathways and placement system. (Refer to the RMS Math Pathways and Placement Surveys in the Appendix for the questions and results).

7. Parents and community members were given a survey about the district's kindergarten program in regards to the kindergarten schedule. (Refer to the Kindergarten Parent Survey in the Appendix for the questions and results).

8. SUSD elementary teachers participated in a survey about the district's visual arts program. (Refer to the Visual Arts Teacher Survey in the Appendix for the questions and results).

Annual assessment data are reviewed and analyzed by Saratoga Union School District (SUSD) administrators, teachers, and the Board of Trustees. The data include: suspension and expulsion data; California Assessment of Student Performance and Progress (CAASPP) assessment results comprised of California Standards Test in Science (CST), California Alternate Performance Assessment (CAPA), and Smarter Balanced Assessment Consortium SBAC); California English Language Development Test (CELDT) data; English Learner (EL) reclassification trends; parent/student survey results; and local assessment measures of student progress, i.e., writing, reading, and math performance assessments. (Refer to Local Control and Accountability Plan (LCAP) Data Dashboard in the Appendix)

Local Control and Accountability Plan (LCAP) Goals are written and revised to align with each school's Single Plan for Student Achievement (SPSA), the Saratoga Union School District (SUSD) Strategic Plan, and Local Education Agency Plan (LEAP) with input from the Saratoga Union School District (SUSD) Board of Trustees, and District and Site Leadership. The data analysis and District goals are presented to the School Site Councils (SCCs), the District English Learner Advisory Committee (DELAC), and used at the site level to create the Single Plan for Student Achievement (SPSA). Parents provide input when determining priorities to align goals with site and district action plans.

Saratoga Union School District (SUSD) staff worked in close collaboration with the Santa Clara County Office of Education (SCCOE) staff to ensure adherence to California (CA) Education Code 52060 and Audit requirements. The Local Control and Accountability Plan (LCAP) was created to satisfy statutory requirements and the priorities determined by all stakeholders. Teachers, parents and administrators worked together to gather feedback related to parent participation and create needs based responsive action plans at the site level. Those action plans are in direct alignment with the Single Plans for Student Achievement (SPSAs), the Local Education Agency (LEA) Plan and Local Control and Accountability Plan (LCAP). Single Plans for Student Achievement (SPSAs) and site action plans are taken through an approval process that includes the School Site Councils (SSCs), the District English Learner Advisory Committee (DELAC), and the Saratoga Union School District (SUSD) Board of Trustees.

Prior to the adoption of the Local Control and Accountability Plan (LCAP), the Board of Education held a public hearing at its regularly scheduled meeting on June 14, 2018, to provide additional opportunities for public recommendations and input. There were no public recommendations or input made at that meeting. The Local Control and Accountability Plan (LCAP) was adopted at the Board's next regularly scheduled public meeting on June 28, 2018. The Local Control and Accountability Plan (LCAP) and the district budget were adopted at the same meetings on June 28, 2018, with the Local Control and Accountability Plan (LCAP) being adopted prior to the budget per California (CA) Education Code 52062.2.

Student/ Parent/ Teacher/ Community/ Stakeholder Engagement, Information and Input/Consultation:

District Leadership Team (DLT) - includes grade-level and department representative teachers, Principals, Redwood Middle School (RMS) Vice Principal, Tech Teacher on Special Assignment (TOSA), ELA/ELD Teacher on Special Assignment, Literacy Coach, Director of Special Education, Assistant Superintendent of Educational Services.

The purpose of DLT is to provide a vehicle for teacher input on district decisions, specifically to: 1) ensure and facilitate articulation among school sites, grade levels, departments, etc, and 2) Establish long and short term professional development goals (content and timelines), based upon district goals and administrator, teacher and/or student need.

Topics: overview of Local Control and Accountability Plan (LCAP), review of quantitative and qualitative data, and discussion of Goal 1

2017-18 DLT Meeting Dates: 9.11.17, 10.2.17, 11.6.17, 12.4.17, 1.8.18, 2.5.18, 3.5.18

Input from District Leadership Team (DLT) is noted in "Impact to Local Control and Accountability Plan (LCAP)".

District English Language Advisory Committee (DELAC) - includes parent representatives from each school site, Principals, Director of Educational Services

The purpose of the DELAC is to:
* Develop parent training and support for EL and Immigrant families
* Work with School Site Council and school principal on providing programs and services for meeting the needs of English learners at the school site.
* Align school and district goals for English learners with the Local Control Accountability Plan, Strategic Plan, Single Plan for Student Achievement, Title III Accountability Plan, and Local Education Accountability Plan

Topics: overview of Local Control and Accountability Plan (LCAP); review of English Learner (EL) data including reclassification rates, California English Language Development Test (CELDT) levels, Title 3 Report, Annual Measurable Achievement Objectives (AMAO) Accountability Reports; and discussion of Goal 1.

2017-18 DELAC Meeting Dates: 9.25.17, 9.26.17, 10.23.17, 1.29.18, 1.30.18, 3.19.18, 4.23.18, 5.21.18, 5.22.18

Input from DELAC is noted in "Impact to LCAP".

Superintendent's Advisory Council (SAC) - includes representatives from parent and community leadership groups - School Site Councils (SSCs), Parent Teacher Associations (PTAs), Saratoga Education Foundation (SEF), Director of Educational Services, and Superintendent

Topics: Overview of Local Control and Accountability Plan (LCAP), review of qualitative data, and discussion of Goal 2.

2017-18 Superintendent's Advisory Council Meeting Dates: 9.19.17, 10.17.17, 11.21.17, 1.16.18, 4.17.18, 4.15.18

Input from Superintendent's Advisory Council (SAC) is noted in "Impact to Local Control and Accountability Plan (LCAP)".

Emergency Preparedness Committee - includes School Resource Officer (SRO) from Santa Clara County Sheriff's Department, Saratoga Fire Department, Saratoga Union School District (SUSD) Maintenance Director, Los Gatos Saratoga Recreation Department Director of Programs, Principals, Director of Educational Services, staff and parent representatives from school sites

The purpose of the Emergency Preparedness Committee is to:
* Coordinate and revise Comprehensive Safety Plans for each site and D.O.
* Conduct emergency preparedness inventory at each site and D.O.
* Review SUSD emergency policies
* Coordinate emergency drills and training at each site and D.O.
* Coordinate First Aid and CPR training in the district
* Coordinate Emergency Communication Plan
* Align goals with Local Control Accountability Plan, Strategic Plan, Single Plan for Student Achievement

Topics: overview of Local Control and Accountability Plan (LCAP), safety, emergency preparedness, and discussion of Goal 3.

2017-18 Emergency Meeting Dates: 9.5.17, 10.3.17, 1.28.18, 3.6.2018

Input from Emergency Preparedness is noted in "Impact to Local Control and Accountability Plan (LCAP)".

Community Math Study Group - Partnership between parents and staff to revise/refine district math pathways and placement process: series of meetings, workshops, and surveys

Purpose: A representative group of educators and parent/community members who are passionate about mathematics education to study and formulate recommendations to ensure that our students are placed in the middle school math course for which they are best prepared to succeed and in which they will be challenged to learn, and that both respect and reflect the diversity of values held by our community concerning mathematics education and achieve consensus about math curriculum pathways and course placement guidelines in SUSD.

Multiple meetings between October 2017- March 2018

Principals' Meetings - includes District Administrators and Site Principals.

Topics: overview of Local Control and Accountability Plan (LCAP), changes to Local Control and Accountability Plan (LCAP), alignment with Single Plans for Student Achievement (SPSAs) and Strategic Plan, review of all survey data and qualitative/quantitative data and metrics, discussion about Goals 1-4.

District Management Team (DMT) - includes all District Administrators and Directors, and Superintendent

Topics: overview of Local Control and Accountability Plan (LCAP) Goals

School Site Councils (SCCs): comprised of school administrators, classified and certificated staff, parents, and students.
4 meetings held annually at each school site

Topics: Overview of Local Control and Accountability Plan (LCAP) and alignment of Single Plans for Student Achievement (SPSAs) with Strategic Plan and Local Control and Accountability Plan (LCAP)

Saratoga Union School District (SUSD) School Board

Topics: Overview of Local Control and Accountability Plan (LCAP) changes, board responsibilities; status updates on stakeholder processes and input; overview of budget alignment to actions and services.

SUSD Board Meetings in which LCAP was presented and discussed: 2.8.2018; 4.26.2018; 5.24.2018; 6.14.2018; 6.28.2018

Parent/Community LCAP Survey:
email link sent out by principals to community; email link sent out by District Communication Coordinator, and link on website. The survey and ensuing responses were also translated into Mandarin.

(see survey questions and general feedback data in Appendix).

Input from Staff and Community Survey is noted in "Impact to Local Control and Accountability Plan (LCAP)".

Staff LCAP Survey:
email link sent out by Assistant Superintendent of Educational Services and link on website.

(see survey questions and general feedback data in Appendix)

Input from Staff and Community Survey is noted in "Impact to Local Control and Accountability Plan (LCAP)".

Student LCAP Survey:
principals administered to students in grades 4 - 8 from all four schools

(see survey questions and general feedback data in Appendix)

Input from Student Survey is noted in "Impact to Local Control and Accountability Plan (LCAP)".

Science, Technology, Engineering, Arts, Math and Music (STEAM) Team: The purpose of the Saratoga Union School District (SUSD) STEAM Team is to: partner with local business, non-profit organizations, and Saratoga High School to expose students to STEAM experiences; provide in-school and after-school STEAM engagement opportunities for all students; align STEAM actions and expenditures with Saratoga Union School District's (SUSD)'s Local Control and Accountability Plan (LCAP); establish a clear pipeline and pathway for students to access STEAM courses; ensure STEAM professional development to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects

STEAM Team Meeting Dates: 9.18.17, 10.16.17, 11.13.17, 1.22.18, 2.12.18, 3.12.18, 4.16.18, 5.14.18

Input from STEAM Team is noted in "Impact to Local Control and Accountability Plan (LCAP)".

Saratoga Education Foundation Program Advisory Committee: Evaluation and discussion about STEAM programs in district Saratoga Education Foundation's mission is to ensure that our children are nurtured with high quality educational coverage of the areas of music, art, computer instruction, PE, and science.

2017-18 SEF PAC Meetings: 9.27.17, 11.9.17, 2.13.18, 3.1.18, 4.17.18, 5.4.18

The Comprehensive Sexual Education (CSE) Working Group was established to: research and learn together about best practices and evidence-based interventions in CSE that schools can implement for optimal student health; explore the available curricula and educational materials that the CDE and ASHWG have vetted to be in compliance with the CHYA; identify resources other districts are utilizing to implement CSE, and learn from their experiences; bring the voices of all stakeholders in SUSD (parents, teachers, administrators, students) into the process of updating our CSE program; and ultimately develop a Scope and Sequence for 5th and 8th graders for district-wide implementation

CSE Meeting Dates: multiple meeting dates from October 2017- March 2018

Input from CSE Working Group is noted in "Impact to Local Control and Accountability Plan (LCAP)".

The following agencies were not directly consulted in development of the Local Control and Accountability Plan (LCAP): County child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders. However, the Santa Clara County Office of Education (SCCOE) and California Department of Education (CDE) guidelines for serving foster youth were included in the development of this Local Control and Accountability Plan (LCAP).

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The process of eliciting input for Saratoga's Local Control and Accountability Plan (LCAP) provides a multitude of opportunities for all stakeholders (parents, teachers, classified employees, administrators, and students) to offer input into the Local Control and Accountability Plan (LCAP), and Single Plans for Student Achievement (SPSAs). The involvement process ensures that, minimally, all statutory requirements are met, and all school and District plans are aligned with common goals, purpose and intent.

Decisions about actions, services, and expenditures that will be made as a result of reviewing past progress and/or changes to Goal 1:

1. Smarter Balanced Assessment Consortium (SBAC) Summative Assessment student performance data (Achievement Level Descriptors) will be analyzed at the aggregate and student group levels. Results were communicated to staff and community at Parent Teacher Association (PTA) and School Site Council (SSC) meetings, board meetings, and staff meetings. CAASPP (California Assessment of Student Performance and Progress) data will be reviewed and analyzed to inform actions and services to support students.

2. Elementary writing assessments (Lucy Calkins Writing Workshop program at elementary) will include a pre- and post- assessment. Professional development in writing workshop will continue for all elementary teachers, including special education.

3. Teachers and administrators will receive ongoing training and support on our data management system for analysis of student academic performance and impact on instruction.

4. Develop multi-year comprehensive Professional Development (PD) Plan. Professional Development (PD) survey will be administered to all staff. Expand a cohesive and strategic Professional Development plan to address Common Core State Standards (CCSS) English Language Arts (ELA) & Math and Next Generation Science Standards (NGSS) curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, English Language Arts (ELA), and Science which is consistent with our Local Control and Accountability Plan (LCAP) and Strategic Plan. District Leadership Team will continue to

provide input into Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) Professional Development (PD) plan, to be reviewed and discussed by Principals and District Administrators.

5. Review English Language Development (ELD) instructional materials and practices in elementary schools. Review English Language Development (ELD) programs and services and ensure compliance of daily English Language Development (ELD) instruction for English Learners (ELs). Continue to provide training and professional development for English Learner (EL) elementary aides and middle school English Learner (EL) teacher on English Language Arts/English Language Development (ELA/ELD) standards and English Language Development (ELD) framework). Continue to provide opportunities for English Learner (EL) students to access online English instruction. Continue to evaluate Common Core State Standards (CCSS)-aligned instructional materials to support English Learner (EL) and RFEP (Reclassified Fluent English Proficient) students in all content areas.

6. Identify supplemental instructional materials, including digital curriculum, in all subject areas.

7. Research and identify resources and strategies for differentiation to meet the needs of all learners in all content areas. Differentiated pedagogical practices will be integrated into teacher professional development to meet the needs of all levels of learners.

8. TK - 5 teachers will identify Essential Standards to be included in Grade Level Curriculum Guides. These standards are a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course.

9. Elementary and middle school teachers will research and implement research-based reading intervention programs for students who are reading below grade level.

10. The math placement assessment system for course placement in middle school will adhere to the board-approved recommendations of the Community Math Study Group.

11. The Science, Technology, Engineering, Arts, Math (STEAM) Team will continue to coordinate the integration of science, technology, engineering, arts, and math in Saratoga Union School District (SUSD).

12. Arts education will be integrated into content areas. Professional development will include visual and performing arts connections to core curriculum, when possible.

13. New teachers will be assigned a buddy teacher. New teacher orientation and comprehensive curriculum and pedagogy training will be provided. District administrators will work closely with Silicon Valley New Teacher Project (SVNTP) mentors.

14. The District Educational Technology Plan will be reviewed and revised by the Educational Technology Committee. Tech Plan goals, actions, and budget will be integrated into Local Control and Accountability Plan (LCAP).

15. The Comprehensive Sexuality Education's recommendation to implement Positive Prevention Plus curriculum in fifth and eighth grade assures all students access to mandatory HIV/STI instruction as required by Educaiotn Code.

Goal 2 (Communication and Family Engagement):

Decisions about actions, services, and expenditures that will be made as a result of reviewing past progress and/or changes to Goal 2:

1. Continue to improve the alignment of actions, services and expenditures in Goal 2 of the LCAP and SPSAs.

2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services and to review progress toward goals in this area.

3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members) in regards to the actions and services associated with Goal 2.

4. Grow membership in District English Learner Advisory Committee (DELAC) for more representation from each school site. Increase participation and attendance of English learner parents at District English Learner Advisory Committee (DELAC) meetings.

5. Continue collaboration between Special Education, Technology Department, Educational Services and Business Services to align budget and program. Continue the collaborative process of aligning general fund budget to Local Control and Accountability Plan (LCAP) and Single Plans for Student Achievement (SPSAs).

6. Develop comprehensive and strategic district communication plan. Maintain effective and frequent communication with families through a variety of media.

7. Coordinate regular opportunities for parents to learn about classroom instruction and how to support their children with homework. Increase number of parent workshops and guest speaker presentations, which focus on curriculum, social-emotional issues, parenting issues. Continue to provide opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision-making process by providing input and feedback.

8. Continue to translate critical oral and written communication for English Learner (EL) families. Provide Mandarin translation of Local Control and Accountability Plan (LCAP) Executive Summary, School Accountability Report Card (SARC) Plans, and other key written communications. Provide Mandarin translation of meetings when possible, including DELAC.

9. Conduct Local Control and Accountability Plan (LCAP) needs assessment and survey of fourth-eighth grade students and all staff and community. Updated Local Control and Accountability Plan (LCAP) will include stakeholder input.

10. Update district website to improve the user's experience and compliance with ADA requirements.

11. The Comprehensive Sexuality Education's recommendation to implement Positive Prevention Plus curriculum features parent communication and daily homework discussion opportunities for students and their parents.

Goal 3 (Safety):

Decisions about actions, services, and expenditures that will be made as a result of reviewing past progress and/or changes to Goal 3:

1. Continue to improve the alignment of actions, services and expenditures in Goal 3 of the LCAP and SPSAs.

2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services and to review progress toward goals in this area.

3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members) in regards to the actions and services associated with Goal 3.

4. Revise Comprehensive School Safety Plans (CSSPs) annually as needed. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).

5. Improve social-emotional literacy training for staff and parents.

6. Research metrics and surveys to obtain data on students' social-emotional needs and plan programs and services accordingly. Continue to evaluate the efficacy of our social-emotional literacy programs and make adjustments based on student needs.

7. Counseling services will continue to be offered at the district's three elementary schools. Counseling and Support Services for Youth (CASSY) services will continue at Redwood Middle School (RMS). Evaluate program and make refinements as needed.

8. Continue laser focus on safety, emergency preparedness, and training/drills at school and district level.

9. Compliance with AB1266 (Gender Equity) which requires a pupil be permitted to participate in sex-segregated school programs, activities, and facilities including athletic teams and competitions, consistent with his or her gender identity, regardless of the gender listed on the pupil's records. Continue to offer gender-inclusive training for all district staff. The Comprehensive Sexuality Education's

recommendation to implement Positive Prevention Plus curriculum in fifth and 8th grade will contribute to safe and inclusive classroom and classroom environments free from bias against lesbian, gay, bisexual and transgender students.

10. As per Assembly Bill 2246 (Chapter 642, Statutes of 2016), create and adopt a policy on pupil suicide prevention, intervention, and postvention.

11. Compliance with AB 329 (CA Healthy Youth Act). Continue to maintain compliance with the California Healthy Youth Act, which requires school districts ensure that all pupils in grades seven to twelve, inclusive, receive comprehensive sexual health education and HIV prevention education. Continue to provide mandatory comprehensive sexual health education instructional materials for eighth-grade students and eighth-grade teachers will continue to receive training and support. Fifth-grade students will continue to learn puberty lessons, and fifth-grade teachers will continue to receive training and support. SUSD educators will create a curriculum scope and sequence for developmentally sexual health education.

Goal 4 (Innovation, Educational Technology, and 21st Century Learning Skills):

Decisions about actions, services, and expenditures that will be made as a result of reviewing past progress and/or changes to Goal 4:

1. Continue to improve the alignment of actions, services, and expenditures in Goal 4 of the LCAP and SPSAs.

2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services and to review progress toward goals in this area.

3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members) in regards to the actions and services associated with Goal 4.

4. Continue to ensure and support equitable and consistent access to technology devices and online digital resources. Continue to provide a device and internet service at home to students who don't have that access. Continue to provide support on the use of iPads and interactive displays to teachers and students in Special Education.

5. Continue to focus on providing training and support for staff in educational technology integration, including digital communication and collaboration. Continue to implement digital citizenship curriculum and empowered learner activities such as setting goals, reflecting, and getting feedback.

6. Establish the use of student digital portfolios using Google Sites where students will organize their many projects throughout the grades, including projects that integrate the "4Cs" (collaboration, communication, creativity, and critical thinking).

7. Coordinate and implement Science, Technology, Engineering, Math (STEM) programs at all grade levels.

8. Continue to offer and grow STEM classes at RMS: STEM class in sixth grade on the Exploratory Wheel and Project Lead the Way (PLTW) Gateway program's robotics and automation elective courses.

9. Continue Science, Technology, Engineering, Arts, Math and Music (STEAM) Team to identify strengths and opportunities to improve project-based learning, content integration and innovation in our district by expanding MakerSpaces at each school.

10. Continue to provide opportunities for students to showcase their work through performances, exhibitions, virtual showcases, and publication opportunities for students to share their academic and artistic endeavors with peers, parents, and the community.

11. Continue to provide high-quality visual art and music classes at all schools. An orchestra elective will continue to be offered at the middle school. SUSD and SHS administrators and music teachers will continue to collaborate frequently to provide K-12 students with a comprehensive music education.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Goal 1:
All Saratoga Union School District (SUSD) students will reach high standards and will demonstrate upward movement in student achievement through Common Core State Standards (CCSS)- and NGSS-aligned instruction, assessment, and staff professional development.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

1. Continue to provide instruction and resources necessary to maintain high student achievement and ensure growth for all students.

2. Continue to provide teachers and administrators with relevant professional development and structured collaboration with a focus on using formative and summative assessments (SBAC, District-wide curriculum-based assessments), differentiating instruction to meet the needs of all students, and implementing Visible Learning high impact strategies.

3. Continue to provide instruction and resources necessary to maintain high student achievement and ensure growth for English language learners and reclassified students.

4. Continue to increase achievement and ensure growth for all Students with Disabilities and Hispanic students.

5. Continue to explore supplemental instructional materials in NGSS, ELA, ELD, Mathematics, [Comprehensive Sexual Education], and STEAM in order to meet the needs of all learners, including ELs and students with disabilities.

6. Continue to develop procedures for collecting and using formative data to drive instruction.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher feedback and classroom observations of Next Generation Science Standards (NGSS) implementation	100% of 6th grade teachers implemented NGSS through field testing the StemScopes supplementary curriculum.	100% of Grades 4-8 science teachers will implement the NGSS through field testing the StemScopes supplementary curriculum. Some TK-3 teachers may volunteer to pilot NGSS curriculum.	100% of Grades TK-8 science teachers will implement NGSS.	100% of Grades TK-8 science teachers will implement NGSS.
Teacher feedback and classroom observations of Middle School Core ELA curriculum implementation	MS Core ELA teachers piloted new Core ELA curriculum.	100% of Grades 6-8 Core teachers will implement the new Core ELA curriculum.	100% of Grades 6-8 Core teachers will implement the Core ELA curriculum, as revised by grade-level teams based on their review of first year curriculum implementation, including Core (ELA and Social Studies) integration.	100% of Grades 6-8 Core teachers will implement the Core ELA curriculum, as revised by grade-level teams based on their review of second year implementation, including Core (ELA and Social Studies) integration.
BrightBytes SAMR (Substitution, Augmentation, Modification, Redefinition) Lens Survey	Current self-reported SAMR levels of all SUSD classroom teachers: Beginner (pre-SAMR level) - 34%	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from the baseline levels.	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from the 2017-18.	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from the 2018-19.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Substitution - 24% Augmentation - 30% Modification - 5% Redefinition - 4%			
STEAM Integration: MakerSpace Usage by Teachers	MakerSpaces became available at Foothill Elementary and Redwood Middle School. Two-thirds of the classes at Foothill used the MakerSpace. Many K-5 students attended either Robotics Club after school or the community Fab Lab night supported by the PTA. Five lunch MakerSpace drop-in sessions were held at Argonaut - a total of approximately 50 students participated. 20% of middle school teachers used the Maker Space with their classes this year.	Increase the MakerSpace access by developing a MakerSpace at one additional elementary school. 80% of elementary classes at schools with MakerSpaces will complete a project using a MakerSpace. 40% of middle school teachers will use the Maker Space with their classes this year.	Increase the MakerSpace access by developing a MakerSpace at the final elementary school. 80% of elementary classes will complete a three projects using a MakerSpace. 60% of middle school teachers will use the Maker Space with their classes this year.	MakerSpaces will be available at all schools. 100% of all elementary classes will complete a project using a MakerSpace. 80% of middle school teachers will use the Maker Space with their classes this year.
Professional Development: PD Sign-In Data and Participant Feedback Surveys; Professional Development Calendar	Teachers and staff participated in professional development, structured collaboration focusing on elementary literacy	Teachers and staff will participate in differentiated professional development, structured collaboration, and	Teachers and staff will participate in differentiated professional development, structured collaboration, and	Teachers and staff will participate in differentiated professional development, structured collaboration, and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	and math instruction, middle school departmental content-based PD, and G-Suite technology (cloud-based computing, collaboration, and productivity tools) district-wide. All classroom teachers participated in an SBAC Data Review session. Elementary teachers were given release time to align writing scoring and plan writing instruction based on scoring results. Pilot collection of elementary DRA (Reading Assessment) data in Spring 2017 Pilot of Ellevation program to collect English learner data to inform placement and instruction. Pilot of English learner daily support logs to track student progress and promote teacher collaboration Content-specific PD was provided for middle school departments	coaching with a focus on data-driven instruction and differentiating instruction to meet the needs of all students. 100% of TK -5 teachers will administer curriculum-based assessments, upload assessment results to a district database, and participate in PD collaboration sessions to analyze data and plan instruction. 100% of TK-3 teachers will receive coaching on differentiation and data-driven instruction in literacy. 100% of TK-5 teachers will participate in math differentiation strategies PD. 100% of TK-5 teachers will participate in NGSS PD. Continue to provide content-specific PD for middle school departments based on	coaching with a focus on data-driven instruction and differentiating instruction to meet the needs of all students. Sites will determine specific professional development topics based on teacher surveys, requests, and needs. Continue to provide K-8 coaching upon teacher request.	coaching with a focus on data-driven instruction and differentiating instruction to meet the needs of all students. All teachers will continue to receive coaching on differentiation and data-based planning. Continue to provide PD in math differentiation and NGSS for TK-5 teachers. Continue to provide content-specific PD for middle school departments based on student need and teacher request.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	based on student need and teacher request.	student need and teacher request.		
SBAC Performance Data for English language learners; ELD and classroom teacher interactive log for EL student support; Reclassification Rates	Principals and teachers tracked and monitored academic performance data of English learners and reclassified students to provide differentiated support to improve their performance. Educators and parents participated in SST meetings and parent conferences to collaborate together. CA School Dashboard Data for English learners (all ELs and Reclassified): ELA status = Very High (51.2 points above level 3) ELA change = Increased (by 7.5 points) EL Students Overall Performance in ELA = "Blue" 46% of English learners met or exceeded standards in ELA on the 2016 SBAC	Principals and teachers will continue to track and monitor academic performance data of English learners and reclassified students to provide differentiated support to improve their performance. Educators and parents will participate in SST meetings and parent conferences to collaborate together. English learners will maintain "Blue" (Very High Status and Increase in Growth) in both ELA and Mathematics 47% or greater of English learners (ELs) will meet or exceed standards in ELA on the 2017 SBAC 89% or greater of Reclassified ELs will meet or exceed standards in ELA on the 2017 SBAC	Principals and teachers will continue to track and monitor academic performance data of English learners and reclassified students to provide differentiated support to improve their performance. Educators and parents will participate in SST meetings and parent conferences to collaborate together. English learners and Reclassified ELs will attain "Blue" (Very High Status and Increase in Growth) in both ELA and Mathematics on the 2018 SBAC.	Principals and teachers will continue to track and monitor academic performance data of English learners and reclassified students to provide differentiated support to improve their performance. Educators and parents will participate in SST meetings and parent conferences to collaborate together. English learners and Reclassified ELs will maintain "Blue" (Very High Status and Increase in Growth) in both ELA and Mathematics on the 2019 SBAC.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	88% of Reclassified English learners met or exceeded standards in ELA on the 2016 SBAC _____ Mathematics status = Very High (81.5 points above level 3) Mathematics change = Increased (by 11.6 points) EL Students Overall Performance in Mathematics = "Blue" 55% English learners met or exceeded standards in Mathematics on the 2016 SBAC 90% Reclassified English learners met or exceeded standards in Mathematics on the 2016 SBAC	56% or greater of English learners will meet or exceed standards in Mathematics on the 2017 SBAC 91% or greater of Reclassified ELs will meet or exceed standards in Mathematics on the 2017 SBAC.		
SBAC Performance Data for Underperforming Groups (Hispanic and Students with Disabilities)	Principals and teachers tracked and monitored academic performance data of these student groups to provide differentiated support to improve their performance. Educators and parents participated in SST and IEP	Principals and teachers will track and monitor academic performance data of these student groups to provide differentiated support to improve their performance. Educators and parents will participate in SST and	Principals and teachers will track and monitor academic performance data of these student groups to provide differentiated support to improve their performance. Educators and parents will participate in SST and	Principals and teachers will track and monitor academic performance data of these student groups to provide differentiated support to improve their performance. Educators and parents will participate in SST and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	meetings and parent conferences to collaborate together. CA School Dashboard Data for Hispanics: ELA status = High (27 points above level 3) ELA change = Declined (by 3.5 points) Hispanic Students Overall Performance in ELA = "Yellow" 73% of Hispanic students met or exceeded standards in ELA on the 2016 SBAC Mathematics status = High (7 points above level 3) Mathematics change = Declined Significantly (by 18.7points) Hispanic Students Overall Performance in Mathematics = "Orange" 58% of Hispanic students met or exceeded standards in Mathematics on the 2016 SBAC	IEP meetings and parent conferences to collaborate together. Hispanic students will reach or exceed "Green" (High and Increased performance) in ELA and "Yellow" in Mathematics on the CA School Dashboard. 74% or greater of Hispanic students will meet or exceed standards in ELA on the 2017 SBAC 59% or greater of Hispanic students will meet or exceed standards in Mathematics on the 2017 SBAC _____ Students with Disabilities will reach or exceed "Blue" (High performance and Increase Significantly) in ELA and "Blue" in Mathematics on the CA School Dashboard. 50% or greater of Students with	IEP meetings and parent conferences to collaborate together. Hispanic students' academic performance in both ELA and Mathematics will increase. Academic performance of Students with Disabilities in both ELA and Mathematics will increase.	IEP meetings and parent conferences to collaborate together. Hispanic students' academic performance in both ELA and Mathematics will increase. Academic performance of Students with Disabilities in both ELA and Mathematics will increase.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	_____ _____ __ CA School Dashboard Data for Students with Disabilities: ELA status = Medium (.1 points above level 3) ELA change = Increased (by 11.2 points) Students with Disabilities Overall Performance in ELA = "Green" 49% of Students with Disabilities met or exceeded standards in ELA on the 2016 SBAC Mathematics status = High (10.4 points above level 3) Mathematics change = Increased (by 11.8 points) Students with Disabilities Overall Performance in Mathematics = "Green" 51% of Students with Disabilities met or exceeded standards in Mathematics on the 2016 SBAC	Disabilities will meet or exceed standards in ELA on the 2017 SBAC. 52% or greater of Students with Disabilities will meet or exceed standards in Mathematics on the 2017 SBAC.		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: 1A: Fully credentialed in all subject areas 1B: Standard- Aligned Instructional Materials 1C: Include facility measure (Williams/FIT Report)	1A: All teachers are fully credentialed. 1B: All instructional materials are standards-aligned. 1C: Williams and FIT Reports are satisfactory.	1A: All teachers will continue to be fully credentialed. 1B: All instructional materials will continue to be standards-aligned. 1C: Williams and FIT Reports will continue to be satisfactory.	1A: All teachers will continue to be fully credentialed. 1B: All instructional materials will continue to be standards-aligned. 1C: Williams and FIT Reports will continue to be satisfactory.	1A: All teachers will continue to be fully credentialed. 1B: All instructional materials will continue to be standards-aligned. 1C: Williams and FIT Reports will continue to be satisfactory.
Priority 4: CELDT/ELPAC Data	CELDT will transition to ELPAC in 2017-18	CELDT transitioning to ELPAC.	ELPAC baseline results will be established.	ELPAC baseline results will be established (Year 2).
Priority 7: RMS Master Schedule	Review of class availability for middle school students within scope of RMS Task Force.	7th graders will have access to two electives (Increase of one elective from previous year).	Continue to expand course offerings to ensure equity for RMS special education and English learner classes.	Expand course offerings to ensure equity for RMS special education and English learner classes.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 PROFESSIONAL DEVELOPMENT/TEACHER SUPPORT Teachers, professional staff, and classified staff will participate in differentiated professional development, structured collaboration, and coaching focused on standards-based, data-driven instruction differentiated to meet the needs of all students. The District's Teachers on Special Assignment (TOSAs) will work together to provide coaching and support for all TK-8 grade teachers in implementing CCSS- and NGSS-aligned instruction and integrating instructional technology, as well as to coordinate professional development and provide information regarding instructional materials. Teachers will receive specific coaching on literacy, including Guided Reading, continued implementation of the Lucy Calkins Writing Workshop, reading and writing pedagogy, and integration of STEAM (science,	1.1 PROFESSIONAL DEVELOPMENT/TEACHER SUPPORT Teachers, professional staff, and classified staff will continue to participate in differentiated professional development, structured collaboration, and coaching focused on standards-based, data-driven instruction differentiated to meet the needs of all students. The District's Teachers on Special Assignment (TOSAs) will continue to work together to provide coaching and support for all TK-8 grade teachers in implementing CCSS- and NGSS-aligned instruction and integrating instructional technology, as well as to coordinate professional development and provide information regarding instructional materials. Specific coaching areas will be determined based on teacher needs, as determined through teacher surveys and classroom observations.	1.1 PROFESSIONAL DEVELOPMENT/TEACHER SUPPORT Teachers, professional staff, and classified staff will continue to participate in differentiated professional development, structured collaboration, and coaching focused on standards-based, data-driven instruction differentiated to meet the needs of all students. The District's Teachers on Special Assignment (TOSAs) will continue to work together to provide coaching and support for all TK-8 grade teachers in implementing CCSS- and NGSS-aligned instruction and integrating instructional technology, as well as to coordinate professional development and provide information regarding instructional materials. Specific coaching areas will be determined based on teacher needs, as determined through teacher surveys and classroom observations.

technology, engineering, art, and math) in their content areas. District NGSS Strategic Leadership Team will plan for professional learning, explore instructional resources, and align NGSS implementation with other initiatives. Elementary Science Support Aides will continue to provide teachers with science support, including organizing and delivering hands-on science lessons and science centers, depending on the grade level. The District's Library team, comprised of the RMS head librarian and the four school site library instructional aides, will collaboratively coordinate the district's library programs to support students and staff in accessing ideas and information. New SUSD teachers will be supported by a mentor and participate in professional development with the Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) /Beginning Teacher Support and Assessment (BTSA). Subs will be hired as necessary for release days for Professional Development. Summer PD will be provided. Each school site will be provided PD funds to support its individual school (Single	District NGSS Strategic Leadership Team will continue to plan for professional learning, explore instructional resources, form community and business partnerships, and align NGSS implementation with other initiatives. Elementary Science Support Aides will continue to provide teachers with science support, including organizing and delivering hands-on science lessons and science centers, depending on the grade level. The District's Library team, comprised of the RMS head librarian and the four school site library instructional aides, will continue to collaboratively coordinate the district's library programs to support students and staff in accessing ideas and information. New SUSD teachers will continue to be supported by a mentor and participate in professional development with the Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) /Beginning Teacher Support and Assessment (BTSA). SUSD will continue to hire subs as necessary for release days for Professional Development. Summer PD will be provided. Each school site will continue to be provided PD funds to support its individual school SPSA goals.	District NGSS Strategic Leadership Team will continue to plan for professional learning, explore instructional resources, form community and business partnerships, and align NGSS implementation with other initiatives. Elementary Science Support Aides will continue to provide teachers with science support, including organizing and delivering hands-on science lessons and science centers, depending on the grade level. The District's Library team, comprised of the RMS head librarian and the four school site library instructional aides, will continue to collaboratively coordinate the district's library programs to support students and staff in accessing ideas and information. New SUSD teachers will continue to be supported by a mentor and participate in professional development with the Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) /Beginning Teacher Support and Assessment (BTSA). SUSD will continue to hire subs as necessary for release days for Professional Development. Summer PD will be provided (Summer Training Camp).

Plan for Student Achievement - SPSA) goals. The District Learning Team (DLT) and site Teacher Leaders composed of teachers and administrators will collect data regarding District PD needs and provide input on District PD choices. Teachers may apply to fill various compensated leadership positions at the site and district level. At the elementary level, these positions include Site and District Grade-Level Lead, Teacher in Charge when the principal is off campus, Student Council Advisor, MOUSE Squad Advisor, and Site Teacher Tech Support. At the middle school, these positions include Department Lead and member of the Student Achievement Leadership Team. At all schools, these positions also include Buddy Teacher and Site Teacher Tech Support.	The District Learning Team (DLT) and site Teacher Leaders, composed of teachers and administrators, will continue to collect data regarding District PD needs and provide input on District PD choices. Teachers may continue to apply to fill various compensated leadership positions at the site and district level. At the elementary level, these positions include Site and District Grade-Level Lead, Teacher in Charge when the principal is off campus, Student Council Advisor, Student Tech Support Advisor, and Site Teacher Tech Support. At the middle school, these positions include Department Lead and member of the Student Achievement Leadership Team. At all schools, these positions also include Buddy Teacher.	Each school site will continue to be provided PD funds to support its individual school SPSA goals. The District Learning Team (DLT) and site Teacher Leaders, composed of teachers and administrators, will continue to collect data regarding District PD needs and provide input on District PD choices. Teachers may continue to apply to fill various compensated leadership positions at the site and district level. At the elementary level, these positions include Site and District Grade-Level Lead, Teacher in Charge when the principal is off campus, Student Council Advisor, MOUSE Squad Advisor, and Site Teacher Tech Support. At the middle school, these positions include Department Lead and member of the Student Achievement Leadership Team. At all schools, these positions also include Buddy Teacher and Site Teacher Tech Support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	41000	26000	26000
Source	Title II	Title II	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [Title II: 060-4035-040350]	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [Title II: 060-4035-040350]	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [Title II: 060-4035-040350]
Amount	40000	0	0
Source	Educator Effectiveness	Educator Effectiveness	Educator Effectiveness
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [Educator Effectiveness: 060-6264-062640]	Not Applicable Professional Development (salary/benefits, reg fees, expenses, etc) [Educator Effectiveness not included this year, funded by other sources]	Not Applicable Professional Development (salary/benefits, reg fees, expenses, etc) [Educator Effectiveness not included this year, funded by other sources]
Amount	70000	90000	90000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [General Fund: 010-0000-002110]	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [General Fund: 010-0000-002110]	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [General Fund: 010-0000-002110]

Amount	2300	5000	5000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries CPR & First Aid Training [General Fund: 010-000-008400]	1000-1999: Certificated Personnel Salaries CPR & First Aid Training [General Fund: 010-000-008400]	1000-1999: Certificated Personnel Salaries CPR & First Aid Training [General Fund: 010-000-008400]
Amount	5200	14600	14600
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) [General Fund: 060-9010-072720]	5000-5999: Services And Other Operating Expenditures Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) [General Fund: 060-9010-072720]	5000-5999: Services And Other Operating Expenditures Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) [General Fund: 060-9010-072720]
Amount	115214	116059	116910
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900]	1000-1999: Certificated Personnel Salaries TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900]	1000-1999: Certificated Personnel Salaries TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900]
Amount	20256	22394	49384
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900]	3000-3999: Employee Benefits TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900]	3000-3999: Employee Benefits TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900]

Amount	106817	107608	108405
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110]	1000-1999: Certificated Personnel Salaries TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110]	1000-1999: Certificated Personnel Salaries TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110]
Amount	20686	22647	24900
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110]	3000-3999: Employee Benefits TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110]	3000-3999: Employee Benefits TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110]
Amount	113703	117114	117114
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]	1000-1999: Certificated Personnel Salaries TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]	1000-1999: Certificated Personnel Salaries TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]
Amount	42798	47400	50807
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]	3000-3999: Employee Benefits TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]	3000-3999: Employee Benefits TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]

Amount	65,037	60493	61299
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	2000-2999: Classified Personnel Salaries Elementary Science Support Aides (BP, MM, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713]	2000-2999: Classified Personnel Salaries Elementary Science Support Aides (BP, JN, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713]	2000-2999: Classified Personnel Salaries Elementary Science Support Aides (BP, JN, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713]
Amount	6,083	5574	5649
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	3000-3999: Employee Benefits Elementary Science Support Aides (BP, MM, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713]	3000-3999: Employee Benefits Elementary Science Support Aides (BP, JN, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713]	3000-3999: Employee Benefits Elementary Science Support Aides (BP, JN, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713]
Amount	107,331	108117	108908
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420]	1000-1999: Certificated Personnel Salaries Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420]	1000-1999: Certificated Personnel Salaries Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420]

Amount	26,433	30432	33078
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420]	3000-3999: Employee Benefits Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420]	3000-3999: Employee Benefits Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420]
Amount	101,655	100955	102819
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	2000-2999: Classified Personnel Salaries Part-time Elementary and Middle School Library Aides (JB, SN, GK, JR) [General Fund - Library: 010-0000-002420]	2000-2999: Classified Personnel Salaries Part-time Elementary and Middle School Library Aides (JB, SN, GK, TBD) [General Fund - Library: 010-0000-002420]	2000-2999: Classified Personnel Salaries Part-time Elementary and Middle School Library Aides (JB, SN, GK, TBD) [General Fund - Library: 010-0000-002420]
Amount	21,122	23069	24619
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits Part-time Elementary and Middle School Library Aides (JB, SN, GK, JR) [General Fund - Library: 010-0000-002420]	3000-3999: Employee Benefits Part-time Elementary and Middle School Library Aides (JB, SN, GK, TBD) [General Fund - Library: 010-0000-002420]	3000-3999: Employee Benefits Part-time Elementary and Middle School Library Aides (JB, SN, GK, TBD) [General Fund - Library: 010-0000-002420]

Amount	88,386	80823	81422
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach .78 of 1.0 FTE (LB) [MPP: 010-0000-070900]	1000-1999: Certificated Personnel Salaries Literacy Coach .708 of 1.0 FTE (LB) [MPP: 010-0000-070900]	1000-1999: Certificated Personnel Salaries Literacy Coach .708 of 1.0 FTE (LB) [MPP: 010-0000-070900]
Amount	27,054	24143	26191
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits Literacy Coach .78 of 1.0 FTE (LB) [MPP: 010-0000-070900]	3000-3999: Employee Benefits Literacy Coach .708 of 1.0 FTE (LB) [MPP: 010-0000-070900]	3000-3999: Employee Benefits Literacy Coach .708 of 1.0 FTE (LB) [MPP: 010-0000-070900]
Amount	24,930	33334	33581
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach .22 of 1.0 FTE (LB) [Title I: 060-3010-030100]	1000-1999: Certificated Personnel Salaries Literacy Coach .292 of 1.0 FTE (LB) [Title I: 060-3010-030100]	1000-1999: Certificated Personnel Salaries Literacy Coach .292 of 1.0 FTE (LB) [Title I: 060-3010-030100]
Amount	4,383	9957	10801
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Literacy Coach .22 of 1.0 FTE (LB) [Title I: 060-3010-030100]	3000-3999: Employee Benefits Literacy Coach .22 of 1.0 FTE (LB) [Title I: 060-3010-030100]	3000-3999: Employee Benefits Literacy Coach .22 of 1.0 FTE (LB) [Title I: 060-3010-030100]

Amount	78,964	105943	110076
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries TOSA Math 1.0 FTE (TBD) [General Fund: 010-0000-002110]	1000-1999: Certificated Personnel Salaries TOSA Math 1.0 FTE (RP) [General Fund: 010-0000-002110]	1000-1999: Certificated Personnel Salaries TOSA Math 1.0 FTE (RP) [General Fund: 010-0000-002110]
Amount	36,691	30303	33629
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits TOSA Math 1.0 FTE (TBD) [General Fund: 010-0000-002110]	3000-3999: Employee Benefits TOSA Math 1.0 FTE (RP) [General Fund: 010-0000-002110]	3000-3999: Employee Benefits TOSA Math 1.0 FTE (RP) [General Fund: 010-0000-002110]
Amount	75804	82312	82312
Source	Parcel Tax	Parcel Tax	Parcel Tax
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Leadership Compensation (TLC) [Parcel Tax: 040-0000-001830]	1000-1999: Certificated Personnel Salaries Teacher Leadership Compensation (TLC) [Parcel Tax: 040-0000-001830]	1000-1999: Certificated Personnel Salaries Teacher Leadership Compensation (TLC) [Parcel Tax: 040-0000-001830]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 INSTRUCTIONAL MATERIALS AND PROGRAMS SUSD students will be provided with high quality, consistent, standards-based instructional materials, including digital resources, music and art supplies, and hands-on science materials. Supplementary materials will provide differentiation when needed. New materials will be reviewed, piloted, and purchased as required by changes in state standards, frameworks, and educational requirements. Middle school Core teachers will implement new ELA/ELD curriculum. Our district will coordinate with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math summer intervention program for incoming 8th graders to address students' mathematical proficiency and confidence in Algebra. Our district will coordinate with SVEF to implement the Elevate Math Plus intervention program (during the school year) for 8th graders to address students'	1.2 INSTRUCTIONAL MATERIALS AND PROGRAMS SUSD students will continue to be provided with high quality, consistent, standards-based instructional materials, including digital resources, music and art supplies, and hands-on science materials. Supplementary materials will provide differentiation when needed. New materials will be reviewed, piloted, and purchased as required by changes in state standards, frameworks, and educational requirements. Reading intervention instructional materials will be tested at the elementary level. Begin reviewing NGSS instructional materials as they become available.	1.2 INSTRUCTIONAL MATERIALS AND PROGRAMS SUSD students will continue to be provided with high quality, consistent, standards-based instructional materials, including digital resources, music and art supplies, and hands-on science materials. Supplementary materials will provide differentiation when needed. New materials will be reviewed, piloted, and purchased as required by changes in state standards, frameworks, and educational requirements. Reading intervention instructional materials will be piloted and adopted at the elementary level. Based on the Elementary Reading Needs Assessment, we will determine our reading instructional materials needs and pilot if necessary. NGSS instructional materials will be piloted and adopted.

mathematical proficiency and confidence in Algebra.		Our district will begin reviewing the History-Social Studies instructional materials as they become available. Our district will continue to coordinate with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math summer intervention program for incoming 8th graders to address students' mathematical proficiency and confidence in Algebra. Our district will continue to coordinate with SVEF to implement the Elevate Math Plus intervention program (during the school year) for 8th graders to address students' mathematical proficiency and confidence in Algebra.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	1500	1500
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Overdrive: Collaborative to access student digital content [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Overdrive: Collaborative to access student digital content [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Overdrive: Collaborative to access student digital content [General Fund IT: 010-0000-007700]

Amount	8000	3500	2000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Follet: Library system initial implementation [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Follet: Library system [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Follet: Library system [General Fund IT: 010-0000-007700]
Amount	5000	0	0
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5000-5999: Services And Other Operating Expenditures Silicon Valley Education Foundation (SVEF) contribution for ElevateMath and ElevateMath summer program at RMS [General Fund SVEF: 010-0000-018160]	Not Applicable Silicon Valley Education Foundation (SVEF) contribution for ElevateMath and ElevateMath summer program at RMS [not included this year]	Not Applicable Silicon Valley Education Foundation (SVEF) contribution for ElevateMath and ElevateMath summer program at RMS [not included this year]
Amount	19000	19500	19500
Source	One-Time Discretionary	One-Time Discretionary	One-Time Discretionary
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Dreambox [One Time Discretionary: 010-0000-002000]	5000-5999: Services And Other Operating Expenditures Dreambox [One Time Discretionary: 010-0000-002000]	5000-5999: Services And Other Operating Expenditures Dreambox [One Time Discretionary: 010-0000-002000]

Amount	3700	3700	3700
Source	One-Time Discretionary	One-Time Discretionary	One-Time Discretionary
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Explore Learning Gizmos [One Time Discretionary: 010-0000-002000]	5000-5999: Services And Other Operating Expenditures Explore Learning Gizmos [One Time Discretionary: 010-0000-002000]	5000-5999: Services And Other Operating Expenditures Explore Learning Gizmos [One Time Discretionary: 010-0000-002000]
Amount	3600	3500	3500
Source	Lottery	Basic Aid	Basic Aid
Budget Reference	4000-4999: Books And Supplies Comprehensive Sexuality Education materials (TBD) [Lottery: 060-6300-063000]	4000-4999: Books And Supplies Comprehensive Sexuality Education materials (TBD) [General Fund: 010-0000-002110]	4000-4999: Books And Supplies Comprehensive Sexuality Education materials (TBD) [General Fund: 010-0000-002110]
Amount	82000	50000	50000
Source	Lottery	One-Time Discretionary	One-Time Discretionary
Budget Reference	4000-4999: Books And Supplies STEMscopes (Accelerate Learning) science instructional materials (Grades 4-8) [Lottery: 060-6300-063000]	4000-4999: Books And Supplies STEMscopes (Accelerate Learning) science instructional materials (Grades 4-8) [One Time Discretionary: 010-0000-002000]	4000-4999: Books And Supplies STEMscopes (Accelerate Learning) science instructional materials (Grades 4-8) [One Time Discretionary: 010-0000-002000]

Amount	117000	0	0
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies myPerspectives (Pearson) ELA/ELD instructional materials (Grades 6-8) [One Time Discretionary: 010-0000-002000]	Not Applicable myPerspectives (Pearson) ELA/ELD instructional materials (Grades 6-8) [not included this year]	Not Applicable myPerspectives (Pearson) ELA/ELD instructional materials (Grades 6-8) [not included this year]
Amount	1700	1700	1700
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Studies Weekly (American Legacy Publishing Inc) social studies instructional materials (Grades 4-5) [Lottery: 060-6300-063000]	4000-4999: Books And Supplies Studies Weekly (American Legacy Publishing Inc) social studies instructional materials (Grades 4-5) [Lottery: 060-6300-063000]	4000-4999: Books And Supplies Studies Weekly (American Legacy Publishing Inc) social studies instructional materials (Grades 4-5) [Lottery: 060-6300-063000]
Amount	4500	4500	4500
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Supplementary and digital instructional materials (apps, Britannica, etc) [Lottery: 060-6300-063000]	4000-4999: Books And Supplies Music Supplies, Instruments (Recorders), Repair [Lottery: 060-6300-063000]	4000-4999: Books And Supplies Music Supplies, Instruments (Recorders), Repair [Lottery: 060-6300-063000]
Amount	444	444	444
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Classtech - SMART Notebook [Lottery: 060-6300-063000]	4000-4999: Books And Supplies Classtech - SMART Notebook [Lottery: 060-6300-063000]	4000-4999: Books And Supplies Classtech - SMART Notebook [Lottery: 060-6300-063000]

Amount	3000	3000	3000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Newsela [Lottery: 060-6300-063000]	4000-4999: Books And Supplies Newsela [Lottery: 060-6300-063000]	4000-4999: Books And Supplies Newsela [Lottery: 060-6300-063000]
Amount	4000	4000	4000
Source	Title II	Title II	Title II
Budget Reference	4000-4999: Books And Supplies Leveled Books for Guided Reading [Title II: 060-4035-040350]	4000-4999: Books And Supplies Leveled Books for Guided Reading [Title II: 060-4035-040350]	4000-4999: Books And Supplies Leveled Books for Guided Reading [Title II: 060-4035-040350]
Amount	2000	2000	2000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	4000-4999: Books And Supplies Academic Summer School materials and curriculum [General Fund - Summer School: 010-0000-018180]	4000-4999: Books And Supplies Academic Summer School materials and curriculum [General Fund - Summer School: 010-0000-018180]	4000-4999: Books And Supplies Academic Summer School materials and curriculum [General Fund - Summer School: 010-0000-018180]
Amount		29159	0
Source		Basic Aid	Basic Aid
Budget Reference		4000-4999: Books And Supplies Leveled Literacy Intervention (LLI): Reading Intervention materials [General Fund: 010-0000-002110]	Not Applicable Leveled Literacy Intervention (LLI): Reading Intervention materials [not included this year]

Amount			122000
Source			Basic Aid
Budget Reference			4000-4999: Books And Supplies Social Studies materials [One Time Discretionary: 010-0000-002000; General Fund: 010-0000-002110]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.3 ASSESSMENT SUSD teachers and administrators will identify and effectively use CCSS and NGSS-aligned diagnostic, formative, and interim assessments to inform instruction in all content areas.	1.3 ASSESSMENT SUSD teachers and administrators will continue to identify and effectively use CCSS and NGSS-aligned diagnostic, formative, and interim assessments to inform instruction in all content areas.	1.3 ASSESSMENT SUSD teachers and administrators will continue to identify and effectively use CCSS and NGSS-aligned diagnostic, formative, and interim assessments to inform instruction in all content areas.

SUSD Teachers and administrators will consistently use data management tools to access student data and monitor student performance. SUSD teachers, administrators, and classified staff will coordinate successful SBAC administration for students in grades 2-8, including providing staff training on test administration and student practice opportunities. Teachers and administrators will analyze SBAC results to drive instruction. Students in grades 5 and 6 will take a multiple-measures placement/diagnostic math assessment to inform their placement in middle school math courses. SUSD teachers will have access to Silicon Valley Math Initiative (SVMI) professional development resources and formative math performance assessments to assess students' problem-solving and conceptual understanding of CCSS Math. TK-5 teachers will administer pre-and post- curriculum-based assessments, receive training on how to upload assessment results to a district site, and participate in PD collaboration sessions to analyze data, plan instruction, and provide timely feedback to students. TK-3 teachers will receive coaching on differentiation and data-driven instruction.	SUSD Teachers and administrators will continue to consistently use data management tools to access student data and monitor student performance. SUSD teachers, administrators, and classified staff will continue to coordinate successful SBAC administration for students in grades 2-8, including providing staff training on test administration and student practice opportunities. Teachers and administrators will analyze SBAC results to drive instruction. Students in grades 5 and 6 will continue to take a multiple-measures placement/diagnostic math assessment to inform their placement in middle school math courses. SUSD teachers will continue to have access to Silicon Valley Math Initiative (SVMI) professional development resources and formative math performance assessments to assess students' problem-solving and conceptual understanding of CCSS Math. TK-5 teachers will continue to administer pre-and post- curriculum-based assessments, receive training on how to upload assessment results to a district site, and participate in PD collaboration sessions to analyze data, plan instruction, and provide timely feedback to students.	SUSD Teachers and administrators will continue to consistently use data management tools to access student data and monitor student performance. SUSD teachers, administrators, and classified staff will continue to coordinate successful SBAC administration for students in grades 2-8, including providing staff training on test administration and student practice opportunities. Teachers and administrators will analyze SBAC results to drive instruction. Students in grades 5 and 6 will continue to take a multiple-measures placement/diagnostic math assessment to inform their placement in middle school math courses. SUSD teachers will continue to have access to Silicon Valley Math Initiative (SVMI) professional development resources and formative math performance assessments to assess students' problem-solving and conceptual understanding of CCSS Math. TK-5 teachers will continue to administer pre-and post- curriculum-based assessments, receive training on how to upload assessment results to a district site, and participate in PD collaboration sessions to analyze data, plan instruction, and provide timely feedback to students.

Middle school teachers will use common assessments which are aligned with their specific subject matter. SUSD TK-5 teachers will use CCSS-aligned Progress Updates (report cards). Teachers will collaborate with grade-level colleagues on alignment of assessments with the Progress Updates and discuss criteria for achievement levels. Parents will be given information to understand Progress Updates.	As needed, teachers will continue to receive coaching on differentiation and data-driven instruction. SUSD TK-5 teachers will continue to use CCSS-aligned Progress Updates (report cards). Teachers will collaborate with grade-level colleagues on alignment of any new assessments with the Progress Updates.	As needed, teachers will continue to receive coaching on differentiation and data-driven instruction. Middle school teachers will continue to use common assessments which are aligned with their specific subject matter. SUSD TK-5 teachers will continue to use CCSS-aligned Progress Updates (report cards). Teachers will collaborate with grade-level colleagues on alignment of any new assessments with the Progress Updates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6000	6000	6000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Silicon Valley Math Initiative (SVMI) Membership [Testing: 010-000-003160]	5000-5999: Services And Other Operating Expenditures Silicon Valley Math Initiative (SVMI) Membership [Testing: 010-000-003160]	5000-5999: Services And Other Operating Expenditures Silicon Valley Math Initiative (SVMI) Membership [Testing: 010-000-003160]

Amount	4500	8000	8000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Silicon Valley Math Initiative (SVMI) MARS Scoring [Testing: 010-000-003160]	5000-5999: Services And Other Operating Expenditures Silicon Valley Math Initiative (SVMI) MARS Scoring [Testing: 010-000-003160]	5000-5999: Services And Other Operating Expenditures Silicon Valley Math Initiative (SVMI) MARS Scoring [Testing: 010-000-003160]
Amount	5000	5000	5000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Northwest Education Association (NWEA) [Testing: 010-000-003160]	5000-5999: Services And Other Operating Expenditures Northwest Education Association (NWEA) [Testing: 010-000-003160]	5000-5999: Services And Other Operating Expenditures Northwest Education Association (NWEA) [Testing: 010-000-003160]
Amount	15000	15000	5718
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SchoolCity: data management system [Testing: 010-0000-003160]	5000-5999: Services And Other Operating Expenditures SCCOE Data Zone: data management system [Testing: 010-0000-003160]	5000-5999: Services And Other Operating Expenditures SCCOE Data Zone: data management system [Testing: 010-0000-003160]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students with Disabilities Specific Student Groups: Students with Special Needs	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.4 SPECIAL EDUCATION AND UNDERPERFORMING STUDENTS SUSD special education staff will participate in Professional Development to address implementation of ELA and Math CCSS, NGSS, and other educational needs resulting from Special Education student's disability(ies), including differentiation, writing appropriate goals, and supports for the general education classroom. SUSD educators will participate in PD to address the needs of underperforming students. Our district will offer an intensive summer school program and Extended School Year to English learners, students with	1.4 SPECIAL EDUCATION AND UNDERPERFORMING STUDENTS SUSD special education staff will continue to participate in Professional Development to address implementation of ELA and Math CCSS, NGSS, and other educational needs resulting from Special Education student's disability(ies), including differentiation, writing appropriate goals, and supports for the general education classroom. SUSD educators will continue to participate in PD to address the needs of underperforming students. Our district will continue to offer an intensive summer school program and Extended School Year to English learners,	1.4 SPECIAL EDUCATION AND UNDERPERFORMING STUDENTS SUSD special education staff will continue to participate in Professional Development to address implementation of ELA and Math CCSS, NGSS, and other educational needs resulting from Special Education student's disability(ies), including differentiation, writing appropriate goals, and supports for the general education classroom. SUSD educators will continue to participate in PD to address the needs of underperforming students. Our district will continue to offer an intensive summer school program and Extended School Year to English learners,

disabilities, low-income, and Hispanic students. Math and ELA/ELD TOSAs will provide individualized support, coaching and feedback for teachers in effective pedagogical practices to address the academic needs of all student groups, including Hispanic students in mathematics. Principals and teachers will track and monitor academic performance data of these student groups to provide differentiated support as necessary to improve their performance. Educators and parents will participate in SST meetings and parent conferences to collaborate together.	students with disabilities, low-income, and Hispanic students. TOSAs will provide individualized support, coaching and feedback for teachers in effective pedagogical practices to address the academic needs of all student groups. Principals and teachers will continue to track and monitor academic performance data of these student groups to provide differentiated support as necessary to improve their performance. Educators and parents will participate in SST meetings and parent conferences to collaborate together.	students with disabilities, low-income, and Hispanic students. Math and ELA/ELD TOSAs will provide individualized support, coaching and feedback for teachers in effective pedagogical practices to address the academic needs of all student groups. Principals and teachers will continue to track and monitor academic performance data of these student groups to provide differentiated support as necessary to improve their performance. Educators and parents will participate in SST meetings and parent conferences to collaborate together.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2075	$2000	$2000
Source	Educator Effectiveness	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Professional Development (salary/benefits, reg fees, expenses, etc): [Educator Effectiveness: 060-6264-06264]	1000-1999: Certificated Personnel Salaries Special Education Professional Development (salary/benefits, reg fees, expenses, etc): [TBD]	1000-1999: Certificated Personnel Salaries Special Education Professional Development (salary/benefits, reg fees, expenses, etc): [TBD]

Amount	$4000	$4000	$4000
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Subs for parent meetings: [Special Education: 080-6500-065007]	1000-1999: Certificated Personnel Salaries Subs for parent meetings: [Special Education: 080-6500-065007]	1000-1999: Certificated Personnel Salaries Subs for parent meetings: [Special Education: 080-6500-065007]
Amount	28,800	28,800	28,800
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Extended School Year teachers (salaries) [Special Education: 080-6500-065002]	1000-1999: Certificated Personnel Salaries Extended School Year teachers (salaries) [Special Education: 080-6500-065002]	1000-1999: Certificated Personnel Salaries Extended School Year teachers (salaries) [Special Education: 080-6500-065002]
Amount	29284	29284	29284
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Extended School Year aides (salaries) [Special Education: 080-6500-065002]	2000-2999: Classified Personnel Salaries Extended School Year aides (salaries) [Special Education: 080-6500-065002]	2000-2999: Classified Personnel Salaries Extended School Year aides (salaries) [Special Education: 080-6500-065002]

Amount	12352	13200	13900
Source	Special Education	Special Education	Special Education
Budget Reference	3000-3999: Employee Benefits Extended School Year teachers and aides (benefits) [Special Education: 080-6500-065002]	3000-3999: Employee Benefits Extended School Year teachers and aides (benefits) [Special Education: 080-6500-065002]	3000-3999: Employee Benefits Extended School Year teachers and aides (benefits) [Special Education: 080-6500-065002]
Amount	500	500	500
Source	Special Education	Special Education	Special Education
Budget Reference	4000-4999: Books And Supplies Extended School Year supplies [Special Education: 080-6500-065002]	4000-4999: Books And Supplies Extended School Year supplies [Special Education: 080-6500-065002]	4000-4999: Books And Supplies Extended School Year supplies [Special Education: 080-6500-065002]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5 ENGLISH LEARNERS All classroom teachers will continue to provide Designated and Integrated English Language Development (ELD) instruction to English learners in their classrooms throughout the school day as required by state and federal law. The EL Team will continue to support teachers in providing ELD instruction through PD regarding the ELD standards and the ELA/ELD framework, and by providing information on available instructional materials and applicable pedagogy. The EL Team will continue to coordinate with the Special Education department regarding students who are Special Education students and English language learners, including researching and implementing any specialized assessments and providing support services to meet these students' needs. At each elementary school, the EL Team will continue to coordinate and provide additional EL pull-out or push-in support during the school day for English Learners. The amount and type of support will be determined by students' language needs. At the middle school, an ELD teacher will continue to provide ELD instruction to support English Learners in an ELD class.	1.5 ENGLISH LEARNERS All classroom teachers will continue to provide Designated and Integrated English Language Development (ELD) instruction to English learners in their classrooms throughout the school day as required by state and federal law. The EL Team will continue to support teachers in providing ELD instruction through PD regarding the ELD standards and the ELA/ELD framework, and by providing information on available instructional materials and applicable pedagogy. The EL Team will continue to coordinate with the Special Education department regarding students who are Special Education students and English language learners, including researching and implementing any specialized assessments and providing support services to meet these students' needs. At each elementary school, the EL Team will continue to coordinate and provide additional EL pull-out or push-in support during the school day for English Learners. The amount and type of support will be determined by students' language needs. At the middle school, an ELD teacher will continue to provide ELD instruction to support English Learners in an ELD class.	1.5 ENGLISH LEARNERS All classroom teachers will continue to provide Designated and Integrated English Language Development (ELD) instruction to English learners in their classrooms throughout the school day as required by state and federal law. The EL Team will continue to support teachers in providing ELD instruction through PD regarding the ELD standards and the ELA/ELD framework, and by providing information on available instructional materials and applicable pedagogy. The EL Team will continue to coordinate with the Special Education department regarding students who are Special Education students and English language learners, including researching and implementing any specialized assessments and providing support services to meet these students' needs. At each elementary school, the EL Team will continue to coordinate and provide additional EL pull-out or push-in support during the school day for English Learners. The amount and type of support will be determined by students' language needs. At the middle school, an ELD teacher will continue to provide ELD instruction to support English Learners in an ELD class.

Members of the EL Team will continue to administer the CA English Language Development Test (CELDT) and/or English Language Proficiency Assessments for California (ELPAC test) annually to all English Learners. Members of the EL Team will research ELD curriculum. Supplemental digital instructional materials will be provided for English Learners.	Members of the EL Team will continue to administer the English Language Proficiency Assessments for California (ELPAC test) annually to all English Learners. ELD curriculum will be piloted. Supplemental digital instructional materials will be provided for all English Learners.	Members of the EL Team will continue to administer the English Language Proficiency Assessments for California (ELPAC test) annually to all English Learners. ELD curriculum will be adopted. Supplemental digital instructional materials will be provided for all English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4000	0	0
Source	Title III	Title III	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Achieve3000 Summer Solution (academic summer school) [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	Not Applicable Achieve3000 Summer Solution (academic summer school) [not included this year]	Not Applicable Achieve3000 Summer Solution (academic summer school) [not included this year]
Amount	2300	2300	2300
Source	Title III	Title III	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Ellevation [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	5000-5999: Services And Other Operating Expenditures Ellevation [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	5000-5999: Services And Other Operating Expenditures Ellevation [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]

Amount	3725	3725	3725
Source	Title III	Title III	Title III
Budget Reference	4000-4999: Books And Supplies Rosetta Stone [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	4000-4999: Books And Supplies Rosetta Stone [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	4000-4999: Books And Supplies Rosetta Stone [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]
Amount	5000	10000	10000
Source	Title III	Title III	Title III
Budget Reference	0000: Unrestricted Supplementary and Digital Instructional materials and apps (Starfall, Lexia Phonics, other) [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	5000-5999: Services And Other Operating Expenditures Supplementary and Digital Instructional materials (apps, Starfall, RazKids, other) [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	5000-5999: Services And Other Operating Expenditures Supplementary and Digital Instructional materials (apps, Starfall, RazKids, other) [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]
Amount	45,967	45808	61496
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	2000-2999: Classified Personnel Salaries English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, TBD) [General Fund (MPP): 010-0000-070900]	2000-2999: Classified Personnel Salaries English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, LT) [General Fund (MPP): 010-0000-070900]	2000-2999: Classified Personnel Salaries English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, LT) [General Fund (MPP): 010-0000-070900]

Amount	4,298	6584	9394
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, TBD) [General Fund (MPP): 010-0000-070900]	3000-3999: Employee Benefits English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, LT) [General Fund (MPP): 010-0000-070900]	3000-3999: Employee Benefits English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, LT) [General Fund (MPP): 010-0000-070900]
Amount	36,099	36367	36636
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900]	1000-1999: Certificated Personnel Salaries ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900]	1000-1999: Certificated Personnel Salaries ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900]
Amount	15,606	16783	18001
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900]	3000-3999: Employee Benefits ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900]	3000-3999: Employee Benefits ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900]

Amount	7,789	4000	7789
Source	Title III	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030]	1000-1999: Certificated Personnel Salaries Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030; Title III Immigrant 060-4201-042010]	1000-1999: Certificated Personnel Salaries Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030; Title III Immigrant 060-4201-042010]
Amount	970	772	970
Source	Title III	Title III	Title III
Budget Reference	3000-3999: Employee Benefits Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030]	3000-3999: Employee Benefits Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030; Title III Immigrant 060-4201-042010]	3000-3999: Employee Benefits Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030; Title III Immigrant 060-4201-042010]

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Goal 2:
Our District and school sites will maintain effective communication, provide authentic processes to include input from all stakeholders, and offer opportunities for family engagement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

We need to increase and improve our district's ability to engage families and clearly and consistently communicate.

* Our primary channel of information to families is email through SchoolMessenger.
* Our district and school websites and calendars are not always up-to-date, or in alignment with school communications.
* Parent and staff response rates to district surveys (LCAP survey, BrightBytes survey) are inconsistent.
* Student, parent, and staff 2016 LCAP survey results were summarized and provided to principals and administrators.
* Our district hosted a variety of parent workshops: four elementary writing workshop trainings; three elementary math trainings; three middle school math trainings; three middle school math placement meetings; two Digital Citizenship workshops; one Mindfulness training; two Comprehensive Sexuality presentations; and two presentations to preview the English language arts pilot instructional materials for middle school.
* Parents complete feedback surveys after each parent workshop.
* All Middle School English language arts instructional materials, math placement, and Comprehensive Sexuality Education parent meetings and workshops had Mandarin translation services. Written memos and presentations for these subjects were also translated into Mandarin.

* Currently the DELAC comprises members who are elementary and middle school teachers, elementary EL support aides, board members, elementary principal, ELA TOSA, District Literacy Coach, and Assistant Superintendent. The elementary ELD support team presented a training for all EL parents to share information about our district's EL services.
* School sites coordinate opportunities for students to showcase their interests and passions.
* Parents participate at individual school sites through groups, including the Parent Teacher Associations (PTA) and School Site Committees (SSC), or by volunteering in classrooms or with projects such as Project Cornerstone or Art Docents.
* School Board members hold monthly office hours at rotating school sites.
* The Cabinet (the District administrative team) holds "Coffee with the Cabinet" at each school site for parents and staff over the course of the school year.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Translation Services: Number and type of documents translated	All Middle School English language arts instructional materials, math placement, and Comprehensive Sexuality Education parent meetings and workshops had Mandarin translation services. Written memos and presentations for these subjects were also translated into Mandarin. District website has an translation feature, which allows users to translate the text into a variety of languages.	Hire a Mandarin translation service to translate essential written communications and meetings at the school and district level.	Provide Mandarin translation for most important written communications and meetings at the school and district level.	Provide Mandarin translation for all written communications and meetings at the school and district level.
Parent Participation: Meeting and workshop sign-in data, survey	75 parents completed the 2016-17 LCAP survey.	100 parents will complete the 2017-18 LCAP survey.	125 parents will complete the 2018-19 LCAP survey.	150 parents will complete the 2019-20 LCAP survey.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
return rates, committee participation and volunteer numbers	213 parents completed the 2016-17 BrightBytes survey. Gathering baseline data on Parent Workshop participation District English Language Advisory Committee (DELAC): on average, 1-2 parents attended most DELAC meetings. 18 parents attended the fall EL training for elementary EL parents.	260 parents will complete the 2017-18 BrightBytes survey. Workshop participation: increase parent participation in district workshops during the 2018-19 school year. Increase participation to include parent representatives from each school who consistently attend the DELAC meetings by holding DELAC meetings for parents at each school site (one school site per quarter).	300 parents will complete the 2018-19 BrightBytes survey. Workshop participation: increase parent participation in district workshops during the 2018-19 school year. Maintain participation to include parent representatives from each school who consistently attend the DELAC meetings by holding DELAC meetings for parents at each school site (one school site per quarter).	340 parents will complete the 2019-20 BrightBytes survey. Workshop participation: increase parent participation in district workshops during the 2018-19 school year. Maintain participation to include parent representatives from each school who consistently attend the DELAC meetings by holding DELAC meetings for parents at each school site (one school site per quarter).
Parent Education Opportunities: quantity of workshops offered	Our district hosted a variety of parent workshops: four elementary writing workshop trainings; three elementary math trainings; three middle school math trainings; three middle school math placement meetings; two Digital Citizenship workshops; one Mindfulness training; two Comprehensive	Increase number of parent workshops and guest speaker presentations, which focus on curriculum, social-emotional issues, parenting issues.Continue to provide opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision-making	Increase number of parent workshops and guest speaker presentations, including recorded and live webinars. Continue to provide opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision-making process by providing input and feedback.	Continue to coordinate regular opportunities for parents to learn about curriculum, social-emotional issues, parenting issues.Continue to provide opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision-making

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Sexuality presentations; and two presentations to preview the English language arts pilot instructional materials for middle school. All workshops were followed by parent feedback surveys, which guided the selection of workshop topics.	process by providing input and feedback. Offer interactive webinars for parents to "participate" virtually in parent workshops and trainings.	Coordinate parent workshops for parents of English learners (topics to encompass areas of interest to parents).	process by providing input and feedback. Coordinate parent workshops for parents of English learners (topics to encompass areas of interest to parents).
Communication: communication channel metrics	Our primary channel of information to families is email through SchoolMessenger. Facebook followers=324 Twitter followers=27 Text messaging is used only for emergencies. Website Analytics	Use Blackboard Mass Messaging service to send frequent notifications to parents via email, text message, Facebook, and Twitter. Increase parent followers in Facebook and Twitter by 20% from 2016-2017. Add a feed to social media on our district and school websites	Use Blackboard Mass Messaging service to send frequent notifications to parents via email, text message, Facebook, and Twitter. Increase parent followers in Facebook and Twitter by 20% from 2017-2018. Include a feed to social media on our district and school websites	Use Blackboard Mass Messaging service to send frequent notifications to parents via email, text message, Facebook, and Twitter. Increase parent followers in Facebook and Twitter by 20% from 2018-2019. Include a feed to social media on our district and school websites
Family Engagement and Student Showcase Opportunities	School sites, PTAs, and outside organizations sponsor events to provide opportunities for family engagement and for our students to showcase their work,	Continue to work with outside organizations to provide varied opportunities for family engagement and for our students to showcase their work that reflect the	Continue to work with outside organizations to provide varied opportunities for family engagement and for our students to showcase their work that reflect the	Continue to work with outside organizations to provide varied opportunities for family engagement and for our students to showcase their work that reflect the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	such as the Student to Student Conference, science fairs, art shows, concerts, family nights, etc.	unique culture and climate of each school site.	unique culture and climate of each school site.	unique culture and climate of each school site.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 FAMILY ENGAGEMENT AND EDUCATION Create a year-long schedule for frequent and varied parent workshops and trainings to be held at each school site. Topics will	2.1 FAMILY ENGAGEMENT AND EDUCATION Maintain a year-long schedule for frequent and varied parent workshops and trainings to be held at each school site. Topics will	2.1 FAMILY ENGAGEMENT AND EDUCATION Maintain a year-long schedule for frequent and varied parent workshops and trainings to be held at each school site. Topics will

include comprehensive sexual education, homework support in mathematics and writing, NGSS, mindfulness, and bullying prevention. Continue to increase the number of parents responding to the LCAP survey. Circulate data to directors and site administrators for analysis and planning of next steps. Continue to increase the number of parents who participate on district and site committees and volunteer in district schools. Coordinate quarterly DELAC meetings to collect input on, provide information about, and assist in planning services for EL students and their families. Increase participation on the committee to include parent representatives from each school who consistently attend the DELAC meetings. Review and revise district EL Master Plan to align school and district goals for EL students in all district and site level plans and with current state and federal law.	include comprehensive sexual education, homework support in mathematics and writing, NGSS, mindfulness, and bullying prevention. Continue to increase the number of parents responding to the LCAP survey. Circulate data to directors and site administrators for analysis and planning of next steps. Continue to increase the number of parents who participate on district and site committees and volunteer in district schools. Coordinate quarterly DELAC meetings to collect input on, provide information about, and assist in planning services for EL students and their families. Maintain participation to include parent representatives from each school who consistently attend the DELAC meetings. Coordinate parent workshops for parents of English learners (topics to encompass areas of interest to parents).	include comprehensive sexual education, homework support in mathematics and writing, NGSS, mindfulness, and bullying prevention. Continue to increase the number of parents responding to the LCAP survey. Circulate data to directors and site administrators for analysis and planning of next steps. Continue to increase the number of parents who participate on district and site committees and volunteer in district schools. Continue to coordinate quarterly DELAC meetings to collect input on, provide information about, and assist in planning services for EL students and their families. Maintain participation to include parent representatives from each school who consistently attend the DELAC meetings. Continue to coordinate parent workshops for parents of English learners (topics to encompass areas of interest to parents).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	1000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	0000: Unrestricted Parent Education, Engagement and Hospitality [General Fund: 010-0000-002110]	4000-4999: Books And Supplies Parent Education, Engagement and Hospitality [General Fund: 010-0000-002110]	4000-4999: Books And Supplies Parent Education, Engagement, and Hospitality [General Fund: 010-0000-002110]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.2 COMMUNICATION The district will send notifications to parents via a variety of channels, including email, text messages, Facebook, and Twitter, to ensure maximum outreach. We	2.2 COMMUNICATION The district will continue to send notifications to parents via a variety of channels, including email, text messages, Facebook, and Twitter, to ensure	2.2 COMMUNICATION The district will continue to send notifications to parents via a variety of channels, including email, text messages, Facebook, and Twitter, to ensure

will update to new forms of communication as they become available. The district and school sites websites will be upgraded to be more user-friendly and visually appealing. Pertinent and updated information will be included. The websites will include translation tools and will be ADA accessible. Parents will continue to have access to student information through PowerSchool. District Calendars will be aligned and updated frequently. Translations services will be provided in Mandarin for messages sent to parents and for parent workshops. Continue coordination and alignment of school site SPSAs, LCAP and SUSD Strategic Plan and publish on website for accessibility by community.	maximum outreach. We will update to new forms of communication as they become available. The district and school sites websites will continue to be upgraded to be more user-friendly and visually appealing. Pertinent and updated information will be included. The websites will include translation tools and will be ADA accessible. Parents will continue to have access to student information through PowerSchool. District and school site calendars will continue to be aligned and updated frequently. Translations services will continue to be provided in Mandarin for messages sent to parents and for parent workshops.	maximum outreach. We will update to new forms of communication as they become available. The district and school sites websites will continue to be upgraded to be more user-friendly and visually appealing. Pertinent and updated information will be included. The websites will include translation tools and will be ADA accessible. Parents will continue to have access to student information through PowerSchool. District and school site calendars will continue to be aligned and updated frequently. Translations services will continue to be provided in Mandarin for messages sent to parents and for parent workshops.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3500	3000	3000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Blackboard-Mass Notification Service	5000-5999: Services And Other Operating Expenditures Blackboard-Mass Notification Service	5000-5999: Services And Other Operating Expenditures Blackboard-Mass Notification Service

Amount	24000	11210	11210
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Blackboard: update and website hosting and support [Superintendent: 010-0000-007150]	5000-5999: Services And Other Operating Expenditures Blackboard: website hosting and support [Superintendent: 010-0000-007150]	5000-5999: Services And Other Operating Expenditures Blackboard: website hosting and support [Superintendent: 010-0000-007150]
Amount	17000	25000	25500
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PowerSchool licensing, hosting, and customization [General Fund IT 010-0000-007700]	5000-5999: Services And Other Operating Expenditures PowerSchool licensing, hosting, and customization [General Fund IT 010-0000-007700]	5000-5999: Services And Other Operating Expenditures PowerSchool licensing, hosting, and customization [General Fund IT 010-0000-007700]
Amount	20000	20000	20000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Translation & interpreter services [General Fund: 010-0000-070900]	5000-5999: Services And Other Operating Expenditures Translation & interpreter services [General Fund: 010-0000-070900]	5000-5999: Services And Other Operating Expenditures Translation & interpreter services [General Fund: 010-0000-070900]

Amount		2450	2450
Source		Basic Aid	Basic Aid
Budget Reference		5000-5999: Services And Other Operating Expenditures Document Tracking Services: LCAP, SPSA, other templates [Testing: 010-0000-003160]	5000-5999: Services And Other Operating Expenditures Document Tracking Services: LCAP, SPSA, other templates [Testing: 010-0000-003160]
Amount		10000	10000
Source		Basic Aid	Basic Aid
Budget Reference		5000-5999: Services And Other Operating Expenditures SiteImprove: website ADA compliance [Superintendent: 010-0000-007150]	5000-5999: Services And Other Operating Expenditures SiteImprove: website ADA compliance [Superintendent: 010-0000-007150]

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Goal 3:
All Saratoga Union School District (SUSD) students will be educated in a safe environment that ensures physical safety and integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

We will ensure the emotional and physical safety of our students and foster an appreciation of student diversity within our community.

* Increase Digital Citizenship instruction in all elementary classrooms and for all students at the middle school.
* Increase number of students served by School Counselors, including Counseling and Support Services for Youth (CASSY) counselor at Redwood Middle School (RMS)
* Continue to comply with state law regarding emergency safety drills and preparedness procedures, including annual First Aid and CPR training for staff.
* Continue to comply with state law requirements for Physical Education instruction.
* Analyze data from Project Cornerstone's Developmental Assets survey and determine next steps at each site and districtwide.
* Comply with AB1266 (School Success and Opportunity Act) to a) foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expression, and (b) assist school districts with understanding and implementing policy changes related to AB 1266 and transgender student privacy, facility use, and participation in school athletic competitions.
* Comply with AB329 (CA Healthy Youth Act) to provide comprehensive sexual health education and HIV prevention education in public schools.

* Comply with BP 5141.52 (Suicide Prevention and Related Mental Health Promotion) to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.
* Comply with 5131.2 (Bullying) to proactively address bullying and cyberbullying to promote safety in schools and the community and to provide services for victims and perpetrators of bullying.
* Reduce Chronic Absenteeism
* Reduce suspension rates

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Digital Citizenship lessons teacher self-reporting; BrightBytes survey	Three lessons about Digital Citizenship instruction occurred in 50% of the elementary classes. One lesson about Digital Citizenship instruction occurred in 100% of the classes in the middle school.	Increase to 3 lessons of Digital Citizenship instruction to 75% of TK-8th grade students.	Increase to 3 lessons of Digital Citizenship instruction to 85% of TK-8th grade of students.	Increase to 3 lessons of Digital Citizenship instruction to 100% of of TK-8th grade students.
CASSY Counseling Mid- and End-of-Year Reports Data on: Student Services, Student Outreach, Parent Outreach, Teacher Support, Interactive Classroom Workshops, Group Therapy	CASSY caseload: 19 students received weekly therapy sessions 30 interactive classroom workshops conducted by CASSY therapist Self-referral process for CASSY therapy for students was developed Planning meetings with CASSY and SUSD	Offer one parent education workshop to address mental health issues Increase opportunities for students to engage in classroom workshops, one-on-one sessions, and group therapy with CASSY therapist	Offer up to two parent education workshops to address mental health issues Increase opportunities for students to engage in classroom workshops, one-on-one sessions, and group therapy with CASSY therapist.	Offer up to three parent education workshops to address mental health issues Increase opportunities for students to engage in classroom workshops, one-on-one sessions, and group therapy with CASSY therapist.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	administrators to plan for program implementation and improvements.			
First Aid and CPR registration of classified, certificated staff, and substitute teachers and LGSR staff Site Emergency Drill Logs Staff sign-in sheets for annual Emergency and Disaster training	57 certificated and classified staff members attended First Aid and CPR certification training. As per CA Education Code, all elementary schools held one monthly fire drill and four earthquake drills. RMS held four fire drills and two earthquake drills. Each school held two lockdown drills. Each classified and certificated staff member participated in mandatory Emergency and Disaster training.	Offer First Aid and CPR certification training for all classified and certificated staff members who are in need of the bi-annual training. As per CA Education Code, all elementary schools will hold one monthly fire drill and four earthquake drills. RMS will hold four fire drills and two earthquake drills. Each school will hold two lockdown drills. Each classified and certificated staff member will participate in mandatory Emergency and Disaster training.	Offer First Aid and CPR certification training for all classified and certificated staff members. As per CA Education Code, all elementary schools will hold one monthly fire drill and four earthquake drills. RMS will hold four fire drills and two earthquake drills. Each school will hold two lockdown drills. Each classified and certificated staff member will participate in mandatory Emergency and Disaster training.	Offer First Aid and CPR certification training for all classified and certificated staff members. As per CA Education Code, all elementary schools will hold one monthly fire drill and four earthquake drills. RMS will hold four fire drills and two earthquake drills. Each school will hold two lockdown drills. Each classified and certificated staff member will participate in mandatory Emergency and Disaster training.
Physical Education elementary (1st - 5th grade) compliance reports	As per CA Education Code, all first - fifth grade teachers provided 200 minutes of physical	As per CA Education Code, all first - fifth grade teachers will provide 200 minutes of	As per CA Education Code, all first - fifth grade teachers will provide 200 minutes of	As per CA Education Code, all first - fifth grade teachers will provide 200 minutes of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
RMS Master Schedule (exhibits physical education course offerings)	education every ten school days. All seventh-eighth grade teachers provided 400 minutes of physical education for every ten school days.	physical education every ten school days. All seventh-eighth grade teachers will provide 400 minutes of physical education for every ten school days.	physical education every ten school days. All seventh-eighth grade teachers will provide 400 minutes of physical education for every ten school days.	physical education every ten school days. All seventh-eighth grade teachers will provide 400 minutes of physical education for every ten school days.
Project Cornerstone Developmental Assets Survey results (4th, 5th, 7th grade) - Executive Summary and Survey school and district reports	All 4th, 5th, and 7th grade students participated in the Developmental Assets Survey (given in 2016 - survey is given once every five years). Principals and district administrators reviewed and discussed results and developed an action plan.	Principals and district administrators will present survey results with staff, board, and community, and collaboratively create an action plan to implement at each site.	Continue to implement and revise action plan to meet needs of students.	Continue to implement and revise action plan to meet needs of students.
Implementation of Positive School Climate Board Policy and Administrative Regulation - survey data, observations, self-assessment Implementation of Non-Discrimination/ Harassment Board Policy and Administrative Regulation	RMS does not currently have a Gender Inclusive School Plan RMS has made facility adjustments to provide gender neutral restrooms and locker rooms. SUSD has updated all Board Policies related to Non-Discrimination, Harassment, and Positive School Climate	Develop a Gender Inclusive School Plan Provide "Gender Inclusive" professional development for RMS teachers and staff in collaboration with Gender Spectrum	Continue to support RMS staff with gender inclusive assistance and training. Provide parent workshop(s) on gender inclusion.	Provide training and support for SUSD staff on maintaining a positive school climate and non-discrimination.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Gender Inclusive School Plan (Gender Spectrum)				
Implementation of CA Healthy Youth Act (CHYA) and Comprehensive Sexuality Education-survey data, observations, self-assessment	Formation of Comprehensive Sexuality Education Working Group to review and discuss curricula and supplemental programs/materials, as well as bringing forth recommendations for the school board to approve. Two parent workshops were held on the CHYA and Communication tips for parents when talking to their children about sexuality. Mandarin translation was available for both meetings, and the presentation and printed materials were translated into Mandarin. SUSD has updated all Board Policies related to Comprehensive Health Education and Sexual Health and HIV AIDS prevention.	CSE Working Group will continue to meet and research new standards and curriculum. Teacher/parent preview of potential CSE programs Pilot programs for in-depth examination Recommendation of CSE curriculum to SUSD Board of Trustees for adoption Provide series of parent workshops to inform parents and the community about the status of the CSE Working Group and building awareness and capacity of parents to discuss sexuality with their children. Professional Development planned for implementation of CSE curriculum scope and sequence	Continue to provide comprehensive sexuality education for students, and parent workshops	Continue to provide comprehensive sexuality education for students, and parent workshops

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of Suicide Prevention and Related Mental Health Promotion to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students - survey data, observations, self-assessment	SUSD Board of Trustees adopted BP 5141.52 (Suicide Prevention)	Develop and adopt "Toolkit for mental health promotion and suicide prevention, K-12" (2017) Provide ongoing training and support for teachers on recognizing the signs of suicide.	Implement "Toolkit for mental health promotion and suicide prevention, K-12"	Implement "Toolkit for mental health promotion and suicide prevention, K-12"
CA Dashboard Chronic Absenteeism data	SUSD Board of Trustees adopted BP and AR 5113 (Absences and Excuses) and 5113.1 (Chronic Absence and Truancy)	Implement Attendance procedures (SUSD Attendance and Truancy Process diagram), as per CA Education Code	Implement Attendance procedures as per CA Education Code	Implement Attendance procedures as per CA Education Code
Priority 1: 1A: Fully credentialed in all subject areas 1B: Standards-aligned instructional materials 1C: Williams and FIT Reports	1A: All teachers are fully credentialed in all subject areas 1B: Instructional materials are standards-aligned 1C: Williams and FIT Reports are satisfactory.	1A: All teachers will continue to be fully credentialed in all subject areas 1B: All instructional materials are standards-aligned 1C: Williams and FIT Reports will continue to be satisfactory.	1A: All teachers will continue to be fully credentialed in all subject areas 1B: All instructional materials are standards-aligned 1C: Williams and FIT Reports will continue to be satisfactory.	1A: All teachers will continue to be fully credentialed in all subject areas 1B: All instructional materials are standards-aligned 1C: Williams and FIT Reports will continue to be satisfactory.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: CELDT/ELPAC Data	CELDT will transition to ELPAC in 2017-18.	CELDT transitioning to ELPAC.	ELPAC baseline results will be established.	ELPAC baseline results will be established (Year 2).
Priority 7: RMS Master Schedule	Review of class availability for middle school students within scope of RMS Task Force.	7th graders will have access to two electives (increase of one elective from previous year).	Expand course offerings to ensure equity for RMS special education and English learner classes. Ensure equitable access to mathematics courses.	Expand course offerings to ensure equity for RMS special education and English learner classes. Ensure equitable access to mathematics courses.
Priority 5: Attendance, chronic absenteeism, middle school dropout rates	Established District's Attendance and Truancy Process	Maintain low chronic absenteeism and no middle school dropouts by adhering to District's Attendance and Truancy Process	Maintain low chronic absenteeism and no middle school dropouts by adhering to District's Attendance and Truancy Process	Maintain low chronic absenteeism and no middle school dropouts by adhering to District's Attendance and Truancy Process
Priority 6: Chronic suspension and expulsion rates	Established suspension and expulsion procedures.	Maintain low suspension rates and no expulsions by adhering to District's Discipline and Alternative Strategies to Suspension practices.	Maintain low suspension rates and no expulsions by adhering to District's Discipline and Alternative Strategies to Suspension practices.	Maintain low suspension rates and no expulsions by adhering to District's Discipline and Alternative Strategies to Suspension practices.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.1 SUSD will continue to provide strategic behavioral and social-emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).	3.1 SUSD will continue to provide strategic behavioral and social-emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).	3.1 SUSD will continue to provide strategic behavioral and social-emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	93,162	96810	99955
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110]	1000-1999: Certificated Personnel Salaries Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110]	1000-1999: Certificated Personnel Salaries Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110]

Amount	30,020	33005	36176
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110]	3000-3999: Employee Benefits Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110]	3000-3999: Employee Benefits Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110]
Amount	222,232	185970	188379
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Academic Counselors 2.0 FTE (AD, TBD) [General Fund: 010-0000-003110]	1000-1999: Certificated Personnel Salaries Middle School Academic Counselors 2.0 FTE (AD, EG) [General Fund: 010-0000-003110]	1000-1999: Certificated Personnel Salaries Middle School Academic Counselors 2.0 FTE (AD, EG) [General Fund: 010-0000-003110]
Amount	83,500	79285	79200
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits Middle School Academic Counselors 2.0 FTE (AD, LM) [General Fund: 010-0000-003110]	3000-3999: Employee Benefits Middle School Academic Counselors 2.0 FTE (AD, EG) [General Fund: 010-0000-003110]	3000-3999: Employee Benefits Middle School Academic Counselors 2.0 FTE (AD, EG) [General Fund: 010-0000-003110]
Amount	115,514	115514	115514
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120]	1000-1999: Certificated Personnel Salaries Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120]	1000-1999: Certificated Personnel Salaries Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120]

Amount	36,931	47091	50468
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120]	3000-3999: Employee Benefits Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120]	3000-3999: Employee Benefits Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120]
Amount	337,980	344807	349987
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120]	1000-1999: Certificated Personnel Salaries Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120]	1000-1999: Certificated Personnel Salaries Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120]
Amount	72,772	80,867	88043
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 020-0000-3120]	3000-3999: Employee Benefits Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120]	3000-3999: Employee Benefits Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120]
Amount	99,962	103595	108775
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050]	1000-1999: Certificated Personnel Salaries Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050]	1000-1999: Certificated Personnel Salaries Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050]

Amount	31,216	34314	38042
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050]	3000-3999: Employee Benefits Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050]	3000-3999: Employee Benefits Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.2 Our district and schools will continue to implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC Readers, professional development for teachers, training for noon duty	3.2 Our district and schools will continue to implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC Readers, professional development for teachers, training for noon duty	3.2 Our district and schools will continue to implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC Readers, professional development for teachers, training for noon duty

supervisors, and Take it Personally workshop for parents.	supervisors, and Take it Personally workshop for parents.	supervisors, and Take it Personally workshop for parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	11000	11000	11000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Project Cornerstone [General Fund: 010-0000-002130]	5000-5999: Services And Other Operating Expenditures Project Cornerstone [General Fund: 010-0000-002130]	5000-5999: Services And Other Operating Expenditures Project Cornerstone [General Fund: 010-0000-002130]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18	2018-19	2019-20
3.3 SUSD teachers will continue to have opportunities to learn and implement social-emotional literacy and mindfulness programs.	3.3 SUSD teachers will continue to have opportunities to learn and implement social-emotional literacy and mindfulness programs.	3.3 SUSD teachers will continue to have opportunities to learn and implement social-emotional literacy and mindfulness programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Budget Reference			

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18	2018-19	2019-20
3.4 Continue to maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.	3.4 Continue to maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.	3.4 Continue to maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Budget Reference			

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18	2018-19	2019-20
3.5 Revise Comprehensive School Safety Plans (CSSP) for each school site and district office. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).	3.5 Annual revision of Comprehensive School Safety Plans (CSSP) for each school site and district office. Continue to train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).	3.5 Revise Comprehensive School Safety Plans (CSSP) for each school site and district office. Continue to train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.6 Continue to conduct social- emotional literacy, digital safety, and parent effectiveness training for parents.	3.6 Continue to conduct social- emotional literacy, digital safety, and parent effectiveness training for parents.	3.6 Continue to conduct social- emotional literacy, digital safety, and parent effectiveness training for parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.7 The Emergency Committee will continue to maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio devices for emergency purposes, which includes annual maintenance.	3.7 The Emergency Committee will continue to maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio devices for emergency purposes, which includes annual maintenance.	3.7 The Emergency Committee will continue to maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio devices for emergency purposes, which includes annual maintenance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12000	34000	34000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5000-5999: Services And Other Operating Expenditures Emergency Radio Maintenance Emergency Supplies [General Fund: 010-0000-008400]	5000-5999: Services And Other Operating Expenditures Emergency Radio Maintenance Emergency Supplies [General Fund: 010-0000-008400]	5000-5999: Services And Other Operating Expenditures Emergency Radio Maintenance Emergency Supplies [General Fund: 010-0000-008400]

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.8 Physical Activity: As per Education Code, all TK-5 grade students will have 200 minutes of structured physical activity every two weeks.	3.8 Physical Activity: As per Education Code, all TK-5 grade students will have 200 minutes of structured physical activity every two weeks.	3.8 Physical Activity: As per Education Code, all TK-5 grade students will have 200 minutes of structured physical activity every two weeks.

Rhythm & Moves will continue to provide weekly physical activity classes to fulfill a portion of the required minutes.	Rhythm & Moves will continue to provide weekly physical activity classes to fulfill a portion of the required minutes.	Rhythm & Moves will continue to provide weekly physical activity classes to fulfill a portion of the required minutes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	135000	135000	135000
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Rhythm & Moves [Saratoga Education Foundation (SEF): 060-9010-095710]	5000-5999: Services And Other Operating Expenditures Rhythm & Moves [Saratoga Education Foundation (SEF): 060-9010-095710]	5000-5999: Services And Other Operating Expenditures Rhythm & Moves [Saratoga Education Foundation (SEF): 060-9010-095710]

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

New Action	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.9 SUSD's Comprehensive Sexuality Education Working Plan will continue to plan for health education for fifth graders and middle school, as per the CA Healthy Youth Act of 2015 (AB 329), which ensures that students receive sex education that is accurate, comprehensive, medically accurate, age-appropriate and inclusive.	3.9 SUSD will continue to adhere to the CA Healthy Youth Act of 2015 (AB 329), which ensures that students receive sex education that is accurate, comprehensive, medically accurate, age-appropriate and inclusive.	3.9 SUSD will continue to adhere to the CA Healthy Youth Act of 2015 (AB 329), which ensures that students receive sex education that is accurate, comprehensive, medically accurate, age-appropriate and inclusive.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: Redwood Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.10 SUSD will continue to partner with CASSY (Counseling and Support Services for Youth) to support students' social and emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education for RMS students.	3.10 SUSD will continue to partner with CASSY (Counseling and Support Services for Youth) to support students' social and emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education for RMS students.	3.10 SUSD will continue to partner with CASSY (Counseling and Support Services for Youth) to support students' social and emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education for RMS students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	65000	69500	69500
Source	Other	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Counseling and Support Services for Youth (CASSY) [General Fund: 010-0000-002130]	5000-5999: Services And Other Operating Expenditures Counseling and Support Services for Youth (CASSY) [General Fund: 010-0000-002130]	5000-5999: Services And Other Operating Expenditures Counseling and Support Services for Youth (CASSY) [General Fund: 010-0000-002130]
Amount	10000	10000	10000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Counseling and Support Services for Youth (CASSY) [State Mental Health: 080-6512-065120]	5000-5999: Services And Other Operating Expenditures Counseling and Support Services for Youth (CASSY) [State Mental Health: 080-6512-065120]	5000-5999: Services And Other Operating Expenditures Counseling and Support Services for Youth (CASSY) [State Mental Health: 080-6512-065120]

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.12 SUSD will ensure compliance with the School Success and Opportunity Act (Assembly Bill 1266), which requires school districts to respect a transgender student's identity in all school programs, activities, and facilities.	3.12 SUSD will continue to ensure compliance with the School Success and Opportunity Act (Assembly Bill 1266), which requires school districts to respect a transgender student's identity in all school programs, activities, and facilities.	3.12 SUSD will continue to ensure compliance with the School Success and Opportunity Act (Assembly Bill 1266), which requires school districts to respect a transgender student's identity in all school programs, activities, and facilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.13 SUSD will ensure the safety of students by implementing a volunteer safety protocol in which all classroom and field trip volunteers must be screened and undergo a background check and a TB test (BP and AR 1240).	3.13 SUSD will continue to ensure the safety of students by implementing a volunteer safety protocol in which all classroom and field trip volunteers must be screened and undergo a background check and a TB test (BP and AR 1240).	3.13 SUSD will continue to ensure the safety of students by implementing a volunteer safety protocol in which all classroom and field trip volunteers must be screened and undergo a background check and a TB test (BP and AR 1240).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6900	7400	7400
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Volunteer Fingerprint and Background Checks [General Fund HR: 010-0000-007400]	5000-5999: Services And Other Operating Expenditures Volunteer Fingerprint and Background Checks [General Fund HR: 010-0000-007400]	5000-5999: Services And Other Operating Expenditures Volunteer Fingerprint and Background Checks [General Fund HR: 010-0000-007400]

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.14 All students will sign a Responsible Use of Technology Policy, to ensure that each student's interactions with technology contribute positively to the learning environment both at school and in the community, and that each student exhibits proper and safe use of technology. All SUSD staff will sign an Acceptable Use of Technology Policy, to ensure that each staff member accepts responsibility for abiding by the District's acceptable use of technology, as defined in the SUSD Staff AUP. This will include teaching Digital Citizenship lessons, actively monitoring student use, and protecting student data.	3.14 All students will sign an annual Responsible Use of Technology Policy, to ensure that each student's interactions with technology contribute positively to the learning environment both at school and in the community, and that each student exhibits proper and safe use of technology. All SUSD staff will sign an annual Acceptable Use of Technology Policy, to ensure that each staff member accepts responsibility for abiding by the District's acceptable use of technology, as defined in the SUSD Staff AUP. This will include teaching Digital Citizenship lessons,	3.14 All students will sign an annual Responsible Use of Technology Policy, to ensure that each student's interactions with technology contribute positively to the learning environment both at school and in the community, and that each student exhibits proper and safe use of technology. All SUSD staff will sign an annual Acceptable Use of Technology Policy, to ensure that each staff member accepts responsibility for abiding by the District's acceptable use of technology, as defined in the SUSD Staff AUP. This will include teaching Digital Citizenship lessons,

	actively monitoring student use, and protecting student data.	actively monitoring student use, and protecting student data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7500	10200	10200
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Gaggle-G Drive and Gmail monitoring [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Gaggle-G Drive and Gmail monitoring [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Gaggle-G Drive and Gmail monitoring [General Fund IT: 010-0000-007700]
Amount	7000	7000	7000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures GoGuardian-Monitoring student searches [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures GoGuardian-Monitoring student searches [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures GoGuardian-Monitoring student searches [General Fund IT: 010-0000-007700]

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.15 SUSD is committed to protecting students' privacy while using online educational services and resources. The district will maintain compliance with: Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and Children's Internet Protection Act (CIPA).	3.15 SUSD is committed to protecting students' privacy while using online educational services and resources. The district will continue to maintain compliance with: Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and Children's Internet Protection Act (CIPA).	3.15 SUSD is committed to protecting students' privacy while using online educational services and resources. The district will continue to maintain compliance with: Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and Children's Internet Protection Act (CIPA).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4500	4500	4500
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Education Framework-Vendor vetting of student data safety laws compliance. [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Education Framework-Vendor vetting of student data safety laws compliance. [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Education Framework-Vendor vetting of student data safety laws compliance. [General Fund IT: 010-0000-007700]

Action 15

All	

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Action 16

All	

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

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 arts integration practice across disciplines.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

There is a need to provide equitable access to technology devices for Common Core State Standards (CCSS) instruction and Smarter Balanced Assessment Consortium (SBAC) testing. There is a need to increase access to online digital resources and integrate 21st Century Learning Skills into instruction.

1. Continue to improve procedures and protocol for technology device management and technical support, including having tech teachers at each site to respond to basic troubleshooting needs.

2. Continue to improve equitable and consistent access to technology devices and online digital resources, including adding devices.

3. Continue to implement the district EdTech Plan, including digital citizenship and empowered learner standards.

4. Continue to revise and implement professional development in educational technology for all Saratoga Union School District (SUSD) staff, including individualized options for teachers.

5. Continue to increase student projects integrating the 4 Cs (Creativity, Critical thinking, Collaboration, Communication) and STEAM (Science, Technology, Engineering, Arts, and Math), including NGSS aligned projects and projects using Makerspaces.

6. Continue to increase student participation in Student Showcase events.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
BrightBytes-Quality of tech support	The quality of tech support for above average and excellent was 42%.	The quality of tech support for above average and excellent will increase to 50%.	The percentage of teachers rating the quality of tech support as above average or excellent will increase to 54%.	The quality of tech support for above average and excellent will increase to 60%.
Device to student ratio	Device to student ratio was 1:1.4	Improve device to student ratio to 1:1.2.	Maintain device to student ratio at 1:1.	Maintain device to student ratio at 1:1.
Digital Citizenship teacher self-reporting; BrightBytes survey	Three lessons about Digital Citizenship instruction occurred in 50% of the elementary classes. One lesson about Digital Citizenship instruction occurred in 100% of the classes in the middle school.	Increase to 3 lessons of Digital Citizenship instruction to 75% of TK-8th grade students.	85% of TK-8 students will receive 3 or more Digital Citizenship lessons.	100% of TK-8 students will receive 3 or more Digital Citizenship lessons.
EdTech PD participation rates for Mini-MERIT and G Suite professional development (PD) and G Suite Educator Certification	Participation of Mini-MERIT PD was 23 teachers. G Suite Certification was 18 teachers.	Participation of Mini-MERIT PD will increase by 15 more teachers. 100% of teachers will participate in G Suite PD	15 more teachers will participate in Mini-MERIT PD. 100% of teachers will participate in G Suite PD	15 more teachers will participate in Mini-MERIT PD. 100% of teachers will participate in G Suite PD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	100% of teachers participated in G Suite PD	5 more teachers will become G Suite Certified.	5 more teachers will become G Suite Certified.	5 more teachers will become G Suite Certified.
BrightBytes SAMR Lens Survey	Current self-reported SAMR levels of all SUSD classroom teachers: Beginner (pre-SAMR level) - 34% Substitution - 24% Augmentation - 30% Modification - 5% Redefinition - 4%	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from the baseline levels.	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from 2017-18.	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from 2018-19.
STEAM Integration: MakerSpace Usage by Teachers	MakerSpaces became available at Foothill Elementary and Redwood Middle School. Two-thirds of the classes at Foothill used the MakerSpace. Many K-5 students attended either Robotics Club after school or the community Fab Lab night supported by the PTA. Five lunch MakerSpace drop-in sessions were held at Argonaut - a total of approximately 50 students participated.	Increase the MakerSpace access by developing a MakerSpace at one additional elementary school. 80% of elementary classes at schools with MakerSpaces will complete a project using a MakerSpace. 40% of middle school teachers will use the Maker Space with their classes this year.	Increase MakerSpace access by developing a MakerSpace at the final elementary school. 80% of elementary classes will complete 3 or more projects using a MakerSpace. 60% of middle school teachers will use the Maker Space with their classes this year.	MakerSpaces will be available at all schools. 100% of all elementary classes will complete 3 or more projects using a MakerSpace. 80% of middle school teachers will use the Maker Space with their classes this year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	20% of middle school teachers used the Maker Space with their classes this year.			
Student tech discipline data	No data for this year	Will gather data to create baseline.	Decrease tech discipline incidents by 10% from 17-18. Baseline for 17-18 is 36 total incidents.	Decrease tech discipline incidents by 10% from 18-19.
Student Showcase participation	Student participation was 86 students.	Increase student participation by 15%	Increase student participation by 15%	Increase student participation by 15%
Additional tech support staff	Tech team included 4 full time employees. Each site has a student tech support team	Tech team included 4 full time employees. Each site has a student tech support team Each site will have an assigned teacher to provide basic tech support.	Continue current Tech team staffing of 4 full time employees. Continue student tech support teams at each site. Continue to provide basic tech support teacher at each site.	Continue current Tech team staffing of 4 full time employees. Continue student tech support teams at each site. Continue to provide basic tech support teacher at each site.
Provision of art and music lessons; integration of Art and Music lessons into science, technology, engineering, and math - SEF elementary schedule; middle school	Elementary: weekly music classes are provided to TK-5th grade by credentialed teachers; artist in residence provides 10 art lessons for 4th and 5th graders; Art Docent	Elementary: weekly music classes are provided to TK-5th grade by credentialed teacher; art classes will be offered to each elementary school	Continue to refine and improve art, music, and STEAM integrated lessons for all students.	Continue to refine and improve art, music, and STEAM integrated lessons for all students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Art Docent program; RMS Master Schedule; STEAM Team meeting minutes	parent volunteer programs exist at each elementary school. RMS: band is offered as an elective to 7th and 8th grade students; visual art is offered as an elective to 7th and 8th grade students; most 6th graders have Exploratory Wheel (includes art and music)	student (schedule to be determined) RMS: 6th graders will be able to select orchestra, band, or Exploratory Wheel (comprised of 5-week mini-courses of STEM, art, music, Spanish, Health); 7th and 8th graders will have two electives: art, orchestra, band are among the choices		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income [Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 PROFESSIONAL DEVELOPMENT TK-8th grade teachers will continue to receive the following professional development: *Digital Citizenship: participate in grade-level specific session to learn the Common Sense Media curriculum. *EdTech: participate in differentiated professional development on instructional technology to implement in the classroom. Topics will include using tools to create, collaborate, critically think, and communicate with colleagues and students. The District Tech Team will also participate. *STEAM to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects including projects in Makerspaces. *Coaching: additional one-on-one support will be given to teachers to design,	4.1 PROFESSIONAL DEVELOPMENT TK-8th grade teachers will continue to receive the following professional development: *Digital Citizenship *EdTech: participate in differentiated professional development on instructional technology to implement in the classroom. Topics will include using tools to create, collaborate, think critically, and communicate with colleagues and students as described in the Empowered Learner standards from the EdTech plan. The District Tech Team will also participate. *STEAM to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects including projects in Makerspaces. *Coaching: additional one-on-one support will be given to teachers to design,	4.1 PROFESSIONAL DEVELOPMENT TK-8th grade teachers will continue to receive the following professional development: *Digital Citizenship *EdTech: participate in differentiated professional development on instructional technology to implement in the classroom. Topics will include using tools to create, collaborate, think critically, and communicate with colleagues and students as described in the Empowered Learner standards from the EdTech plan. The District Tech Team will also participate. *STEAM to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects including projects in Makerspaces. *Coaching: additional one-on-one support will be given to teachers to design,

develop, implement, and assess EdTech projects/lessons. *Digital Portfolio: Teachers will learn the process of helping students create a digital portfolio. Middle School Teachers will continue to receive the following professional development: *Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. (6th grade wheel and elective). The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW teacher will collaborate with the RMS math, science, and elective teachers. *Content specific topics to meet the needs of students and teachers. District Tech Team *District Tech Team will continue to receive professional development to further support instructional technology.	develop, implement, and assess projects/lessons. *Digital Portfolio: Teachers will learn the process of helping students create a digital portfolio. Middle School Teachers will continue to receive the following professional development: *Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. (6th grade wheel and elective). The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW teacher will collaborate with the RMS math, science, and elective teachers. *Content specific topics to meet the needs of students and teachers. District Tech Team *District Tech Team will continue to receive professional development to further support instructional technology.	develop, implement, and assess projects/lessons. *Digital Portfolio: Teachers will learn the process of helping students create a digital portfolio. Middle School Teachers will continue to receive the following professional development: *Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. (6th grade wheel and elective). The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW teacher will collaborate with the RMS math, science, and elective teachers. *Content specific topics to meet the needs of students and teachers. District Tech Team *District Tech Team will continue to receive professional development to further support instructional technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	17500	17500	17500
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures KCI/Foothill CC: Mini-MERIT Workshop [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures KCI/Foothill CC: Mini-MERIT Workshop [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures KCI/Foothill CC: Mini-MERIT Workshop [General Fund IT: 010-0000-007700]
Amount	12500	12500	12500
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries KCI/Foothill CC: Mini-MERIT Workshop teacher stipends [General Fund IT: 010-0000-007700]	1000-1999: Certificated Personnel Salaries KCI/Foothill CC: Mini-MERIT Workshop teacher stipends [General Fund IT: 010-0000-007700]	1000-1999: Certificated Personnel Salaries KCI/Foothill CC: Mini-MERIT Workshop teacher stipends [General Fund IT: 010-0000-007700]
Amount	23000	23000	23000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference for teachers and administrators in EdTech, Makerspace, Design Thinking [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Conference for teachers and administrators in EdTech, Makerspace, Design Thinking, PBL [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Conference for teachers and administrators in EdTech, Makerspace, Design Thinking, PBL [General Fund IT: 010-0000-007700]

Amount	2000	2000	2000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Redwood Middle School: Content specific EdTech professional development [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Redwood Middle School: Content specific EdTech professional development [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Redwood Middle School: Content specific EdTech professional development [General Fund IT: 010-0000-007700]
Amount	2000	2000	2000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries G Suite Certification teacher stipend [General Fund IT: 010-0000-007700] G Suite Certification Exam fees [General Fund IT: 010-0000-007700]	1000-1999: Certificated Personnel Salaries G Suite Certification teacher stipend [General Fund IT: 010-0000-007700] G Suite Certification Exam fees [General Fund IT: 010-0000-007700]	1000-1999: Certificated Personnel Salaries G Suite Certification teacher stipend [General Fund IT: 010-0000-007700] G Suite Certification Exam fees [General Fund IT: 010-0000-007700]
Amount	8000	8000	8000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tech Team professional development including: Amplified-G Suite Admin CETPA Conference Zendesk [010-0000-007700]	5800: Professional/Consulting Services And Operating Expenditures Tech Team professional development including: Amplified-G Suite Admin CETPA Conference [General Fund IT: 010-0000-007700]	5800: Professional/Consulting Services And Operating Expenditures Tech Team professional development including: Amplified-G Suite Admin CETPA Conference [General Fund IT: 010-0000-007700]

Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Coaching support Refer to Goal 1.1	1000-1999: Certificated Personnel Salaries Coaching support Refer to Goal 1.1	1000-1999: Certificated Personnel Salaries Coaching support Refer to Goal 1.1
Amount		2320	2320
Source		Basic Aid	Basic Aid
Budget Reference		1000-1999: Certificated Personnel Salaries Stipends for EdTech PD [General Fund IT: 010-0000-007700]	1000-1999: Certificated Personnel Salaries Stipends for EdTech PD [General Fund IT: 010-0000-007700]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

4.2 DEVICES, EDTECH TOOLS, AND TECH SUPPORT	4.2 DEVICES, EDTECH TOOLS, AND TECH SUPPORT	4.2 DEVICES, EDTECH TOOLS, AND TECH SUPPORT
All students will continue to have access to Chromebooks for CCSS instruction. All 3 - 8 grade students will continue to have access to Chromebooks for SBAC assessments. The ratio of Chromebooks to students will decrease. All SUSD teachers will continue to receive and use standard instructional technology equipment: iPad, projector, and laptop or desktop computer. A long-term replacement plan for replacing obsolete or inoperable technology devices will be maintained by the Tech Team. The Tech Team will maintain organizational structures for technology procedures and protocols, including inventory, device management, and help desk support. EdTech tools will be tracked and monitored to verify that vendors comply with student data safety laws. There will be one tech support teacher at all sites. Student tech support teams will be present at all sites.	All students will continue to have access to Chromebooks for CCSS instruction. All 3 - 8 grade students will continue to have access to Chromebooks for SBAC assessments. The ratio of Chromebooks to students will be maintained at 1:1. All SUSD teachers will continue to receive and use standard instructional technology equipment: iPad, projector, and laptop or desktop computer. A long- term replacement plan for replacing obsolete or inoperable technology devices will be maintained by the Tech Team. The Tech Team will continue to maintain organizational structures for technology procedures and protocols, including inventory, device management, and help desk support. EdTech tools will be tracked and monitored to verify that vendors comply with student data safety laws. There will be one tech support teacher at each site. Student tech support teams will be present at all sites.	All students will continue to have access to Chromebooks for CCSS instruction. All 3 - 8 grade students will continue to have access to Chromebooks for SBAC assessments. The ratio of Chromebooks to students will be maintained at 1:1. All SUSD teachers will continue to receive and use standard instructional technology equipment: iPad, projector, and laptop or desktop computer. A long-term replacement plan for replacing obsolete or inoperable technology devices will be maintained by the Tech Team. The Tech Team will continue to maintain organizational structures for technology procedures and protocols, including inventory, device management, and help desk support. SUSD will continue to track and monitor EdTech tools to verify that vendors comply with student data safety laws. There will be one tech support teacher at each site. Student tech support teams will be present at all sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	333100	271300	271300
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	4000-4999: Books And Supplies Purchase of new and replacement of student and teacher devices [General Fund IT: 010-0000-007600]	4000-4999: Books And Supplies Replacement of student and teacher devices [General Fund IT: 010-0000-007600]	4000-4999: Books And Supplies Replacement of student and teacher devices [General Fund IT: 010-0000-007600]
Amount	4500	16100	7400
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures ASAP: Inventory system for checking out equipment to staff AVS: Physical Inventory [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures ASAP: Inventory system for checking out equipment to staff AVS: Physical Inventory [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures ASAP: Inventory system for checking out equipment to staff AVS: Physical Inventory [General Fund IT: 010-0000-007700]
Amount	4000	4200	4200
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures BrightBytes: student, staff, and parent EdTech survey [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures BrightBytes: student, staff, and parent EdTech survey [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures BrightBytes: student, staff, and parent EdTech survey [General Fund IT: 010-0000-007700]

Amount	2550	4000	4000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Lightspeed: management of iPads [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Lightspeed: management of iPads [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Lightspeed: management of iPads [General Fund IT: 010-0000-007700]
Amount	3500	3500	3500
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Zendesk: helpdesk tracking and monitoring [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Zendesk: helpdesk tracking and monitoring [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Zendesk: helpdesk tracking and monitoring [General Fund IT: 010-0000-007700]
Amount	12000	12000	12000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	4000-4999: Books And Supplies Student Tech Support Curriculum & Materials [General Fund IT: 010-0000-007700]	4000-4999: Books And Supplies Student Tech Support Curriculum & Materials [General Fund IT: 010-0000-007700]	4000-4999: Books And Supplies Student Tech Support Curriculum & Materials [General Fund IT: 010-0000-007700]

Amount	5250	5500	5500
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LearnTrials: tracking and monitoring procurement, usage, and student data safety. [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures LearnTrials: tracking and monitoring procurement, usage, and student data safety. [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures LearnTrials: tracking and monitoring procurement, usage, and student data safety. [General Fund IT: 010-0000-007700]
Amount	1300	1000	1000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Type to Learn: Typing practice [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Type to Learn: Typing practice [General Fund IT: 010-0000-007700]	5000-5999: Services And Other Operating Expenditures Type to Learn: Typing practice [General Fund IT: 010-0000-007700]
Amount	227,561	102692	102692
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries TOSA - Tech (Data) 1.0 FTE (HD) TOSA - Tech (Network) 1.0 FTE (HL) [General Fund IT: 010-0000-007700]	1000-1999: Certificated Personnel Salaries TOSA - Tech (Network) 1.0 FTE (HD) [General Fund IT: 010-0000-007700]	1000-1999: Certificated Personnel Salaries TOSA - Tech (Network) 1.0 FTE (HD) [General Fund IT: 010-0000-007700]

Amount	90,624	30721	33166
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits TOSA - Tech (Data) 1.0 FTE (HD) TOSA - Tech (Network) 1.0 FTE (HL) [General Fund IT: 010-0000-007700]	3000-3999: Employee Benefits TOSA - Tech (Network) 1.0 FTE (HD) [General Fund IT: 010-0000-007700]	3000-3999: Employee Benefits TOSA - Tech (Network) 1.0 FTE (HD) [General Fund IT: 010-0000-007700]
Amount	54,189	66780	68004
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	2000-2999: Classified Personnel Salaries IT Support Specialist 1.0 FTE (JG) [General Fund IT: 010-0000-007700]	2000-2999: Classified Personnel Salaries IT Support Specialist 1.0 FTE (CN) [General Fund IT: 010-0000-007700]	2000-2999: Classified Personnel Salaries IT Support Specialist 1.0 FTE (CN) [General Fund IT: 010-0000-007700]
Amount	44,587	45775	31915
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits IT Support Specialist 1.0 FTE (JG) [General Fund IT: 010-0000-007700]	3000-3999: Employee Benefits IT Support Specialist 1.0 FTE (CN) [General Fund IT: 010-0000-007700]	3000-3999: Employee Benefits IT Support Specialist 1.0 FTE (CN) [General Fund IT: 010-0000-007700]
Amount		33390	31470
Source		Basic Aid	Basic Aid
Budget Reference		2000-2999: Classified Personnel Salaries IT Support Specialist .5 FTE (TBD) [General Fund IT: 010-0000-007700]	2000-2999: Classified Personnel Salaries IT Support Specialist .5 FTE (TBD) [General Fund IT: 010-0000-007700]

Amount		22887	23914
Source		Basic Aid	Basic Aid
Budget Reference		3000-3999: Employee Benefits IT Support Specialist .5 FTE (TBD) [General Fund IT: 010-0000-007700]	3000-3999: Employee Benefits IT Support Specialist .5 FTE (TBD) [General Fund IT: 010-0000-007700]
Amount		76884	80100
Source		Basic Aid	Basic Aid
Budget Reference		2000-2999: Classified Personnel Salaries Data Systems Administrator 1.0 FTE (AD) [General Fund IT: 010-0000-007700]	2000-2999: Classified Personnel Salaries Data Systems Administrator 1.0 FTE (AD) [General Fund IT: 010-0000-007700]
Amount		31928	52979
Source		Basic Aid	Basic Aid
Budget Reference		3000-3999: Employee Benefits Data Systems Administrator 1.0 FTE (AD) [General Fund IT: 010-0000-007700]	3000-3999: Employee Benefits Data Systems Administrator 1.0 FTE (AD) [General Fund IT: 010-0000-007700]

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.3 STUDENT SHOWCASE Facilitate performances, exhibitions, virtual showcases, and publication opportunities for students to share their academic and artistic endeavors with peers, parents, and the community.	4.3 STUDENT SHOWCASE Continue to facilitate performances, exhibitions, virtual showcases, and publication opportunities for students to share their academic and artistic endeavors with peers, parents, and the community.	4.3 STUDENT SHOWCASE Continue to facilitate performances, exhibitions, virtual showcases, and publication opportunities for students to share their academic and artistic endeavors with peers, parents, and the community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	1000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	4000-4999: Books And Supplies Digital Portfolios materials [General Fund IT: 010-0000-007700]	4000-4999: Books And Supplies Digital Portfolios materials [General Fund IT: 010-0000-007700]	4000-4999: Books And Supplies Digital Portfolios materials [General Fund IT: 010-0000-007700]

Amount	2000	2000	2000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	4000-4999: Books And Supplies Student Exhibition/Student to Student Conference Supplies [General Fund: 060-9010-098010]	4000-4999: Books And Supplies Student Exhibition/Student to Student Conference Supplies [General Fund: 060-9010-098010]	4000-4999: Books And Supplies Student Exhibition/Student to Student Conference Supplies [General Fund: 060-9010-098010]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.4 Makerspaces at the middle school and two elementary sites.	4.4 Continue to support Makerspaces at the middle school and all elementary sites.	4.4 Continue to support Makerspaces at the middle school and all elementary sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30000	20000	20000
Source	Parcel Tax	Basic Aid	Basic Aid
Budget Reference	4000-4999: Books And Supplies Makerspace supplies including equipment and consumable items. [Parcel Tax: 040-000-002130]	4000-4999: Books And Supplies Makerspace supplies including equipment and consumable items. [Parcel Tax: 040-0000-002130]	4000-4999: Books And Supplies Makerspace supplies including equipment and consumable items. [Parcel Tax: 040-0000-002130]
Amount	3000	0	0
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	2000-2999: Classified Personnel Salaries Makerspace materials ordering support	Not Applicable Makerspace materials ordering support [not included this year]	Not Applicable Makerspace materials ordering support [not included this year]

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.5 DEVICES FOR STUDENT GROUPS Students without devices or internet service at home will be provided with a device and internet service at home. Interactive displays will be purchased for Special Education class at an elementary school and the middle school. iPads will be purchased for Special Education students.	4.5 DEVICES FOR STUDENT GROUPS Students without devices or internet service at home will be provided with a device and internet service at home. Continue to support the use of iPads for Special Education students.	4.5 DEVICES FOR STUDENT GROUPS Students without devices or internet service at home will be provided with a device and internet service at home. Continue to support the use of iPads for Special Education students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12450	2200	2200
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	4000-4999: Books And Supplies Student devices with internet service for home use [General Fund IT: 010-0000-007600]	4000-4999: Books And Supplies Student internet service for home use [General Fund IT: 010-0000-007600]	4000-4999: Books And Supplies Student internet service for home use [General Fund IT: 010-0000-007600]
Amount	16000	0	0
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	4000-4999: Books And Supplies New Interactive devices [General Fund IT: 010-0000-007600]	Not Applicable New Interactive devices [not included this year]	Not Applicable New Interactive devices [not included this year]

Amount	17000	32000	0
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	4000-4999: Books And Supplies New iPads for students [General Fund IT: 010-0000-007600]	4000-4999: Books And Supplies New iPads for students [General Fund IT: 010-0000-007600]	4000-4999: Books And Supplies New iPads for students [General Fund IT: 010-0000-007600]

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Redwood Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
4.6 PROJECT LEAD THE WAY (PLTW) Our district will continue to implement Project Lead the Way (PLTW), an interactive, hands-on, problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School (RMS). The	4.6 PROJECT LEAD THE WAY (PLTW) Our district will continue to implement Project Lead the Way (PLTW), an interactive, hands-on, problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School (RMS). The	4.6 PROJECT LEAD THE WAY (PLTW) Our district will continue to implement Project Lead the Way (PLTW), an interactive, hands-on, problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School (RMS). The

Project Lead the Way/Science, Technology Engineering, Math (PLTW/STEM) teacher will participate in the Project Lead the Way (PLTW) core training and ongoing professional development. The Project Lead the Way (PLTW) will collaborate with the Redwood Middle School (RMS) math, science, and elective teachers. Middle school teachers will collaborate and plan instructional integration across disciplines. Provide professional learning on science integration instruction.	Project Lead the Way/Science, Technology Engineering, Math (PLTW/STEM) teacher will participate in the Project Lead the Way (PLTW) core training and ongoing professional development. The Project Lead the Way (PLTW) will collaborate with the Redwood Middle School (RMS) math, science, and elective teachers. Middle school teachers will collaborate and plan instructional integration across disciplines. Continue to provide professional learning on science integration instruction.	Project Lead the Way/Science, Technology Engineering, Math (PLTW/STEM) teacher will participate in the Project Lead the Way (PLTW) core training and ongoing professional development. The Project Lead the Way (PLTW) will collaborate with the Redwood Middle School (RMS) math, science, and elective teachers. Middle school teachers will collaborate and plan instructional integration across disciplines. Continue to provide professional learning on science integration instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12000	38000	38000
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	0000: Unrestricted PLTW reg fee, supplies/consumables [General Fund PLTW: 010-0000-001880]	4000-4999: Books And Supplies PLTW reg fee, supplies/consumables [General Fund PLTW: 010-0000-001880]	4000-4999: Books And Supplies PLTW reg fee, supplies/consumables [General Fund PLTW: 010-0000-001880]
Amount	80,264	104731	105517
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	1000-1999: Certificated Personnel Salaries 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727]	1000-1999: Certificated Personnel Salaries 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727]	1000-1999: Certificated Personnel Salaries 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727]

Amount	41,919	38234	41239
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	3000-3999: Employee Benefits 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727]	3000-3999: Employee Benefits 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727]	3000-3999: Employee Benefits 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727]

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	New Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
4.7 ARTS EDUCATION The district will continue to provide art and music classes at all schools. An orchestra elective will be offered at the middle school. SUSD and SHS administrators and music teachers will continue to	4.7 ARTS EDUCATION The district will continue to provide art and music classes at all schools. SUSD and SHS administrators and music teachers will continue to collaborate frequently to	4.7 ARTS EDUCATION The district will continue to provide art and music classes at all schools. SUSD and SHS administrators and music teachers will continue to collaborate frequently to

collaborate frequently to provide K-12 students with a comprehensive music education.	provide K-12 students with a comprehensive music education.	provide K-12 students with a comprehensive music education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	112,955	113783	114616
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820]	1000-1999: Certificated Personnel Salaries Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820]	1000-1999: Certificated Personnel Salaries Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820]
Amount	47,666	51282	24235
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820]	3000-3999: Employee Benefits Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820]	3000-3999: Employee Benefits Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820]

Amount	15,746	13500	13500
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	2000-2999: Classified Personnel Salaries Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715]	2000-2999: Classified Personnel Salaries Middle School Art Docent Leader .325 FTE (TBD) [Saratoga Education Foundation (SEF): 060-9010-095715]	2000-2999: Classified Personnel Salaries Middle School Art Docent Leader .325 FTE (TBD) [Saratoga Education Foundation (SEF): 060-9010-095715]
Amount	1,472	0	0
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	3000-3999: Employee Benefits Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715]	3000-3999: Employee Benefits Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715] [not included this year]	3000-3999: Employee Benefits Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715] [not included this year]
Amount	32,476	28103	28103
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	1000-1999: Certificated Personnel Salaries Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725]	1000-1999: Certificated Personnel Salaries Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725]	1000-1999: Certificated Personnel Salaries Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725]

Amount	3,037	2590	2590
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	3000-3999: Employee Benefits Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725]	3000-3999: Employee Benefits Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725]	3000-3999: Employee Benefits Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725]
Amount	8380	8380	8380
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	4000-4999: Books And Supplies Art education supplies [Saratoga Education Foundation (SEF): 060-9010-095725]	4000-4999: Books And Supplies Art education supplies [Saratoga Education Foundation (SEF): 060-9010-095725]	4000-4999: Books And Supplies Art education supplies [Saratoga Education Foundation (SEF): 060-9010-095725]
Amount	3500	3500	3500
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Music Supplies, Instruments and Repair [Lottery: 060-6300-063000]	4000-4999: Books And Supplies Music Supplies, Instruments and Repair [Lottery: 060-6300-063000]	4000-4999: Books And Supplies Music Supplies, Instruments and Repair [Lottery: 060-6300-063000]
Amount	142,090	134059	152603
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Music teachers 1.0 FTE (JJ), .17 FTE (TBD) Orchestra .5 FTE (AK) [General Fund - Redwood: 010-0000-001820]	1000-1999: Certificated Personnel Salaries Middle School Music teachers 1.0 FTE (JJ), Orchestra .5 FTE (TBD) [General Fund - Redwood: 010-0000-001820]	1000-1999: Certificated Personnel Salaries Middle School Music teachers 1.0 FTE (JJ), Orchestra .5 FTE (TBD) [General Fund - Redwood: 010-0000-001820]

Amount	60,023	40192	47309
Source	Basic Aid	Basic Aid	Basic Aid
Budget Reference	3000-3999: Employee Benefits Middle School Music teachers 1.0 FTE (JJ), .17 FTE (TBD) Orchestra .5 FTE (AK) [General Fund - Redwood: 010-0000-001820]	3000-3999: Employee Benefits Middle School Music teachers 1.0 FTE (JJ), Orchestra .5 FTE (TBD) [General Fund - Redwood: 010-0000-001820]	3000-3999: Employee Benefits Middle School Music teachers 1.0 FTE (JJ), Orchestra .5 FTE (TBD) [General Fund - Redwood: 010-0000-001820]
Amount	45,283	47095	47095
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820]	1000-1999: Certificated Personnel Salaries Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820]	1000-1999: Certificated Personnel Salaries Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820]
Amount	7,962	9087	9958
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820]	3000-3999: Employee Benefits Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820]	3000-3999: Employee Benefits Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820]

Amount	105,252 106,831 108,433	106031	106817
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721]	1000-1999: Certificated Personnel Salaries Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721]	1000-1999: Certificated Personnel Salaries Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721]
Amount	32,232	34784	37627
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	3000-3999: Employee Benefits Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721]	3000-3999: Employee Benefits Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721]	3000-3999: Employee Benefits Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721]
Amount	40,132	45079	46857
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722]	1000-1999: Certificated Personnel Salaries Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722]	1000-1999: Certificated Personnel Salaries Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722]

Amount	20,783	8698	9908
Source	Education Foundation	Education Foundation	Education Foundation
Budget Reference	3000-3999: Employee Benefits Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722]	3000-3999: Employee Benefits Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722]	3000-3999: Employee Benefits Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722]
Amount		5400	7000
Source		Education Foundation	Education Foundation
Budget Reference		2000-2999: Classified Personnel Salaries After-school Music Assistance (TBD) [Saratoga Education Foundation (SEF): 060-9010-098004]	2000-2999: Classified Personnel Salaries After-school Music Assistance (TBD) [Saratoga Education Foundation (SEF): 060-9010-098004]
Amount		1473	645
Source		Education Foundation	Education Foundation
Budget Reference		3000-3999: Employee Benefits After-school Music Assistance (TBD) [Saratoga Education Foundation (SEF): 060-9010-098004]	3000-3999: Employee Benefits After-school Music Assistance (TBD) [Saratoga Education Foundation (SEF): 060-9010-098004]
Amount		60003	60003
Source		Education Foundation	Education Foundation
Budget Reference		5000-5999: Services And Other Operating Expenditures TK-2 Art (TBD) [Saratoga Education Foundation (SEF): 060-9010-095710]	5000-5999: Services And Other Operating Expenditures TK-2 Art (TBD) [Saratoga Education Foundation (SEF): 060-9010-095710]

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$230,536	1.66%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Based on CalPADS data (2017-18, as of February 2018, P1) our unduplicated count is 7.36%.

SUSD is a Basic Aid (community funded) district and does not receive extra supplemental and/or concentration funding from the state based on our number of unduplicated youth. We have used the FCMAT calculator to calculate the amount of money that we must target toward services for our low income, English learner, and foster youth. SUSD uses the funds across the district to provide services in the most efficient and effective manner.

SUSD will offer a variety of programs and supports specifically for low income, foster youth, and English learner pupils. These three subgroups comprise 7.36% of the total enrollment: free/reduced lunch (low income); foster youth; homeless; migrant; and English learners.

Services are district-wide because there are very few unduplicated students at each grade at each of our four school sites. Therefore, it is more efficient for our district to provide the services centrally, and to coordinate the services at the district level.

Our district is providing services that exceed the required expenditures. The services for those students will include:

1. District Literacy Coach and EL Teacher on Special Assignment will provide research-based support in literacy in a small group setting using supplemental instructional materials specific to the needs of the students, i.e. literacy support through Guided Reading instruction, summer school intervention, and English Learner intervention support.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2. Professional development to all staff in differentiation and best practices for English Learner students.

3. Specifically designated personnel to provide push-in services to support the needs of English Learners in elementary and an ELD elective class for middle school EL students.

4. Targeted core and supplemental instructional support materials in literacy and mathematics.

5. ELA/ELD TOSA and Math TOSA to support teachers' pedagogical practices in the classroom to support the diverse needs of the learners.

6. Summer intervention program for students reading below grade level (Reading Academy) and English learners (ELD Academy).

7. Services in mental health, including elementary counselor and CASSY (Counseling and Support Services for Youth) counseling at Redwood.

8. Programs to support homeless and foster youth students, when applicable.

9. Online digital instructional materials in math, ELA, science, and social studies.

9. Provision of technology devices and internet access for students who are socio-economically disadvantaged.

These services will increase student achievement for SUSD's low-income students and English language learners because we will use student data to target the services to meet unduplicated students' academic, behavioral, and social-emotional needs. We will continue to monitor and evaluate the efficacy of these services and make adjustments as needed in order to ensure that students' needs are being met.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As a Basic Aid (community funded) district, SUSD will receive no increase in funds as a result of SCCR 15494. We have used the FCMAT calculator to calculate the MPP (minimum proportionality percentage) for SUSD. The Local Control Funding Formula (LCFF) provides additional funding for non-basic aid districts based on the unduplicated count of low-income, English learner, and foster youth. All LEAs must increase or improve services to these pupils in proportion to the increase in funds. Although SUSD does not receive additional funding because of its Basic Aid status, our district must nevertheless calculate the MPP (Minimum Proportionality Percentage - MPP is the percentage by which services provided for unduplicated students must be increased or improved over services provided for all students in the LCAP year, and is the lowest level of increased or improved services for unduplicated students), and increase and improve services for unduplicated students. For the 2018-19 school year, SUSD's MPP is calculated at 1.62%, or $225,526.

The actions and services for unduplicated students described in Goals 1 - 4 include increased and improved services. This increase in services, reported for MPP, and funded by the unrestricted general fund, is as such:

1. CASSY Counseling 5 days per week at RMS (cost is split between general fund and state mental health funds)
2. 1.0 FTE Math Teacher on Special Assignment
3. 1.0 FTE ELA/ELD Teacher on Special Assignment
4. 1.0 FTE EL TOSA
5. .33 FTE ELD Teacher at RMS
6. Three part-time EL aides at elementary schools
7. District Literacy Coach
8. One period Literacy Support class at RMS (0.17 FTE) for general education students
9. Comprehensive reading intervention programs at elementary (Leveled Literacy Intervention) and Redwood (Language Live)

The expenditure of Local Control Funding Formula funds for additional personnel materials or services targeted primarily to unduplicated students provides services above and beyond those provided to all students: supplemental personnel targeted to assist at-risk and English Learner students; professional development targeted in strategies to assist in access to the Common Core State Standards for differentiation based on unduplicated students; research-based materials expressly for assistance in accessing Common Core curriculum for our unduplicated student populations, and online digital instructional materials.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$196,337	1.43%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Based on CalPADS data (2015-16 P2) our unduplicated count is 7.25%.

SUSD is a Basic Aid (community funded) district and does not receive extra supplemental and/or concentration funding from the state based on our number of unduplicated youth. We have used the FCMAT calculator to calculate the amount of money that we must target toward services for our low income, English learner, and foster youth. SUSD uses the funds across the district to provide services in the most efficient and effective manner.

Saratoga Union School District's estimated supplemental and concentration grant funding is $148,185 in 2016 - 17. This amount will increase to approximately $196,337 in 2017-2018, to $203,804 in 2018 - 2019, and to $209,706 in 2019-20.

SUSD will offer a variety of programs and supports specifically for low income, foster youth, and English learner pupils. These three subgroups comprise 7.25% of the total enrollment. On 1/29/16 there were 14 students on free/reduced lunch (low income); 0 foster youth; 0 homeless; 0 migrant; 115 English learners; for a total of 127 unduplicated FRPM/EL students.

Services are districtwide because there are very few unduplicated students at each grade at each of our four school sites. Therefore, it is more efficient for our district to provide the services centrally, and to coordinate the services at the district level.

Our district is providing services that exceed the required expenditures. The services for those students will include:

1. District Literacy Coach will provide research-based support in literacy in a small group setting using supplemental instructional materials specific to the needs of the students, i.e. literacy support through Guided Reading instruction, summer school intervention, and English Learner intervention support.

2. Professional development to all staff in differentiation and best practices for English Learner students.

3. Specifically designated personnel to provide push-in services to support the needs of English Learners in elementary and an ELD elective class for middle school EL students.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

4. Targeted core and supplemental instructional support materials in literacy and mathematics.

5. ELA/ELD TOSA to support teachers' pedagogical practices in the classroom.

6. Summer intervention program for English learners.

7. Services in mental health.

8. Programs to support homeless and foster youth students, when applicable.

9. Online digital instructional materials, including Rosetta Stone, Achieve 3000 and NewsELA.

These services will increase student achievement for SUSD's low-income students and English language learners because we will use student data to target the services to meet unduplicated students' academic, behavioral, and social-emotional needs. We will continue to monitor and evaluate the efficacy of these services and make adjustments as needed in order to ensure that students' needs are being met.

As a Basic Aid (community funded) district, SUSD will receive no increase in funds as a result of SCCR 15494. We have used the FCMAT calculator to calculate the MPP (minimum proportionality percentage) for SUSD. The Local Control Funding Formula (LCFF) provides additional funding for non-basic aid districts based on the unduplicated count of low-income, English learner, and foster youth. All LEAs must increase or improve services to these pupils in proportion to the increase in funds. Although SUSD does not receive additional funding because of its Basic Aid status, our district must nevertheless calculate the MPP (Minimum Proportionality Percentage - MPP is the percentage by which services provided for unduplicated students must be increased or improved over

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

services provided for all students in the LCAP year, and is the lowest level of increased or improved services for unduplicated students), and increase and improve services for unduplicated students. For the 2017-18 school year, SUSD's MPP is calculated at 1.43%, or $196,337.

The actions and services for unduplicated students described in Goals 1 - 4 include increased and improved services. This increase in services, reported for MPP, and funded by the unrestricted general fund, is as such:

1. Elevate Math and Elevate Math Plus
2. CASSY Counseling 5 days per week at RMS (cost is split between general fund and state mental health funds)
3. 1.0 FTE ELA/ELD Teacher on Special Assignment
4. .33 FTE ELD Teacher at RMS
5. Three part-time EL aides at elementary schools
6. District Literacy Coach

The expenditure of Local Control Funding Formula funds for additional personnel materials or services targeted primarily to unduplicated students provides services above and beyond those provided to all students: supplemental personnel targeted to assist at-risk and English Learner students; professional development targeted in strategies to assist in access to the Common Core State Standards for differentiation based on unduplicated students; research-based materials expressly for assistance in accessing Common Core curriculum for our unduplicated student populations, and online digital instructional materials.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:
  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	4,815,776.00	4,907,243.00	4,815,776.00	4,858,602.00	5,036,322.00	14,710,700.00
Basic Aid	333,100.00	3,766,524.00	3,655,614.00	3,803,819.00	3,962,829.00	11,422,262.00
Education Foundation	3,330,303.00	473,474.00	482,561.00	658,073.00	670,134.00	1,810,768.00
Educator Effectiveness	482,561.00	42,075.00	42,075.00	0.00	0.00	42,075.00
Lottery	42,075.00	15,893.00	215,744.00	13,144.00	13,144.00	242,032.00
One-Time Discretionary	215,744.00	200,931.00	22,700.00	73,200.00	73,200.00	169,100.00
Other	22,700.00	118,183.00	118,245.00	58,182.00	59,053.00	235,480.00
Parcel Tax	118,245.00	123,777.00	105,804.00	82,312.00	82,312.00	270,428.00
Special Education	105,804.00	72,865.00	74,936.00	75,784.00	76,484.00	227,204.00
Title I	74,936.00	42,220.00	29,313.00	43,291.00	44,382.00	116,986.00
Title II	29,313.00	41,000.00	45,000.00	30,000.00	30,000.00	105,000.00
Title III	45,000.00	10,301.00	23,784.00	20,797.00	24,784.00	69,365.00
	15,995.00					

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

Total Expenditures by Object Type						
Object Type	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	4,815,776.00	4,907,243.00	4,815,776.00	4,858,602.00	5,036,322.00	14,710,700.00
0000: Unrestricted	333,100.00	0.00	18,000.00	0.00	0.00	18,000.00
1000-1999: Certificated Personnel Salaries	18,000.00	2,484,499.00	2,507,323.00	2,492,566.00	2,542,683.00	7,542,572.00
2000-2999: Classified Personnel Salaries	2,507,323.00	365,606.00	314,878.00	432,494.00	454,972.00	1,202,344.00
3000-3999: Employee Benefits	314,878.00	739,142.00	843,476.00	845,471.00	908,737.00	2,597,684.00
4000-4999: Books And Supplies	843,476.00	1,035,659.00	657,899.00	493,908.00	554,749.00	1,706,556.00
5000-5999: Services And Other Operating Expenditures	324,799.00	14,011.00	40,000.00	586,163.00	567,181.00	1,193,344.00
5800: Professional/Consulting Services And Operating Expenditures	40,000.00	268,326.00	434,200.00	8,000.00	8,000.00	450,200.00
Not Applicable	434,200.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	4,815,776.00	4,907,243.00	4,815,776.00	4,858,602.00	5,036,322.00	14,710,700.00
0000: Unrestricted	Basic Aid	333,100.00	0.00	13,000.00	0.00	0.00	13,000.00
0000: Unrestricted	Title III	13,000.00	0.00	5,000.00	0.00	0.00	5,000.00
1000-1999: Certificated Personnel Salaries	Basic Aid	5,000.00	1,937,445.00	2,084,770.00	1,981,081.00	2,023,812.00	6,089,663.00
1000-1999: Certificated Personnel Salaries	Education Foundation	2,092,559.00	285,428.00	152,872.00	283,944.00	287,294.00	724,110.00
1000-1999: Certificated Personnel Salaries	Educator Effectiveness	152,872.00	42,075.00	42,075.00	0.00	0.00	42,075.00
1000-1999: Certificated Personnel Salaries	Other	42,075.00	45,283.00	45,283.00	49,095.00	49,095.00	143,473.00
1000-1999: Certificated Personnel Salaries	Parcel Tax	45,283.00	63,500.00	75,804.00	82,312.00	82,312.00	240,428.00
1000-1999: Certificated Personnel Salaries	Special Education	75,804.00	32,680.00	32,800.00	32,800.00	32,800.00	98,400.00
1000-1999: Certificated Personnel Salaries	Title I	32,800.00	33,088.00	24,930.00	33,334.00	33,581.00	91,845.00
1000-1999: Certificated Personnel Salaries	Title II	24,930.00	41,000.00	41,000.00	26,000.00	26,000.00	93,000.00
1000-1999: Certificated Personnel Salaries	Title III	41,000.00	4,000.00	7,789.00	4,000.00	7,789.00	19,578.00
2000-2999: Classified Personnel Salaries	Basic Aid	0.00	262,401.00	204,811.00	323,817.00	343,889.00	872,517.00
2000-2999: Classified Personnel Salaries	Education Foundation	204,811.00	74,698.00	80,783.00	79,393.00	81,799.00	241,975.00
2000-2999: Classified Personnel Salaries	Special Education	80,783.00	28,507.00	29,284.00	29,284.00	29,284.00	87,852.00
3000-3999: Employee Benefits	Basic Aid	29,284.00	605,047.00	712,283.00	721,102.00	775,450.00	2,208,835.00
3000-3999: Employee Benefits	Education Foundation	712,283.00	93,712.00	105,526.00	91,353.00	97,658.00	294,537.00
3000-3999: Employee Benefits	Other	105,526.00	7,900.00	7,962.00	9,087.00	9,958.00	27,007.00
3000-3999: Employee Benefits	Parcel Tax	7,962.00	11,077.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
3000-3999: Employee Benefits	Special Education	0.00	11,502.00	12,352.00	13,200.00	13,900.00	39,452.00
3000-3999: Employee Benefits	Title I	12,352.00	9,132.00	4,383.00	9,957.00	10,801.00	25,141.00
3000-3999: Employee Benefits	Title III	4,383.00	772.00	970.00	772.00	970.00	2,712.00
4000-4999: Books And Supplies	Basic Aid	970.00	779,971.00	395,550.00	414,159.00	475,000.00	1,284,709.00
4000-4999: Books And Supplies	Education Foundation	62,450.00	6,280.00	8,380.00	8,380.00	8,380.00	25,140.00
4000-4999: Books And Supplies	Lottery	8,380.00	15,893.00	215,744.00	13,144.00	13,144.00	242,032.00
4000-4999: Books And Supplies	One-Time Discretionary	215,744.00	182,686.00	0.00	50,000.00	50,000.00	100,000.00
4000-4999: Books And Supplies	Parcel Tax	0.00	49,200.00	30,000.00	0.00	0.00	30,000.00
4000-4999: Books And Supplies	Special Education	30,000.00	176.00	500.00	500.00	500.00	1,500.00
4000-4999: Books And Supplies	Title II	500.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
4000-4999: Books And Supplies	Title III	4,000.00	1,453.00	3,725.00	3,725.00	3,725.00	11,175.00
5000-5999: Services And Other Operating Expenditures	Basic Aid	3,725.00	12,200.00	40,000.00	355,660.00	336,678.00	732,338.00
5000-5999: Services And Other Operating Expenditures	Education Foundation	40,000.00	0.00	0.00	195,003.00	195,003.00	390,006.00
5000-5999: Services And Other Operating Expenditures	One-Time Discretionary	0.00	0.00	0.00	23,200.00	23,200.00	46,400.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	1,811.00	0.00	12,300.00	12,300.00	24,600.00
5800: Professional/Consulting Services And Operating Expenditures	Basic Aid	0.00	169,460.00	205,200.00	8,000.00	8,000.00	221,200.00
5800: Professional/Consulting Services And Operating Expenditures	Education Foundation	205,200.00	13,356.00	135,000.00	0.00	0.00	135,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5800: Professional/Consulting Services And Operating Expenditures	One-Time Discretionary	135,000.00	18,245.00	22,700.00	0.00	0.00	22,700.00
5800: Professional/Consulting Services And Operating Expenditures	Other	22,700.00	65,000.00	65,000.00	0.00	0.00	65,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	65,000.00	2,265.00	6,300.00	0.00	0.00	6,300.00
Not Applicable	Basic Aid	6,300.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	Educator Effectiveness	0.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	Title III	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	1,730,556.00	1,714,165.00	1,730,556.00	1,628,903.00	1,788,861.00	5,148,320.00
Goal 2	65,500.00	71,199.00	65,500.00	72,660.00	73,160.00	211,320.00
Goal 3	1,382,189.00	1,422,983.00	1,382,189.00	1,409,858.00	1,443,139.00	4,235,186.00
Goal 4	1,637,531.00	1,698,896.00	1,637,531.00	1,747,181.00	1,731,162.00	5,115,874.00
Goal 5			0.00	0.00	0.00	0.00

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

Saratoga Union School District BrightBytes Educational Technology Survey Report

Jan 1, 2018 to Present

TECHNOLOGY SUPPORT

Saratoga Union School District

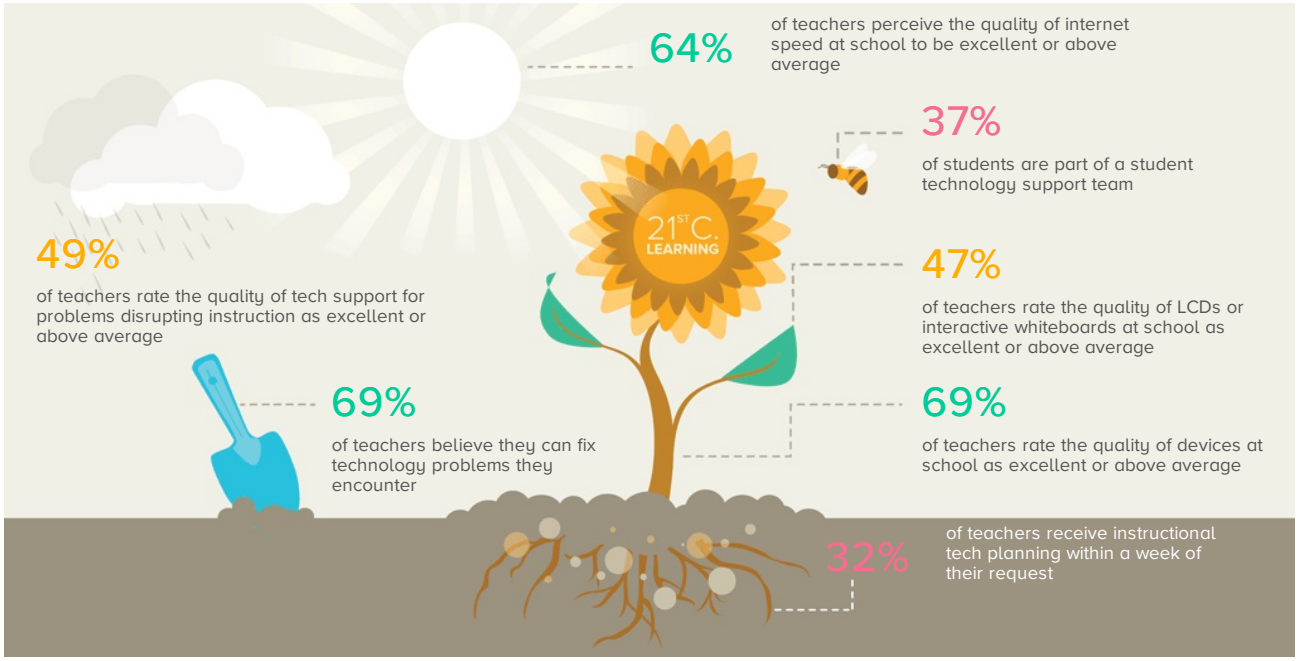
Seventy five percent of teachers at schools that use Clarity agree that technology use can enhance student learning and that learning is more engaging with the use of technology.

High quality, speedy, educative technology support is the catalyst for teachers trying new instructional techniques that employ technology. These environmental factors can overcome the lack of confidence that teachers have with technology, as expressed in a 2012 *LEAD Commission National* survey, in which 82 percent of teachers feel they have not received the necessary training to use technology to its fullest potential in the classroom.

However, adequate technology support can assuage teachers' trepidations. Teachers who perceive that the quality of technology support is high are more likely to try new lessons or learning activities with technology. This is because they feel confident that someone will be able to help them if a problem or disruption occurs. Seventy five percent of teachers at schools that use Clarity agree that technology use can enhance student learning and that learning is more engaging with the use of technology.

Furthermore, organizations can multiply teachers' access to technology support through the use of student technology support teams. An article in *Educational Leadership* notes that involving students in teaching technology to their teachers engages "students' innate interest in technology [and] enables teachers to contextualize technology."

High quality, speedy technology support is a perquisite environmental factor needed to cultivate classrooms that support 21st Century Learning.

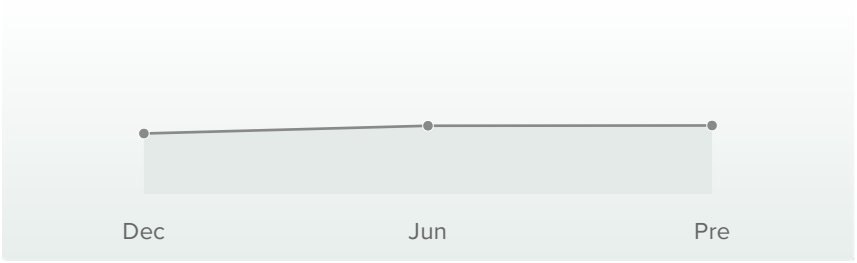


Contributing Factors

The factors that most contribute to the success of your organization include ...

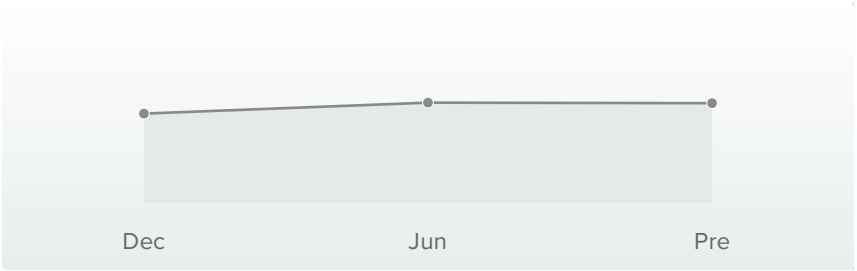
SPEED OF SUPPORT
PROFICIENT



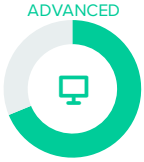


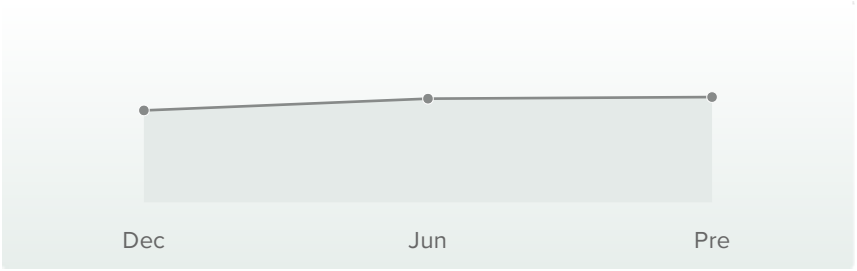
QUALITY OF SUPPORT
ADVANCED





QUALITY OF COMPUTERS AT SCHOOL
ADVANCED

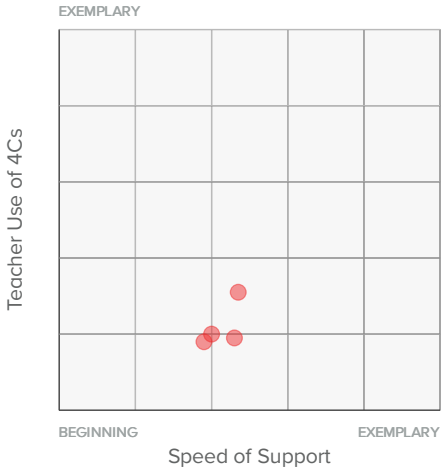




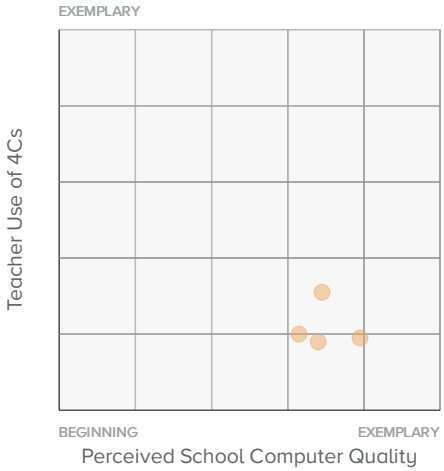
CASE™ Score Legend

Beginning	Emerging	Proficient	Advanced	Exemplary
800-899	900-999	1000-1099	1100-1199	1200-1300

Scatterplots







CASE™ Score Legend

- Beginning 800-899
- Emerging 900-999
- Proficient 1000-1099
- Advanced 1100-1199
- Exemplary 1200-1300

SCHOOL SCORECARD

Schools	Date Range	Speed of Support	Quality of Support	Computer Quality
Argonaut Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●
Foothill Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●
Redwood Middle	Mar 27, 2018 - Apr 17, 2018	●	●	●
Saratoga Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●

CASE™ Score Legend

- **Beginning** 800-899
- **Emerging** 900-999
- **Proficient** 1000-1099
- **Advanced** 1100-1199
- **Exemplary** 1200-1300

Jan 1, 2018 to Present

REPORT FOR PARENTS

Saratoga Union School District



Collaboration amongst teachers, students, school leaders, and parents is the key to creating an environment that supports 21st century learning.

It's an exciting time for our school as we work to harness the power of technology for learning. To help guide our efforts, we've adopted the CASE™ framework, a research-based tool for analyzing and improving the use of technology in the classroom.

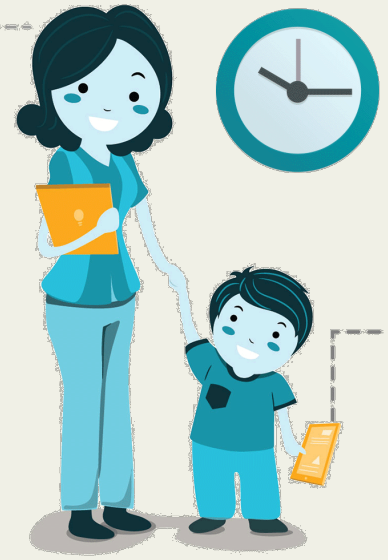
By analyzing hundreds of data points, CASE creates a detailed picture of what's happening in our school. For example, CASE reveals how frequently students create multimedia projects in class and how regularly teachers use online resources for their professional learning. Each piece of information contributes to an overall picture of our efforts, which we use to drive improvements.

But while data is a powerful tool, we can only truly achieve the promise of technology when teachers, school leaders, students, and parents work together. That's why we're sending you this report, which highlights some of our CASE data. Being aware of how we're integrating technology into your child's classroom is the first step towards a home school partnership that supports 21st century learning.

After reading this report, we invite you to talk with us about why a technology rich classroom matters. Other ways to stay involved include:

- Communicating regularly with your child's teachers about technology use in the classroom and how you can support the effort at home
- Monitoring your child's time using online devices and discussing proper online behaviors
- Helping advocate for additional financial investments for the school and district to ensure that your child has adequate access to current technology
- Educating friends and neighbors about what your child's school is doing with technology and why a technology-rich classroom matters

80%
of teachers believe that technology in class enhances learning



32%
of teachers received at least 17 hours of professional development on educational technology in the past year

81%
of students are in classrooms with a 2:1 or 1:1 Student to Computer ratio

School Strengths

Your child's school is using the CASE framework to help guide its efforts with technology for learning. Below are three highlights pulled from the school's CASE data. These insights can be helpful conversation starters when talking with your child's teachers about technology in the classroom.



Teacher Beliefs about Technology

76% of teachers in your child's school **believe technology is a critical learning tool**. This means that your child's teacher is more likely to engage in innovative learning practices that support student engagement and achievement.



Teacher Foundational Skills

78% of teachers at your child's school **possess strong foundational technology skills**. This means they have the prerequisite skills for using technology well and planning transformative learning experiences.



Teacher Access at Home

92% of teachers at your child's school have **technology-rich homes**. This means they are more confident with technology and more likely to engage in personal professional learning.

CASE™ Score Legend

Beginning	Emerging	Proficient	Advanced	Exemplary
800-899	900-999	1000-1099	1100-1199	1200-1300

Jan 1, 2018 to Present

21ST CENTURY LEARNING

Saratoga Union School District

A research report from *Adobe Education* notes that, "In today's world, a proficient employee needs to be computer literate, visually literate, information literate, media literate, and digitally literate."

21st Century Learning requires organizations to meet the current requirements of our standardized tests while also striving to achieve the 4Cs: communication, collaboration, creativity, and critical thinking. The skills needed for success in college and career are becoming increasingly complex, and schools must rise to meet new demands.

New academic standards and accountability measures across the nation have broadened the classroom experiences required for proficiency. As expectations rise, students are struggling to keep up. This trend is evidenced by falling preliminary assessment scores across the nation. Traditional instruction may be to blame. In their recent investigation of 21st Century Learning, *National Academies Press* found that rote learning does not support the educational transfer necessary to tackle the complex problems demanded by intensified academic standards. Students must be exposed to unfamiliar problems and encouraged to design meaningful solutions. Technology is a tool for such problem solving. A national *Walden University* study reports that teachers who use technology frequently place the highest emphasis on problem solving.

In addition to meeting traditional academic standards, students must also be prepared to tackle the demands of a modern world and modern workforce. A research report from *Adobe Education* notes that, "In today's world, a proficient employee needs to be computer literate, visually literate, information literate, media literate, and digitally literate." According to a report from the *Partnership for 21st Century Skills*: "Many of the fastest-growing jobs and emerging industries rely on workers' creative capacity - the ability to think unconventionally, question the herd, imagine new scenarios, and produce astonishing work." Technology assists with this type of capability. *Pew* reports that 76% of Advanced Placement and National Writing Project teachers believe that digital tools such as the Internet, social media, and cell phones "encourage student creativity and personal expression." In addition, the National Writing Project reports that the creation and consumption of multimedia increases the likelihood of deeper learning and longer skill retention.

Technology is a key driver towards instruction that impacts student learning outcomes, both on standardized assessments and for 21st Century Learning skills. Students must have regular opportunities to engage in the 4Cs. In addition, they must have access to the instant feedback enabled by digital assessment and customized assistive technology. Being aware of the classroom setting and the typical learning experiences afforded to students in your organization is the first step towards the cultivation of 21st Century Learning.

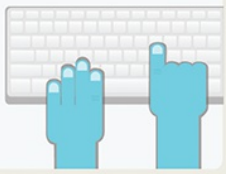
78%

of students are asked to collaborate online with classmates at least monthly



16%

of students are asked to write online at least monthly



48%

of students are asked to identify and solve authentic problems using technology at least monthly



33%

of teachers ask their students to complete online assessments at least monthly



56%

of teachers spend less than 3 hours per year teaching digital citizenship

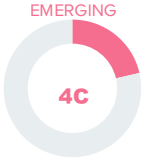
70%

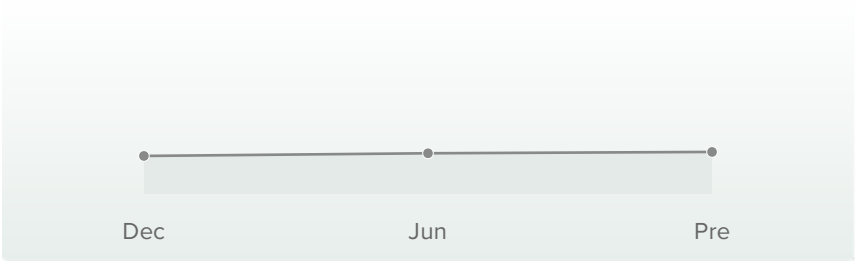
of your teachers who use assistive technology use it with students at least monthly

Contributing Factors

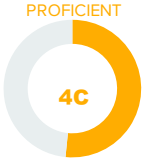
The factors that most contribute to the success of your organization include ...

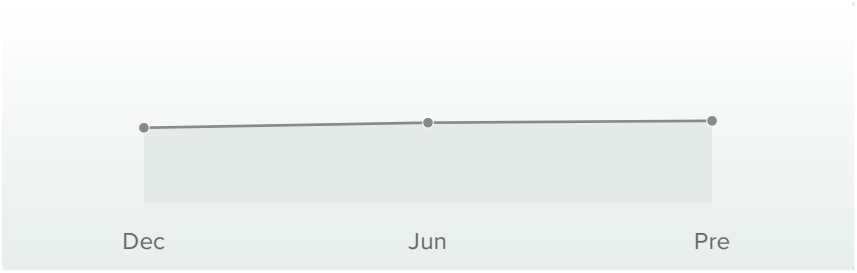
TEACHER USE OF THE 4CS
EMERGING





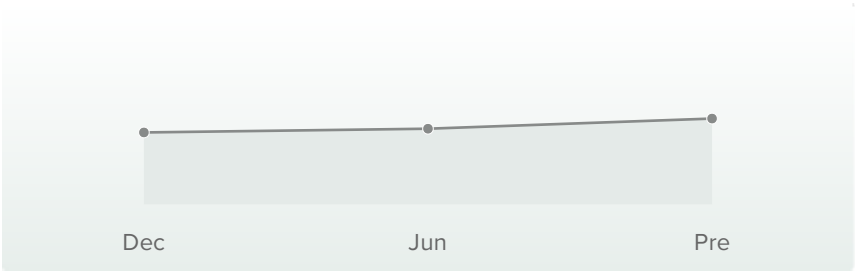
STUDENT USE OF THE 4CS
PROFICIENT





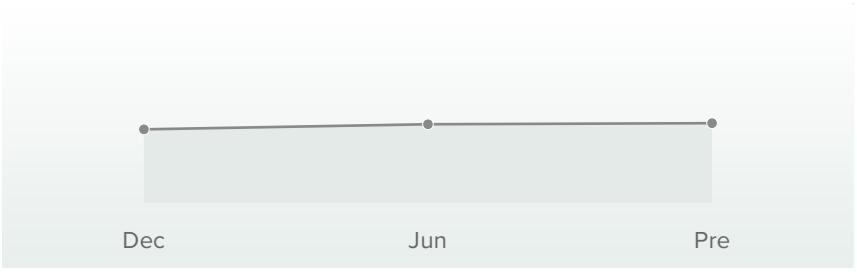
TEACHER DIGITAL CITIZENSHIP
PROFICIENT





STUDENT DIGITAL CITIZENSHIP
PROFICIENT



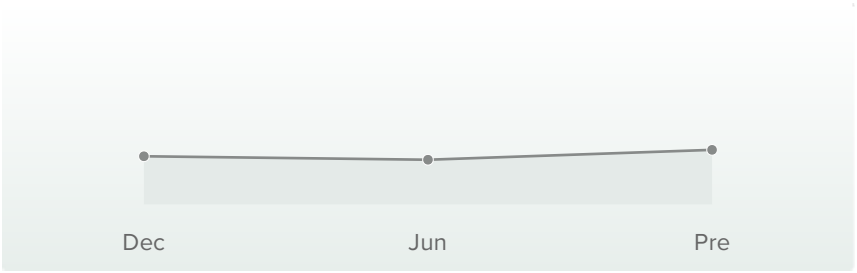


CASE™ Score Legend

Beginning	Emerging	Proficient	Advanced	Exemplary
800-899	900-999	1000-1099	1100-1199	1200-1300

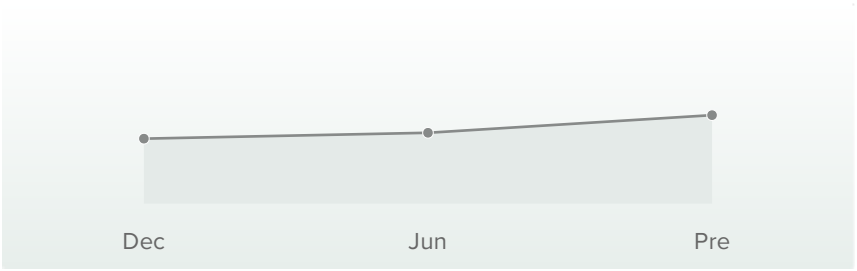
ASSESSMENT
EMERGING





ASSISTIVE TECHNOLOGY
PROFICIENT





CASE™ Score Legend

Beginning	Emerging	Proficient	Advanced	Exemplary
800-899	900-999	1000-1099	1100-1199	1200-1300

SCHOOL SCORECARD

Schools	Date Range	Student Use of the 4Cs	Teacher Use of the 4Cs	Assessment	Assistive Technology	Student Digital Citizenship	Teacher Digital Citizenship
Argonaut Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●	●	●	●
Foothill Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●	●	●	●
Redwood Middle	Mar 27, 2018 - Apr 17, 2018	●	●	●	●	●	●
Saratoga Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●	●	●	●

CASE™ Score Legend

- Beginning 800-899
- Emerging 900-999
- Proficient 1000-1099
- Advanced 1100-1199
- Exemplary 1200-1300

Jan 1, 2018 to Present

SUPERVISORY REPORT

Saratoga Union School District

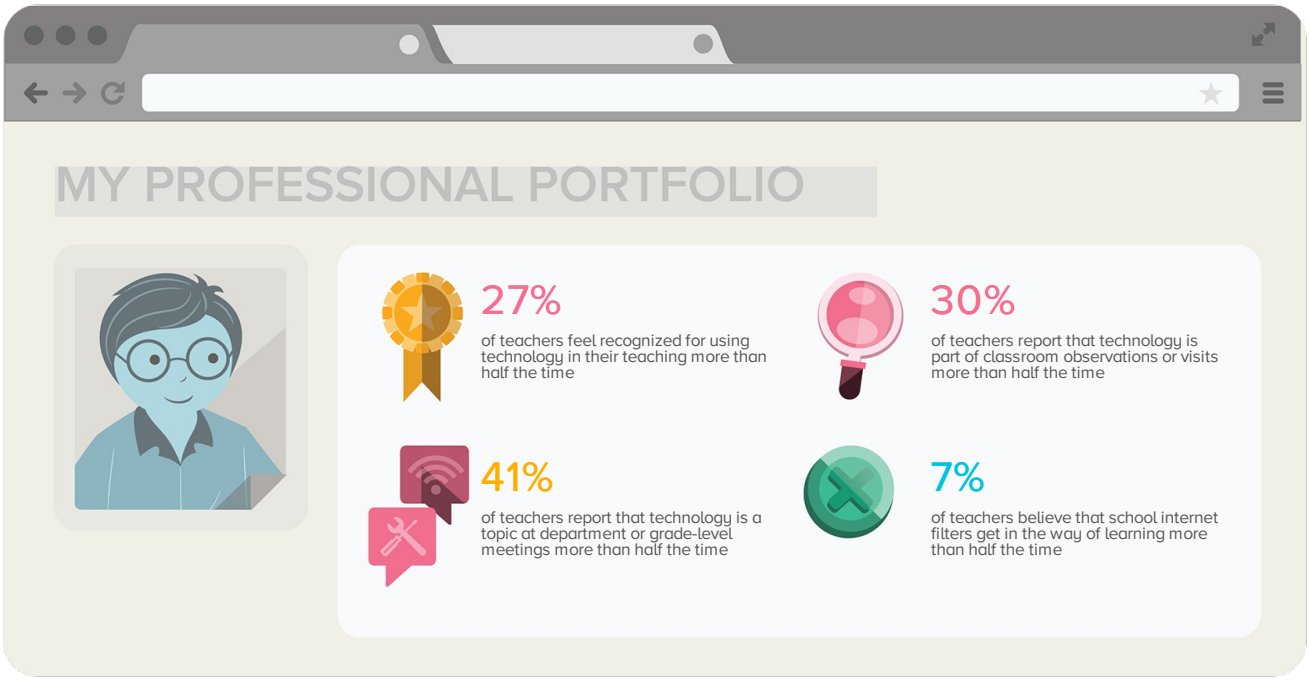
Marzano's research on effective schools reports that strong leadership is one of the top five school-level factors impacting academic outcomes for students.

Effective leadership and supportive policies can greatly impact the learning environment. *Marzano's* research on effective schools reports that strong leadership is one of the top five school-level factors impacting academic outcomes for students.

In schools that support 21st Century Learning, leaders regularly engage teachers in observations, class visits, and discussions about best practices for teaching with technology. However, many teachers do not feel that their school is making 21st Century Learning a priority. According to a *Walden University* study, only 66% of teachers feel that administrators are supportive of new technology use, yet 92% of administrators state that they are supportive of new technology use.

Rewarding and acknowledging teachers' use of new technologies is a critical piece of the puzzle. Clarity CASE data from thousands of schools reveals that only 37% of teachers feel that they are rewarded for using technology more than half of the time. Furthermore, 17% of all Clarity teachers believe that school Internet filters thwart the learning process more than half of the time.

Creating an environment that supports and acknowledges teachers for their efforts with new technologies is necessary for transormational learning to happen system-wide.



Contributing Factors

The factors that most contribute to the success of your organization include ...



27% of teachers feel rewarded for using technology more than half the time



30% of teachers report that technology is part of classroom observations or visits more than half the time



41% of teachers report that technology is a topic at department and grade-level meettings more than half the time

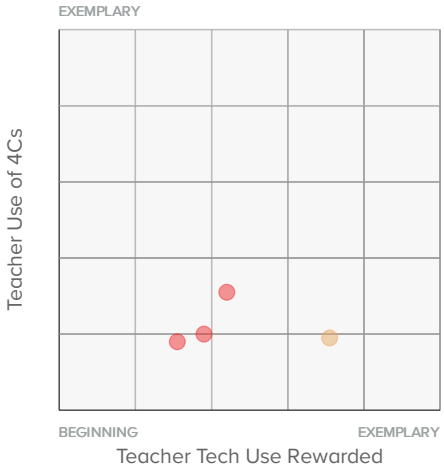


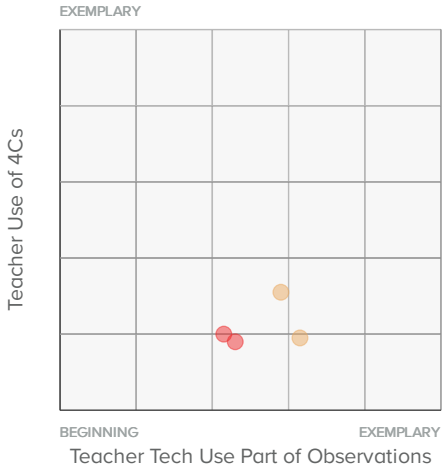
69% of teachers believe that school filters rarely or never get in the way of learning

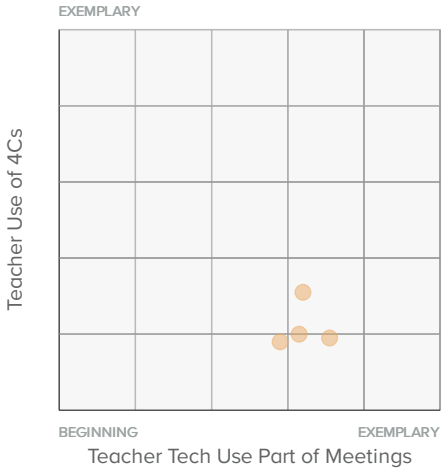
CASE™ Score Legend

- Beginning 800-899
- Emerging 900-999
- Proficient 1000-1099
- Advanced 1100-1199
- Exemplary 1200-1300

Scatterplots







CASE™ Score Legend

- Beginning 800-899
- Emerging 900-999
- Proficient 1000-1099
- Advanced 1100-1199
- Exemplary 1200-1300

SCHOOL SCORECARD

Schools	Date Range	Technology Use is Rewarded	Technology Use in Observations	Technology Use in Meetings
Argonaut Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●
Foothill Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●
Redwood Middle	Mar 27, 2018 - Apr 17, 2018	●	●	●
Saratoga Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●

CASE™ Score Legend

- Beginning 800-899
- Emerging 900-999
- Proficient 1000-1099
- Advanced 1100-1199
- Exemplary 1200-1300

Jan 1, 2018 to Present

CURRICULUM

Saratoga Union School District

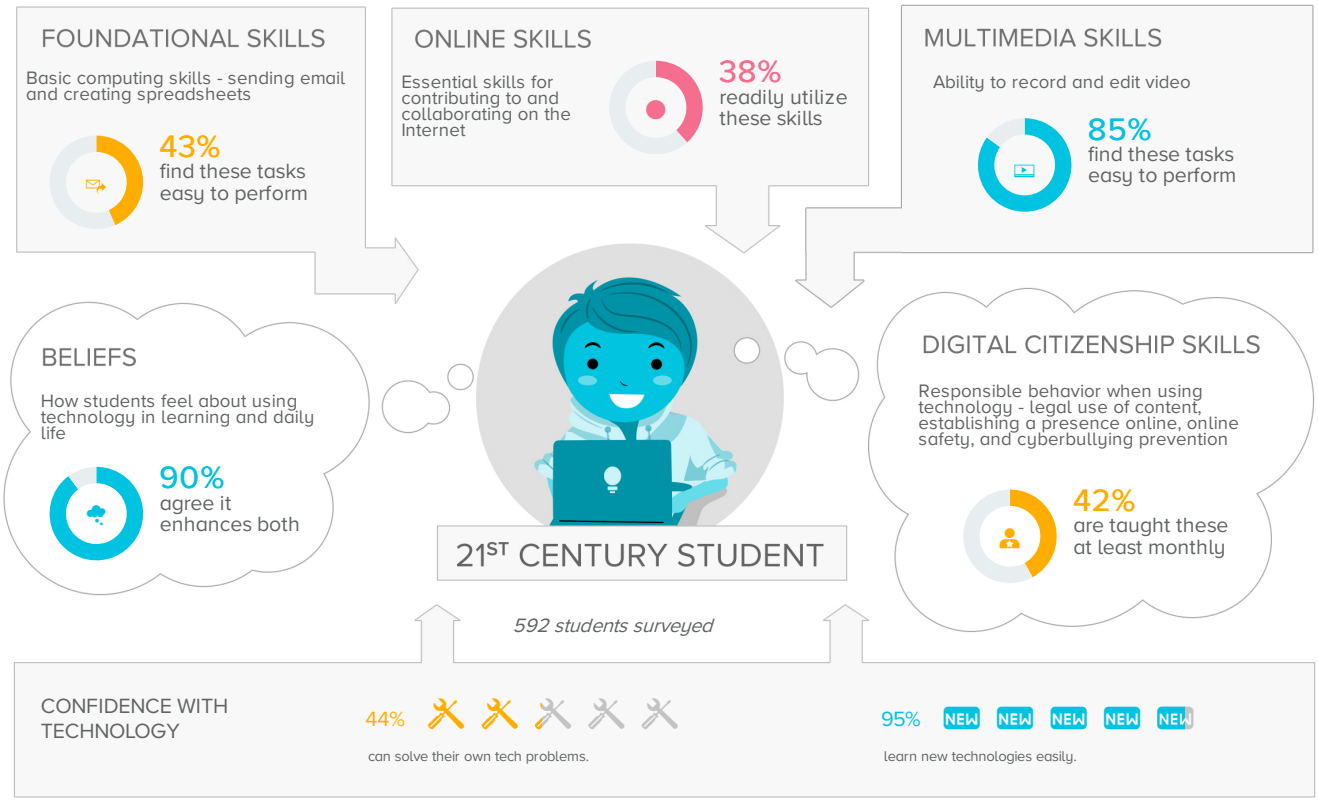
Although today's students are digital natives with many skills in social networking, the majority of them are not social learners with the ability to apply complex technology skills to everyday challenges.

Classrooms that prepare students for college and career seamlessly integrate technology into daily instruction in a way that intentionally scaffolds students' technology skills. Although today's students are digital natives with many skills in social networking, the majority of them are not social learners with the ability to apply complex technology skills to everyday challenges.

Furthermore, students' everyday experiences are seamlessly interwoven with digital devices and instant communication. In order to meet students "where they are," technology instruction must be infused in every subject area. Teachers are aware of this trend. According to a national *Pew* survey, 95% of students regularly use the Internet.

Given this, a modern curriculum must purposefully include incremental technology-infused skill acquisition. However, the design of every effective curriculum begins by considering the unique needs of the learners. Although students are comfortable tweeting and surfing the web, they still need support to use technology for productivity tasks such as creating spreadsheets and sending professional email.

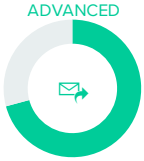
Being aware of students' skill profiles with technology can greatly inform the development of a cohesive, integrated curriculum that allows students to build the technology skills sets necessary for college and career.

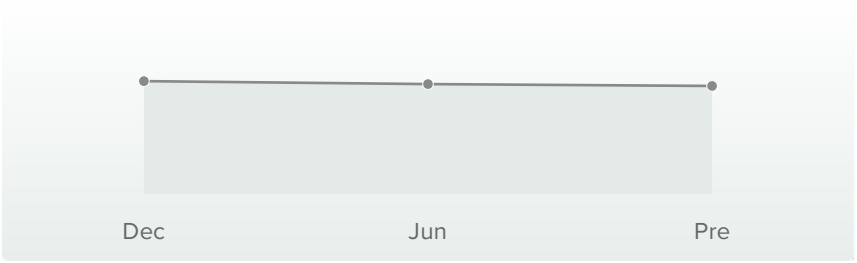


Contributing Factors

The factors that most contribute to the success of your organization include ...

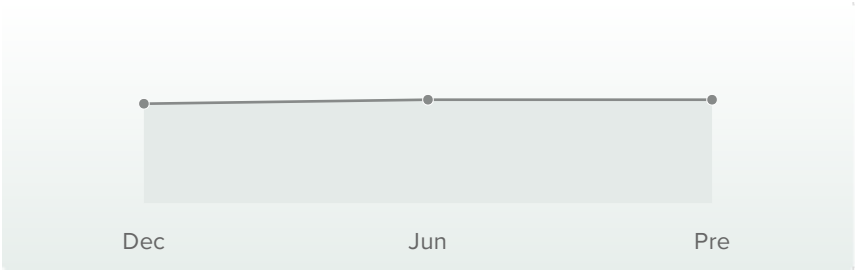
STUDENT FOUNDATIONAL SKILLS
ADVANCED





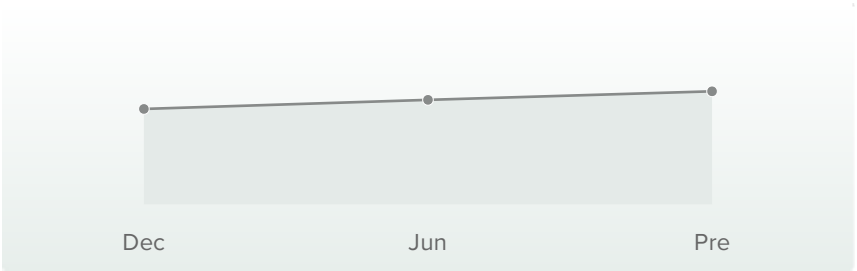
STUDENT ONLINE SKILLS
ADVANCED





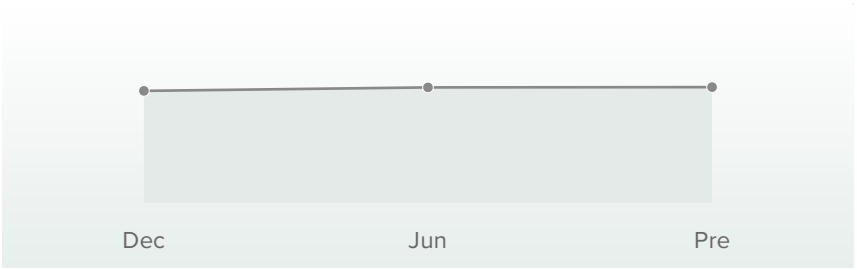
STUDENT MULTIMEDIA SKILLS
ADVANCED





STUDENT BELIEFS
ADVANCED

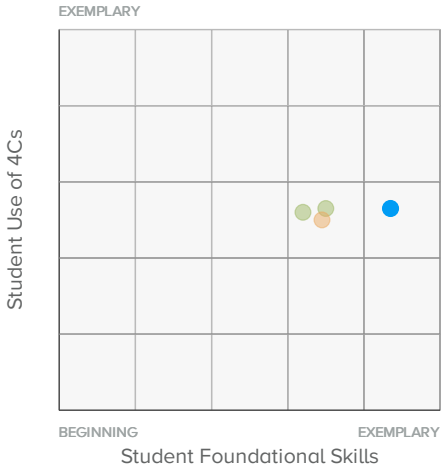


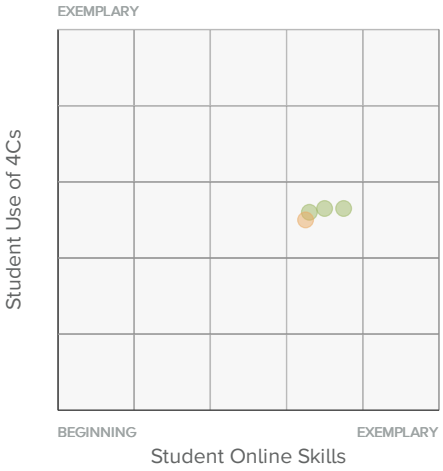


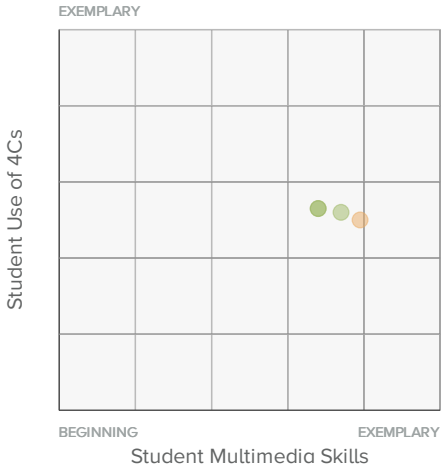
CASE™ Score Legend

Beginning	Emerging	Proficient	Advanced	Exemplary
800-899	900-999	1000-1099	1100-1199	1200-1300

Scatterplots







CASE™ Score Legend

- Beginning 800-899
- Emerging 900-999
- Proficient 1000-1099
- Advanced 1100-1199
- Exemplary 1200-1300

SCHOOL SCORECARD

Schools	Date Range	Foundational Skills	Online Skills	Multimedia Skills	Beliefs
Argonaut Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●	●
Foothill Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●	●
Redwood Middle	Mar 27, 2018 - Apr 17, 2018	●	●	●	●
Saratoga Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●	●

CASE™ Score Legend

- **Beginning** 800-899
- **Emerging** 900-999
- **Proficient** 1000-1099
- **Advanced** 1100-1199
- **Exemplary** 1200-1300

Jan 1, 2018 to Present

INFRASTRUCTURE AT HOME

Saratoga Union School District

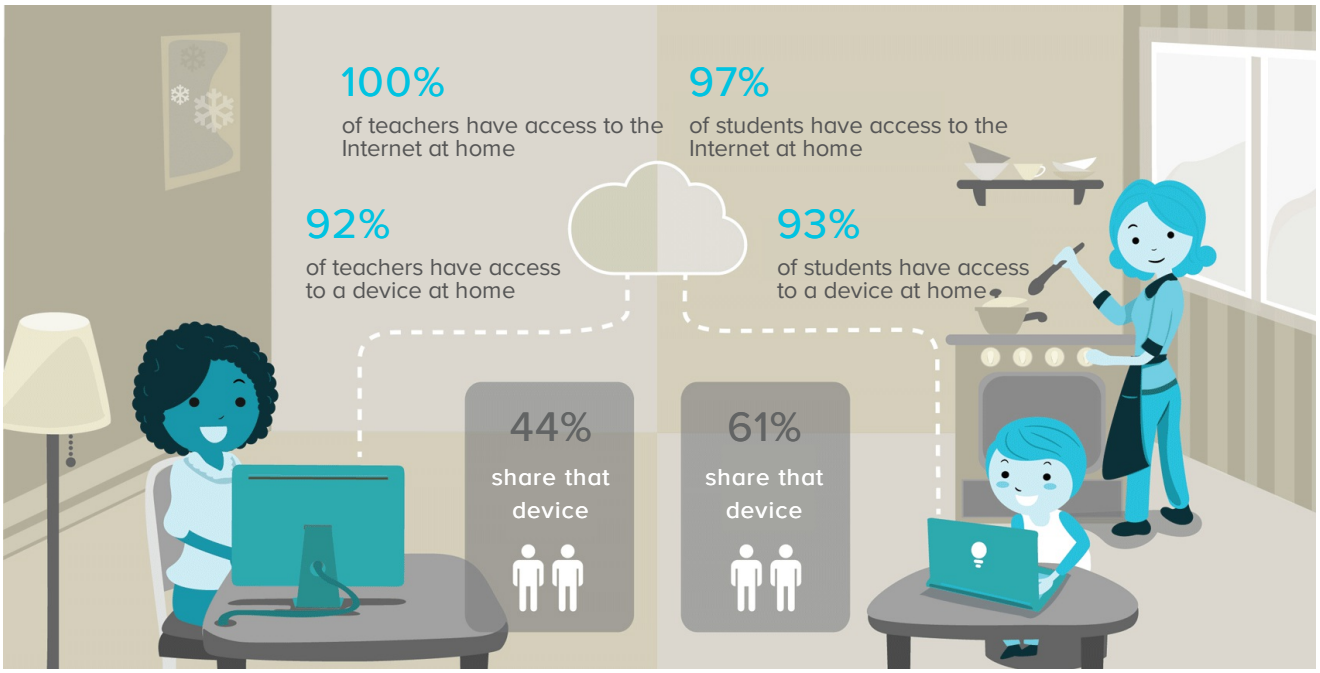
A recent *Pew* report states that 92% of teachers believe that access to technology and the Internet has had a major impact on instruction.

Teachers' and students' access to technology both at home and at school deeply affects the learning environment. Specifically, a recent *Pew* report states that 92% of teachers believe that access to technology and the Internet has had a major impact on instruction.

Students who are able to access technology at home can engage in anytime, anywhere learning. However, gaps in technology access often exist. While almost all teens have access to a digital device at home, the number of people with whom the device is shared is important. Devices shared between multiple people may not always be available for learning. According to *Pew*, although 93% of teens have a computer or have access to one at home, 71% share that access with other family members.

Teachers who are able to access technology at home can better plan transformative instruction. Teachers who have access to computers at home are more likely to use technology frequently and thus have better technology skills. These skills are a prerequisite to the use of digital creativity, digital collaboration, digital communication, and critical thinking in the classroom. According to the 2011 *US Census*, close to 80% of Americans have access to a home computer, and 98% of all American homes are capable of receiving high speed Internet.

Schools and districts should create and support policies that increase access to technology at home for teachers and students. Anytime, anwhere access to technology fosters anytime, anywhere access to connected learning.

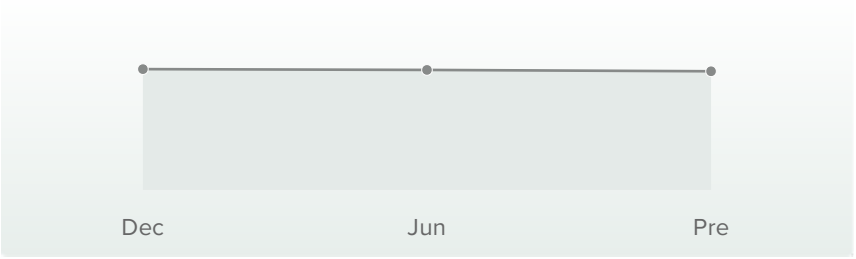


Contributing Factors

The factors that most contribute to the success of your organization include ...

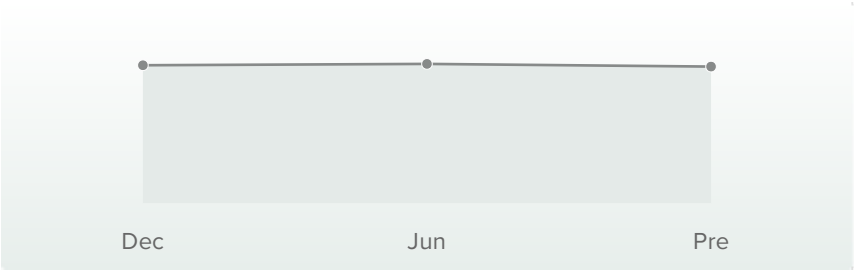
STUDENT TECHNOLOGY ACCESS AT HOME
ADVANCED





TEACHER TECHNOLOGY ACCESS AT HOME
EXEMPLARY

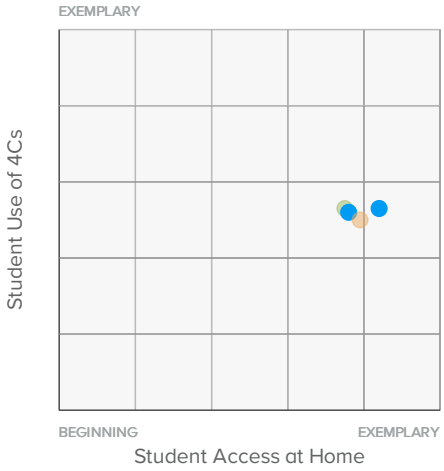


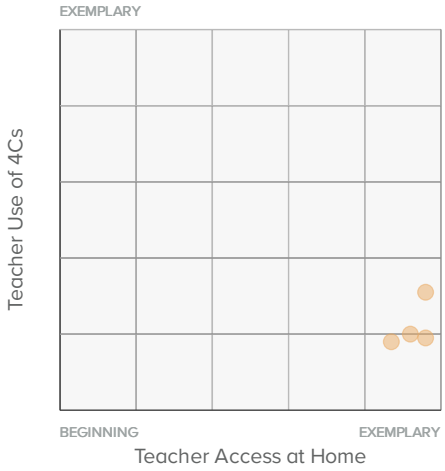


CASE™ Score Legend

Beginning	Emerging	Proficient	Advanced	Exemplary
800-899	900-999	1000-1099	1100-1199	1200-1300

Scatterplots





CASE™ Score Legend

Beginning	Emerging	Proficient	Advanced	Exemplary
800-899	900-999	1000-1099	1100-1199	1200-1300

SCHOOL SCORECARD

Schools	Date Range	Student Access at Home	Teacher Access at Home
Argonaut Elementary	Mar 27, 2018 - Apr 17, 2018	●	●
Foothill Elementary	Mar 27, 2018 - Apr 17, 2018	●	●
Redwood Middle	Mar 27, 2018 - Apr 17, 2018	●	●
Saratoga Elementary	Mar 27, 2018 - Apr 17, 2018	●	●

CASE™ Score Legend

- **Beginning** 800-899
- **Emerging** 900-999
- **Proficient** 1000-1099
- **Advanced** 1100-1199
- **Exemplary** 1200-1300

Jan 1, 2018 to Present

INFRASTRUCTURE AT SCHOOL

Saratoga Union School District

Teachers who have difficulty getting access to high quality computers for students when needed are much less likely to plan and implement classroom activities that include digital communication, digital collaboration, digital creativity, and critical thinking.

Teachers' and students' access to technology at school is a prerequisite for 21st Century Learning. According to *NCES*, the ratio of students to computers in the classroom every day is 5.3 to 1. However, this is often not sufficient for transformative instruction to occur.

Only 57% of all Clarity teachers in the nation report that it is always easy to get access to computers when needed for class. Further only 13% of Clarity teachers across the nation rate the quality of computers and internet access at their school as excellent. Teachers who have difficulty getting access to high quality computers for students when needed are much less likely to plan and implement classroom activities that include digital communication, digital collaboration, digital creativity, and critical thinking.

Schools and districts should ensure that all students at all schools have sufficient access to technology throughout the school day. Students are digital natives who often have better access to technology outside of school as compared to inside. This results in a digital divide between school and reality for many of today's youth. Increasing access can bridge this gap.

92%

of teachers can get devices for their students when needed more than half the time



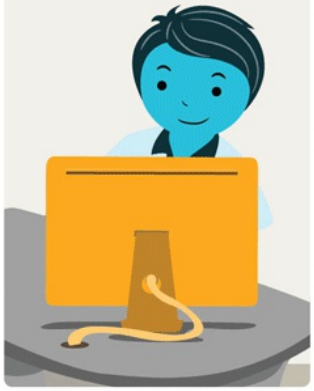


64%

of teachers report high quality internet speed

93%

of teachers have access to a computer for their own use all the time at school



81%

of teachers report a typical student to computer ratio of 2:1 or 1:1

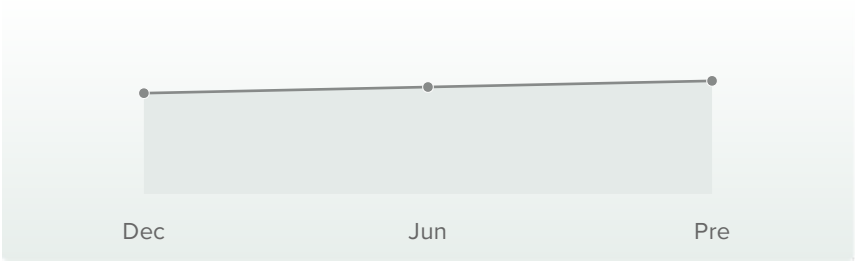


Contributing Factors

The factors that most contribute to the success of your organization include ...

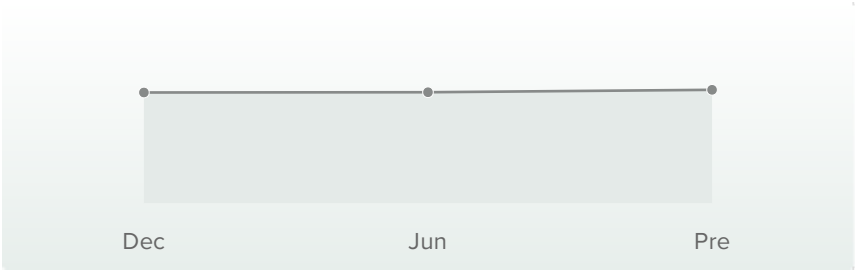
STUDENT TECHNOLOGY ACCESS AT SCHOOL
ADVANCED





TEACHER TECHNOLOGY ACCESS AT SCHOOL
ADVANCED

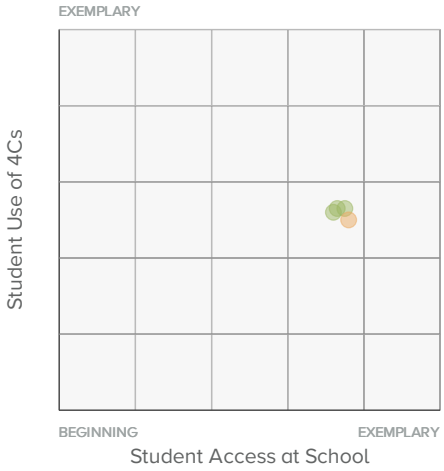


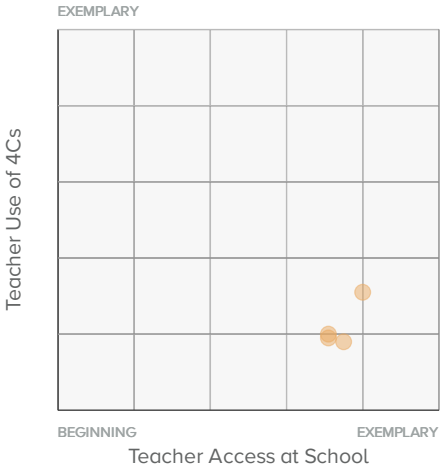


CASE™ Score Legend

Beginning	Emerging	Proficient	Advanced	Exemplary
800-899	900-999	1000-1099	1100-1199	1200-1300

Scatterplots





CASE™ Score Legend

Beginning	Emerging	Proficient	Advanced	Exemplary
800-899	900-999	1000-1099	1100-1199	1200-1300

SCHOOL SCORECARD

Schools	Date Range	Student Access at School	Teacher Access at School
Argonaut Elementary	Mar 27, 2018 - Apr 17, 2018	●	●
Foothill Elementary	Mar 27, 2018 - Apr 17, 2018	●	●
Redwood Middle	Mar 27, 2018 - Apr 17, 2018	●	●
Saratoga Elementary	Mar 27, 2018 - Apr 17, 2018	●	●

CASE™ Score Legend

- Beginning 800-899
- Emerging 900-999
- Proficient 1000-1099
- Advanced 1100-1199
- Exemplary 1200-1300

Jan 1, 2018 to Present

PROFESSIONAL DEVELOPMENT

Saratoga Union School District

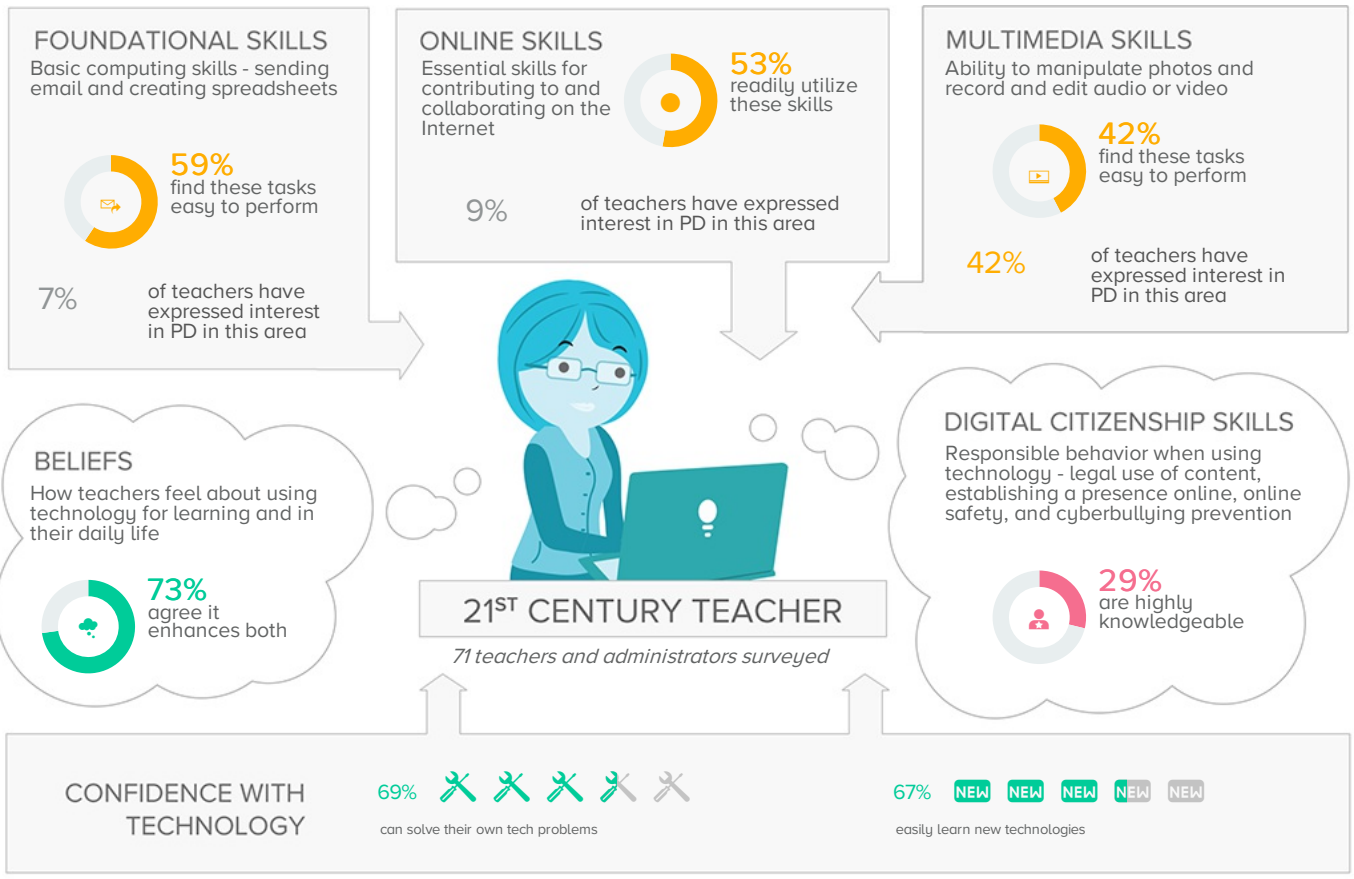
Progress reports that 14 hours of high quality professional development on a single topic is needed before the classroom is impacted to a statistically significant degree.

Effective professional development for teachers can have an enormous impact on teaching and learning in an organization. However, professional development experiences for teachers must be sustained and of high quality for improved learning outcomes to be realized. Specifically, the *Center for American Progress* reports that 14 hours of high quality professional development on a single topic is needed before the classroom is impacted to a statistically significant degree. However, CASE data collected from hundreds of schools indicates that 73% of teachers report less than 17 hours of school-sponsored professional development around technology in the last 12 months.

Research from the International Society of Technology Education (ISTE) also reveals that high quality professional development is job-embedded, personalized, and designed to promote skill transfer. Professional learning experiences must respond to teachers' interests, needs, and classroom settings. In many cases, these types of learning experiences can extend beyond the traditional school in-service setting to include webinars, Twitter chats, and other virtual experiences.

This type of dynamic instruction helps both teachers and students alike. A *Walden University* study reports that teachers who use technology frequently place the highest emphasis on using technology to promote problem-solving, critical thinking, and communication.

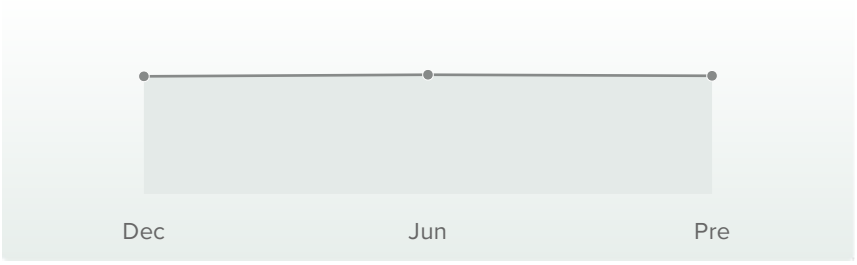
Being aware of teachers' skill profiles and interests with technology can greatly inform the development of a cohesive, integrated professional development plan that will enhance student learning outcomes.



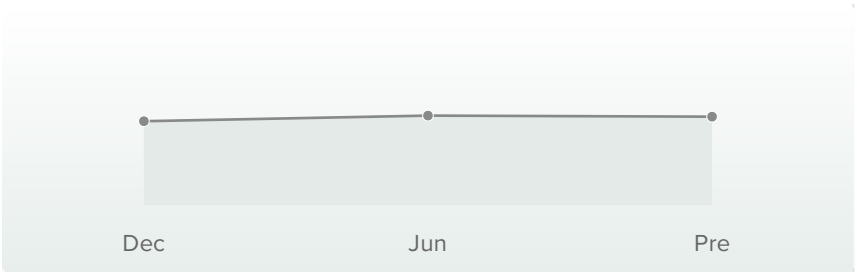
Contributing Factors

The factors that most contribute to the success of your organization include ...

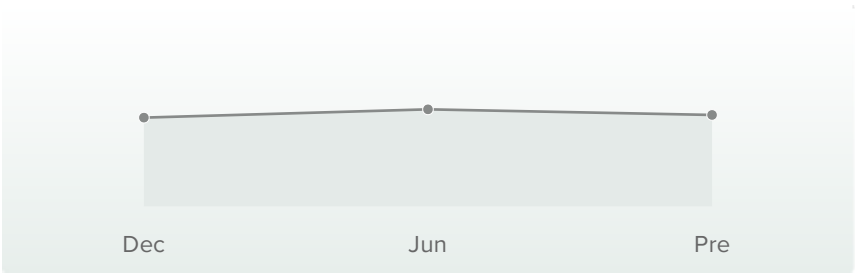
TEACHER FOUNDATIONAL SKILLS
ADVANCED



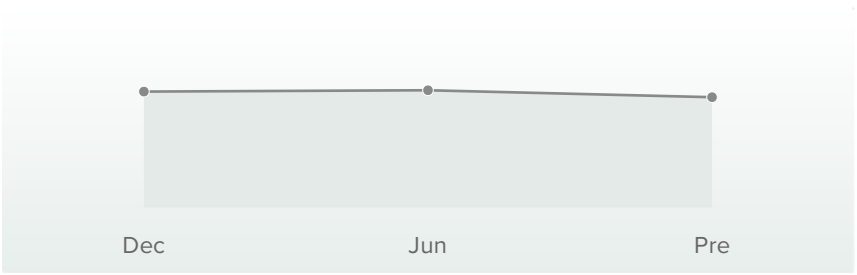
TEACHER ONLINE SKILLS
PROFICIENT



TEACHER MULTIMEDIA SKILLS
PROFICIENT



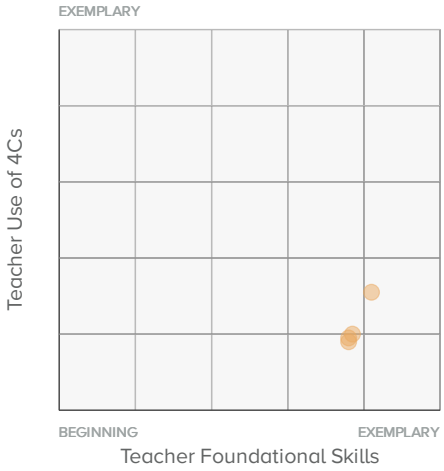
TEACHER BELIEFS
ADVANCED

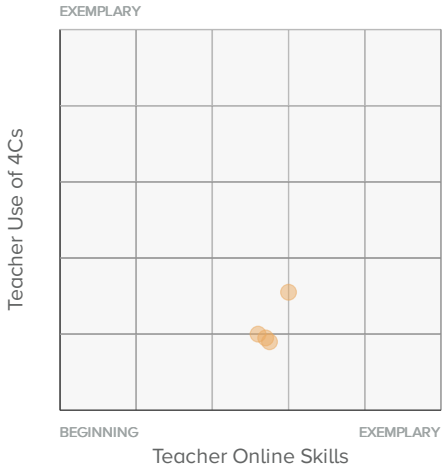


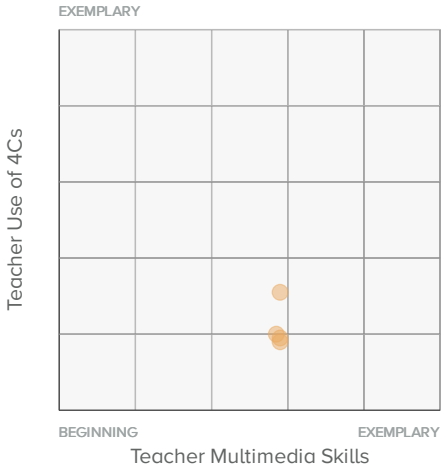
CASE™ Score Legend

Beginning	Emerging	Proficient	Advanced	Exemplary
800-899	900-999	1000-1099	1100-1199	1200-1300

Scatterplots







CASE™ Score Legend

- Beginning 800-899
- Emerging 900-999
- Proficient 1000-1099
- Advanced 1100-1199
- Exemplary 1200-1300

SCHOOL SCORECARD

Schools	Date Range	Foundational Skills	Online Skills	Multimedia Skills	Beliefs
Argonaut Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●	●
Foothill Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●	●
Redwood Middle	Mar 27, 2018 - Apr 17, 2018	●	●	●	●
Saratoga Elementary	Mar 27, 2018 - Apr 17, 2018	●	●	●	●

CASE™ Score Legend

- Beginning 800-899
- Emerging 900-999
- Proficient 1000-1099
- Advanced 1100-1199
- Exemplary 1200-1300

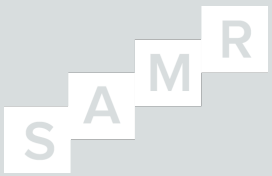
Jan 1, 2018 to Present

SAMR REPORT

Saratoga Union School District

SAMR
SARATOGA UNION SCHOOL DISTRICT

SUBSTITUTION
AUGMENTATION
MODIFICATION
REDEFINITION



SAMR is a model that assesses teachers' readiness to transform the classroom using digital technologies.

Created by Ruben Puentedura, the SAMR model asks teachers if they are leveraging technology to plan and implement “highly effective learning that was previously inconceivable in traditional classrooms.” Specifically, SAMR provides teachers, schools,and districts with a reflective tool to monitor technology integration implementation.

With SAMR, leaders can assess whether use of technology in the classroom serves as substitution (S), augmentation (A), modification (M), or actual redefinition (R) of a learning task. Importantly, performance at the higher areas of the spectrum, namely modification and redefinition, requires teachers to integrate multiple skills and strategies simultaneously. Primarily, progress along the SAMR continuum requires a close inspection of the 4Cs in the classroom– critical thinking, communication, collaboration, and creativity – all outcomes that have the potential for redefining the ways in which teachers and students integrate technology for learning.

It is important to note that teachers progress at different rates along the SAMR continuum, and many teachers actually teach lessons that fall into several different categories in a given week or semester. However, as teachers spend more time engaging students in the redefinition of learning, technology becomes both more necessary and more invisible. SAMR is a model that assesses teachers’ readiness to transform the classroom using digital technologies. It recognizes the evolution required to reimagine learning for today’s students.









Substitution

TECH ACTS AS A DIRECT TOOL SUBSTITUTE, WITH NO FUNCTIONAL CHANGE.

Example: Using iBooks to read, annotate and make notes.

36%

Augmentation

TECH ACTS AS A DIRECT TOOL SUBSTITUTE, WITH FUNCTIONAL IMPROVEMENT.

Example: Using the Speak function and then exporting notes and annotations as the basis for writing.

27%

Modification

TECH ALLOWS FOR SIGNIFICANT TASK REDESIGN.

Example: Turning the activity into a social writing task where outcomes are shared and open to peer comment and review.

7%

Redefinition

TECH ALLOWS FOR THE CREATION OF NEW TASKS, PREVIOUSLY INCONCEIVABLE.

Example: Writing becomes a multimedia project with hyperlinked choices for the reader and retaining social aspect of task.

0%

PERCENTAGE OF YOUR TEACHERS THAT ARE IN EACH CATEGORY

CONTRIBUTING FACTORS

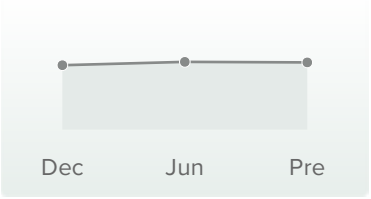
Proficient, advanced, or exemplary access serve as readiness factors for moving along the SAMR continuum, but access is not sufficient for growth. Further, other conditions in your organization, can affect your SAMR score, including:

PROFICIENT



PROFESSIONAL LEARNING FOR TEACHERS

Professional learning is a need for your organization. Providing your teachers with high quality professional development can help them transfer online skills to the classroom setting.

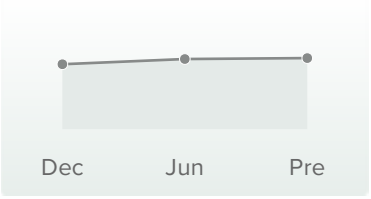


PROFICIENT



SUPPORT

Weak technology support can make teachers weary of trying new technologies in the classroom. Providing timely, educative support is a precursor to systemic classroom change in an organization.

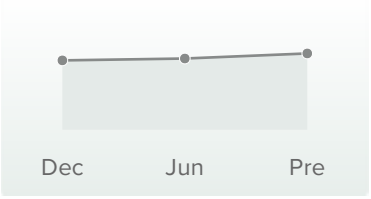


PROFICIENT

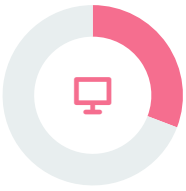


TEACHERS KNOWLEDGE OF DIGITAL CITIZENSHIP

Teachers' knowledge of digital citizenship topics is a need for your organization. If teachers are not comfortable digital citizens themselves, then they will be less likely to provide effective instruction on this topic.

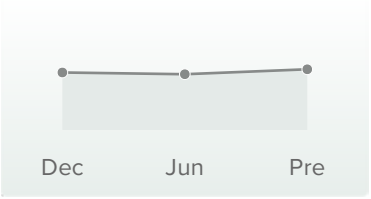


EMERGING



ASSESSMENT

Teachers in your organization do not engage in digital assessment regularly. Frequent opportunities for digital assessment increase students' access to timely feedback, one of the most critical factors for accelerating student achievement according to the research.

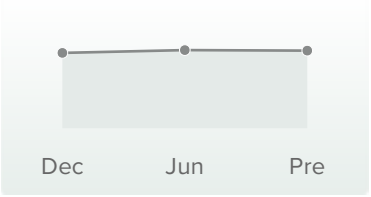


PROFICIENT



TEACHER ONLINE SKILLS

Teacher online skills are an area of need for your organization. If teachers do not have sufficient online skills, then they cannot effectively transform the classroom with digital technologies.

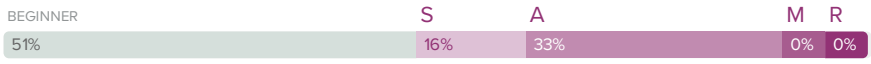
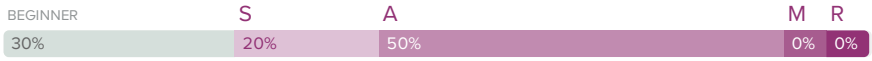
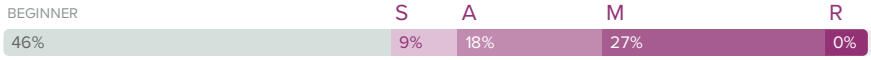


Score Legend | Beginner | Substitution | Augmentation | Modification | Redefinition

SAMR
SARATOGA UNION SCHOOL DISTRICT

SUBSTITUTION
AUGMENTATION
MODIFICATION
REDEFINITION

School-by-School Analysis

Argonaut Elementary	Mar 27, 2018 - Apr 17, 2018	
Foothill Elementary	Mar 27, 2018 - Apr 17, 2018	
Redwood Middle	Mar 27, 2018 - Apr 17, 2018	
Saratoga Elementary	Mar 27, 2018 - Apr 17, 2018	

Score Legend Beginner Substitution Augmentation Modification Redefinition

Smarter Balanced Assessment Test Results for:

District: Saratoga Union Elementary

CDS Code: 43-69682-0000000

District: Saratoga Union Elementary

County: Santa Clara

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Group/Subgroup: All Students (Default)

Apply Selections

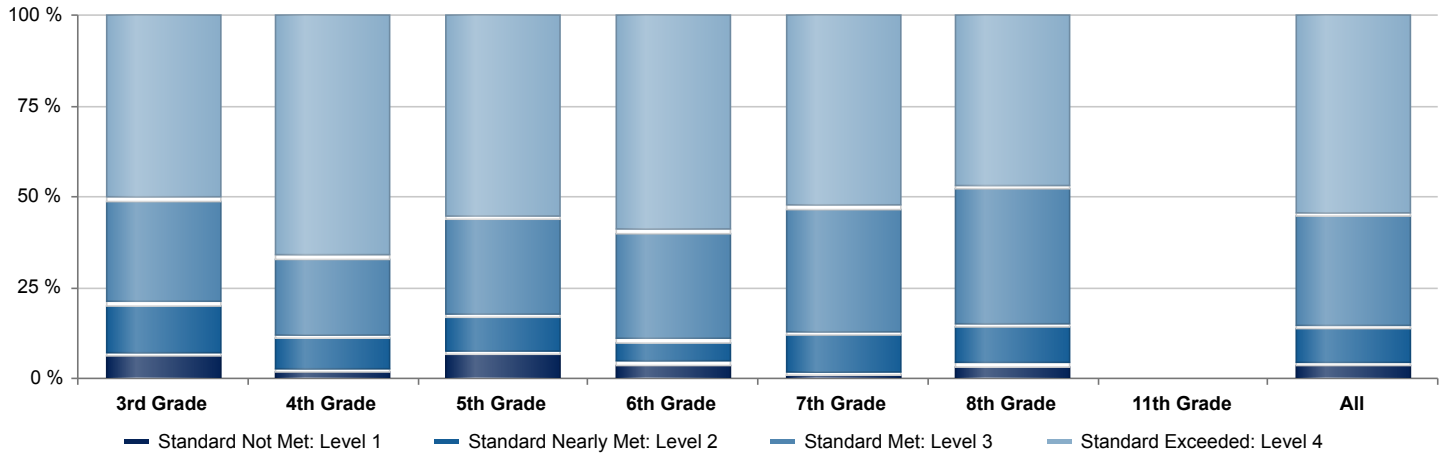
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	180	187	237	265	285	299	N/A	1,453
# of Students Tested	178	185	233	260	280	295	N/A	1,431
# of Students With Scores	178	185	233	260	280	295	N/A	1,431

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	**2490.0**	**2557.7**	**2582.1**	**2624.0**	**2651.6**	**2652.4**	**N/A**	**N/A**
Standard Exceeded: Level 4	51.69 %	68.11 %	57.08 %	60.77 %	53.93 %	48.14 %	N/A	56.04 %
Standard Met: Level 3	28.65 %	21.62 %	26.61 %	30.00 %	34.64 %	38.31 %	N/A	30.82 %
Standard Nearly Met: Level 2	13.48 %	8.65 %	9.44 %	5.38 %	10.71 %	10.17 %	N/A	9.50 %
Standard Not Met: Level 1	6.18 %	1.62 %	6.87 %	3.85 %	0.71 %	3.39 %	N/A	3.63 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	50.56 %	61.08 %	59.66 %	61.15 %	57.86 %	57.97 %	N/A	58.28 %
Near Standard	40.45 %	36.76 %	33.91 %	34.23 %	38.57 %	33.90 %	N/A	36.06 %
Below Standard	8.99 %	2.16 %	6.44 %	4.62 %	3.57 %	8.14 %	N/A	5.66 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	51.69 %	63.78 %	65.24 %	68.46 %	73.93 %	67.12 %	N/A	66.04 %
Near Standard	41.01 %	32.43 %	28.33 %	26.15 %	23.21 %	26.78 %	N/A	28.72 %
Below Standard	7.30 %	3.78 %	6.44 %	5.38 %	2.86 %	6.10 %	N/A	5.24 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	39.33 %	39.46 %	44.64 %	47.69 %	40.00 %	39.66 %	N/A	41.93 %
Near Standard	54.49 %	57.30 %	52.36 %	49.23 %	57.50 %	56.95 %	N/A	54.65 %
Below Standard	6.18 %	3.24 %	3.00 %	3.08 %	2.50 %	3.39 %	N/A	3.42 %

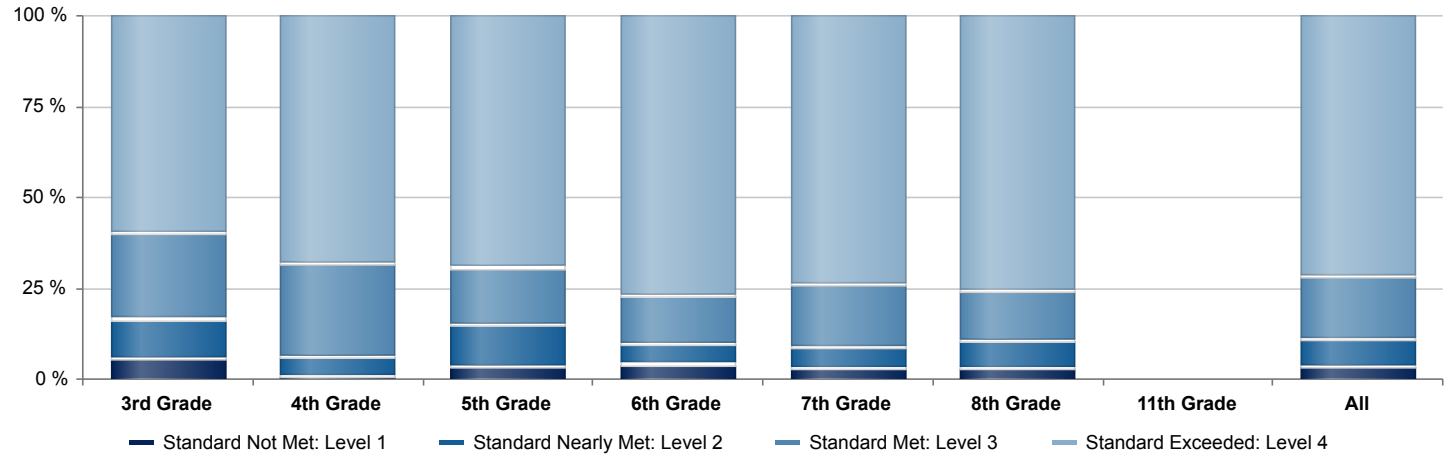
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	42.70 %	56.22 %	50.64 %	67.69 %	64.29 %	54.92 %	N/A	57.02 %
Near Standard	46.63 %	42.70 %	40.77 %	28.85 %	34.29 %	39.32 %	N/A	38.02 %
Below Standard	10.67 %	1.08 %	8.58 %	3.46 %	1.43 %	5.76 %	N/A	4.96 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
# of Students Enrolled	180	187	237	265	285	299	N/A	1,453
# of Students Tested	180	185	233	260	283	297	N/A	1,438
# of Students With Scores	180	185	233	260	283	296	N/A	1,437
Mean Scale Score	**2513.4**	**2580.5**	**2616.0**	**2660.8**	**2691.2**	**2714.5**	**N/A**	**N/A**
Standard Exceeded: Level 4	61.11 %	69.73 %	70.82 %	78.85 %	75.62 %	77.36 %	N/A	73.21 %
Standard Met: Level 3	23.33 %	25.41 %	15.02 %	12.69 %	16.61 %	13.18 %	N/A	16.91 %
Standard Nearly Met: Level 2	10.00 %	4.32 %	11.16 %	4.62 %	4.95 %	6.76 %	N/A	6.82 %
Standard Not Met: Level 1	5.56 %	0.54 %	3.00 %	3.85 %	2.83 %	2.70 %	N/A	3.06 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	**All**
Above Standard	73.89 %	81.08 %	77.25 %	84.23 %	80.92 %	83.45 %	N/A	80.58 %
Near Standard	17.78 %	16.76 %	16.31 %	11.92 %	16.25 %	13.85 %	N/A	15.24 %
Below Standard	8.33 %	2.16 %	6.44 %	3.85 %	2.83 %	2.70 %	N/A	4.18 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	63.89 %	73.51 %	66.09 %	74.23 %	75.27 %	75.34 %	N/A	71.96 %
Near Standard	28.33 %	24.86 %	30.47 %	21.54 %	22.26 %	21.96 %	N/A	24.50 %
Below Standard	7.78 %	1.62 %	3.43 %	4.23 %	2.47 %	2.70 %	N/A	3.55 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	65.00 %	72.97 %	64.38 %	79.23 %	77.39 %	77.03 %	N/A	73.42 %
Near Standard	30.00 %	25.41 %	30.47 %	16.92 %	19.43 %	20.95 %	N/A	23.17 %
Below Standard	5.00 %	1.62 %	5.15 %	3.85 %	3.18 %	2.03 %	N/A	3.41 %

Mathematics Area Achievement Level Descriptors



QUESTIONS RESPONSES 305

305 responses

Not accepting responses

Message for respondents

This form is no longer accepting responses

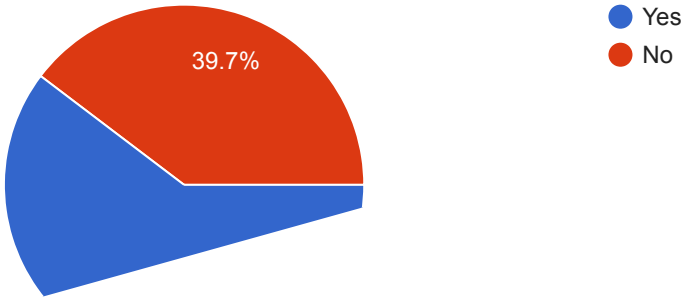
SUMMARY INDIVIDUAL

Background: Check all that apply.

305 responses

I currently have a student who attends Redwood Middle School.

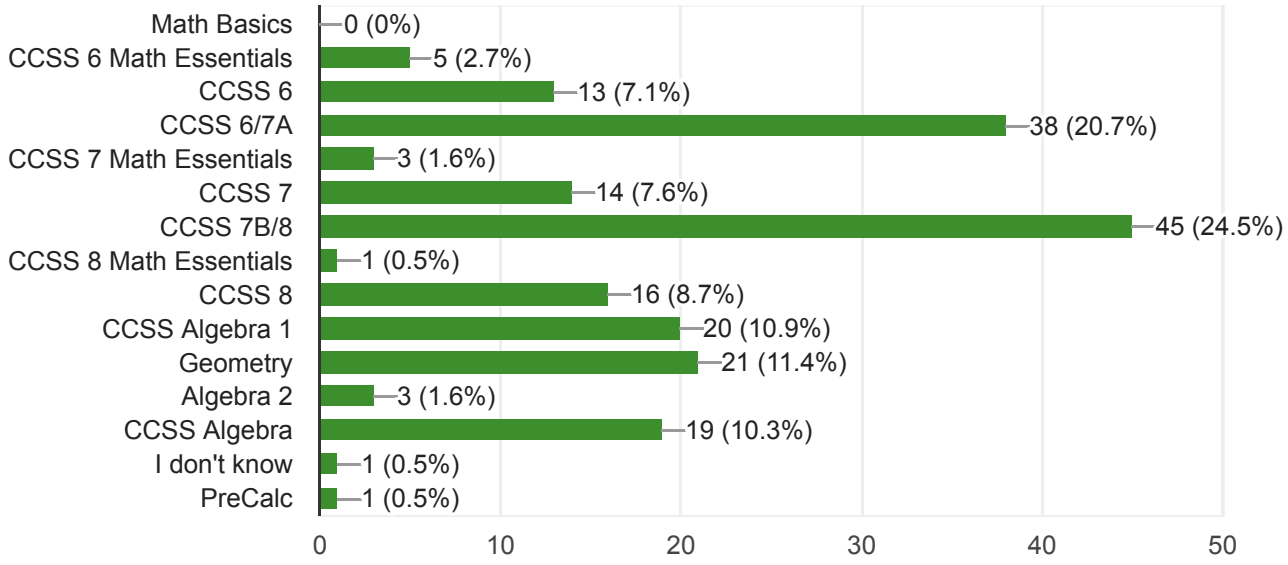
305 responses



Middle School Children

Your child(ren)'s current middle school math course(s):

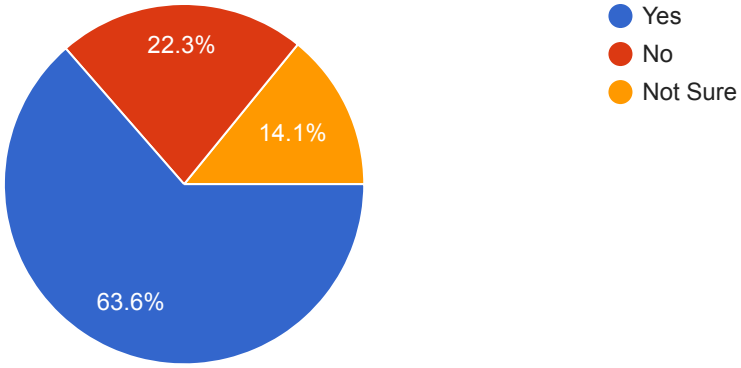
184 responses



Math Placement

I believe my student(s) is/are currently placed in the middle school math course for which they are best prepared to succeed and in which they are challenged to learn?

184 responses



Optional: Explain the reason for your answer.

71 responses

He is absolutely ready for Algebra. He missed this opportunity because he got one wrong in the invitational assessment text for Algebra readiness.

Age appropriate material and child is learning/successful

My son was placed in top 0.2% of 10th graders in AMC10. He is done with Algebra 1 and 2, advanced Geometry - it is a torture of the student to make them sit in a classroom where they go through the course material which they learned 4 years back. Please please come up with placement tests which can make students like him eligible for high school/college courses.

material and course coverage is simple

My son stepped down because advanced math was going too fast and he got bad grades but now in math normal my son is getting bored. Stepping down is causing my son to do Algebra 1 in High school which reduces his chance to take advanced math course if needed.

My child is not very challenged at this math level

Some problems are definitely challenging and require deeper thinking. At the same time, they are easy to understand when explained.

at his level

Her placement wasn't based on a ridiculous placement test, but on her previous year's performance.

My child good at concepts, but not a good test taker does silly mistakes . The system that SUSD is following, does not have any option for such kids who are between best and average. SUSD are only trying to address the minor percentage of students who are good test taker and trying to place them.

I trust the evaluations and assessments by my student's teachers of his understanding of mathematical concepts and his ability to demonstrate/explain what he knows. He comprehends grade-level content and receives appropriate and compassionate support in areas that are more challenging for him.

My child needs more intellectual stimulation and exposure to more than what his current course gives him. Given that exposure outside of school, he has demonstrated that he learns more and faster than at school. He also actively asks to learn more and I have been satisfying that need at home. The placement in a course at school is based on grades and testing, and is limited to the how well those tests are designed and structured, and how skilled a student is at taking tests. I think that the Lowest Common Denominator material considered appropriate for the various grade levels in middle school are currently not adequate to prepare students for academic or professional life beyond grade school. I also think that the "accelerated" and "advanced" course material is something every student should be exposed to, even if they may not have the cognitive maturity to make advanced connections right now or make use of some of it right now. Decisions of what knowledge/curriculum someone has access to should never be based on their ability to test well on it. Last but not least, math education needs to be integrated with other subjects as well. Math is a necessary tool for many other fields such as economics, physics, chemistry, etc. and there is no attempt to provide that kind of integration or reinforcement of concepts learned in math class. For example, rate/proportions learning in math class is reinforced and finds application in learning about the laws of motion in physics.

I believe the student is placed in the right course. But the way it was done caused more harm than good. Inconsistent rules were followed where some students were allowed to fast track in 6th grade while some were promoted in 7th grade few months after the school started. Those who were moved after two months are at a great disadvantage compared to those who were moved in 6th grade or at a minimum at the beginning on 7th grade. There was some coaching classes for a week to allow these students to catch up, but these were not sufficient. The school should do more (very soon) to help these students, they can be motivated to learn.

My daughter struggled a little at the beginning of the year, but she is stepping up to the challenge. I think her teacher has had a lot to do with her success. -

Not challenged enough

My kid shall go to higher level math class, but Redwood Middle did not give him chance or math test is not fair.

They took a placement exam but I never received the results

My child is happy with the placement.

He complains all the time that he is relearning the same things, not challenged

My son needs to be challenged, being bored he is not showing interest

My daughter is a victim of the current flaw math pathway, she is not getting the opportunity to learn and grow, will be at huge disadvantage going into high school, simply just because a test in 5th grade she did not prepare.

I think the math teacher also plays an important role in helping kids achieve their goals.

6 would be too easy however I think the difference between 6 and 6/7A is too extreme. I feel the 6/7A teachers are out to scare the students and make them hate math so they drop to a class that is too easy for them.

My child finished self study Algebra in elementary school. Would prefer a chance to skip Pre-Algebra which was not available that time. I strongly support students should have 1 year class for both Algebra and Geometry.

The school would not let my older child advanced after his placement was set back in 5th grade. He is bored and not focusing because he already knows the material. We had to spend money getting him more advanced math work outside of

school to keep him interested and challenged.

My child complained to me that the course is too easy.

He does not feel he learns anything new from the class

Not challenged enough. My child was ready for learning Algebra at the beginning of 6th grade.

Current path is too easy for him without challenges

he already know most of what being taught

Total teaching hours can not compete other schools.

Their placement was correct

I believe she should be placed in an accelerated course. She exceeded her level in NWEA and CAASP tests. Outside of the school, she has already finished 7th and even part of 8th grade Math curriculum. She gets easily bored and has lost a lot of interest in her current Math class.

It seems that without the supplemental math tutoring
outside of Redwood she is just being prepped for the state
tests that the SUSD prides itself in.

There was a big discrepancy between Mars and SBAC scores, and the parents are not allow to view the actual test results.

My child is learning new material and enjoying Math while not feeling too stressed or bored

There seems to be no pathway to get to algebra 2 by tenth grade without being in algebra by 8th. But, algebra at RMS is so difficult, it seems very difficult for the average to above average student to excel. I am not certain whether this issue is unique to my children or pervasive throughtout RMS. It's almost like they are graded in a curve and penalized for attending a school system where the major portion of the students perform outstanding in math. Is the only option for the average to above avg math student - to drop their level? Where if my children had attended a less difficult school system, they would be doind algebra by 8th? Doesnt make sense.

The placement test is not based on the math ability of the child. The placement test is based on material that is taught outside the classroom and only encourages parents to supplement. Those children who are not enriched outside the classroom in an extracurricular math program are never given the opportunity to be placed in an accelerated path- regardless of the childs ability to perform- it is based on the families decision to supplement math outside the classroom walls. It places those children whose families choose to or cannot afford such programs at a disadvantage and this district should be ashamed that they are allowing this to occur and the district should question itself as to whether this is ethical as not all children are allowed equal access to education.

He does not seem challenged with his current math class. He seldom has homework and seldom has to study for any quizzes or tests, but still does very well. He seems to be repeating material he previously learned.

My child was originally placed in 7B/8 class which is not challenging enough for her. After the 30-day assessment, the teacher recommended an algebra-readiness test for her, and as the result of the assessment, she was moved to the algebra1 class, which I think is the right class for her.

My daughter couldn't get to algebra 1 because of 2 less points on the test. She does advanced math outside of school (Russian school of mathematics) and often find school math not challenging enough

Based on classroom performance I am not sure if my child is performing at her best

I believe my kid could be placed in a more advanced math course.

Our daughter had an IEP completed for her based on math scores however she feels she could make it in the regular class

My son is doing Algebra 2 H at SHS and I think that class utilizes his full potential and keeps him challenged and interested in Math

He is happy in the class.

Right level for him, but book rather superficial doesn't teach fundamentals well

My kid is very boring in her math class and received A+ for all tests and homework's. No challenges.

My student excelled in Math last year and is currently getting A's. She should be placed in a higher Math course at RMS. Even the test administered was all messed up. First they didn't even let her finish the test. Later they said she finished, but the results didn't change anything (I guess they had already filled the class by then, so they needed to give some reason or the other!).

School math is not challenged enough.

I believe my student is prepared to succeed and should be challenged to learn in the next level of math course than the current placement

The Redwood course was not challenged. There were not enough math skill building through practices, but rather too much project-based learning that does not help to build strong math skills.

My son is now studying with an external tutor (2hrs/wk) who is covering Advanced 2 book and while he has some questions that we (the parents) have to cover, he picks it up relatively quickly. So, he could have taken the 7B/8 class this year as a 6th grader.

Not challenge enough

My son is in 7th grade, and he was offered the opportunity to move to Algebra 1 after school starts this year. We decided to take the opportunity, because he was a bit bored in common core 7B/8. But Algebra 1 has been challenging for him, because we didn't really prepare him specifically for this skip. He is fine but it would have been much better if the math placement assessment was done better and he was placed in Algebra 1 earlier. Then we could have prepare him better.

Based on my child's performance in his common core classes my child was accelearted to best match his skills and needs and is currently doign Algebra2 H in 8th grade

The CCSS Algebra 1 course material is too easy for my daughter at 7th grade. She has studied all the topics in Algebra and Geometry for a few years. She's got A+ on almost all the tests and homework. The current math placement presents very little challenge to my student. However, the current school policy prohibits her from advancing to the higher and proper level even though 8th graders are allowed to take advanced math course(s) at Saratoga High school. It is unfair that current math placement policy prohibits the talented students from advancing to their proper math class levels while all previous years' policies allowed.

He is getting and A and doesn't need any help.

Geometry is almost a must for students with aspiration to compete for the best universities in STEM fields.

I have had my trust in the evaluation process shaken over the last two-three years.

My child was unfairly not allowed to test for advancement. It was a confusing, "hidden" process that my child was exclude from.

I believe my student is placed at a reasonable level although I believe my student could be challenged even further, in other words, her full potential is not met.

no fun in class this year, just solving problems without any further insight

I think my 8th grader could be challenged more,

I have attended all the school district parent meetings regarding for the math path / test talking. The main idea is to help our kids to have challenge on the math study in the SCHOOL.

I see we have so many changes and updates on the math placements since June this year on the G6 math, and I understand that our district has been working hard to accommodate our parents thoughts in the math consideration, but there is always something not perfect and not mature in the changes/updates.

Mainly I am not convinced that we are placing the kids based on the real math skills and ability, and not in the overall criteria either.

Why can't we consider the math competition scores, and also consider the Toga club memberships when we place the kids into the math track? These references can show that the kids has the strong math skills and ability to grab the math learning with the confidence.

Also the last change on the placement is only concerning on the August math test, which is too narrowed. If this test gives you 98%+, you go to the fast track, totally ignore the overall tested NWEA + PartB scores.

These are my concerns with my own experiences over the past half year's struggles. Hope this can be considered by the math community when define the future plans.

My daughter has many great prizes in math competitions this year and also got into the Toga Math club, which is aimed for the mathletes and only 17 students got in among ~300 G6 students.

Because she didn't do the perfect test on the 2017 August test (she got 95), and she was placed into the 6/7A path, and so far her math scores are A+ 102.57%. She still can not be promoted into 7B/8 math class and this is very unfortunate for her math study.

The test used to place children defines children's future development too early, and this kind of testing arrangement greatly obstructs children's opportunities (that may be otherwise available) due to difference of individual development time, providing only few opportunities for children to make progress toward very high standard.

I have a pair of 6th grade twin boys, one in 6/7A, the other in 7B/8. I think at this stage math level’s placement should be more from the children’s understanding toward the knowledge and the logic reflected in problem solving, instead of focusing on completeness of solution and correctness of calculation. Our elementary school has relatively less homework, and teachers don’t have clear requirements for problem solving, therefore the deficiency in this regard should be able to improve through age growth and increased quantity of problem solving. Certainly, this kind of placement is highly subjective, not easy to operate, and needs closer cooperation between schools and parents.

math program offers different approach for each year, very confusing and lots of times I wonder who made the decision, are they profession in child education/curriculum planning?

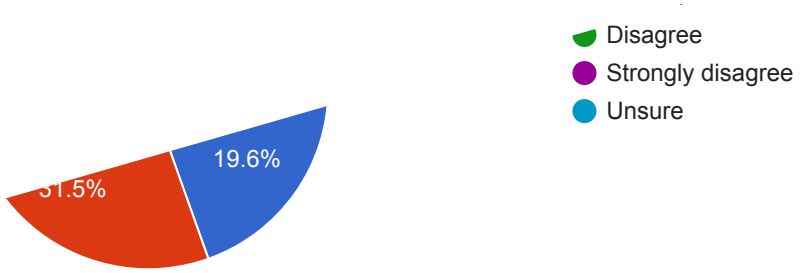
Math homework and exercises are too few, wasting valuable time, (students) should be able to choose a higher course level.

The placement process has a lot of hidden district wide and its importance is not communicated public well, for example, my kid school did not give sample to students like other school did; did not tell the importance to students and parents. Some placement exams are not offered to all. Exams did not give correct reading for the students.

It was her decision to not advance to geometry.

I believe my child(ren)'s middle school math class(es) is/are preparing them for their academic goals during and after high school.

184 responses



Optional: Explain the reason for your answer.

64 responses

The academic program is good, but the teacher is not a good educator and should not be allowed to teach children.

He is getting bored in math and might lose interest in math

Saratoga High school math (freshman) seems to be easier than Redwood

Not at all applicable for students advanced in Math.

material and course coverage is simple

Your district is not able to provide a math class that corresponds well to students' level. It is either too hard and extra math classes are required which is what many parents do to help their kids to have better grades or basis math can be too boring for a student who is still advanced but is not looking for working the program in advance during summer or go to math classe after school.

I don't have any insight into high school, and hence don't know what a student entering high school is expected to know. I also don't know what level of knowledge is expected when entering college. Hence i am not in a position to answer if my son's class is preparing him for the high school years and beyond. I wish i could get some assurance that he's being prepared adequately.

now is at his level, but not sure if the foundation is solid. I wanted to point out that all the teachers we had in elementary school NEVER completed the math textbooks. The pressure should not be on middle school. Need to train the teachers in elementary school and design the pathway from the young age as we are in the same district.

It is not for same reason as above, and also if we draw analogy to sports - the coaches push the students to try higher level to make them better player. Here the kids are pushed to lower level based on some flawed testing method and teacher inputs.

Students can be immensely successful (both in high school, university/graduate school/the work world) in a variety of technical and non-technical subjects without being accelerated in math. I do not believe a student should be accelerated beyond his/her ability to actually demonstrate what he/she knows and can do.

Please see the latter part of my previous answer for detailed answer. To summarize, applying math to other domains needs to start in elementary and middle school. It is essential for success in many different fields later on, and we need to lay down the foundation for it early.

I hope redwood middle can provide student option to finish Algebra2 by 8th grade

I feel like my child is placed in the correct class. However, since parents were able to pick their children's placement last year in 6th grade, I'm not sure all kids were placed correctly. This effects all studnets when others aren't placed correctly because teachers have to teach to the level of the student in their classes. Last years placement process of all 6th grade students was VERY disappointing. It really put students and parents against each other and was basically an emabarssment for the district.

My daughter is doing great in Geometry in 8th grade. But that did not come easily before suffering through the confusion of math curriculum in 6th grade when common core math was first introduced and the double period math in 7th grade. Redwood Middle School simply did not prepare well for the change. Placement decision process was not transparent to parents. And the placement standard was modified frequently and arbitrary and not communicated with parents. For example my daughter was placed at a lower level going into 7th grade despite high standard test score because MARS test didn't meet the initial threshold, which in my opinion was set artificially high. Knowing her strength in math, we appealed to the principle to let her try the double period (7/8+algebra). Our appeal as granted. However, late on there was another opportunity to take a test to skip 7/8 we were not notified. She was denied the opportunity to take the test to skip 7/8. The double period was poorly designed. 7/8 and algebra was allocated same amount of time even though for most kids in double period, they are already good at 7/8. But algebra concept is a big step for 7th graders. They need time to master those news concepts, but the school only allocated the second half of the school year to jam them through the whole year material. While in the process, the school randomly decides whoever not scoring above 70% has to retake algebra in 8th grade. And the threshold later raised to 80%. This is very unfair to kids taking double period math. On the one hand, they were wasting of their time the first half of the year studying 7/8, then punished to rush through the second half of the year with algebra. And further punished if not scoring 80%! It was a ridiculous design not try to help kids learn but to set them up for failure! In my opinion, in double period math, the school completely failed their duty to prepare students for their academic goals . My daughter survived the challenge, not because the school is helping but because her own perseverance. She almost hated math because of the poor setup by school. Luckily she is doing well in 8th grade and gaining back her confidence.

See my explanation above. I believe they are in the right course. But they were not placed at the appropriate time for them to learn nor provided the help needed to really catch-up.

6th and 7th levels seem basic

In the past (I have older children) I didn't think well of the Redwood math program. I experienced a number of very low quality teachers. I think the key to changing the problems of the past is attention to hiring and keeping high quality math teachers.

Not challenged enough

I trust the teachers to know where each child will succeed.

I think the classes are helping them develop good study habits, but I am not sure if there enough problem solving opportunities in the class.

I do not subscribe to the Common Core principles and believe it is diluting the quality and depth of math education.

I feel the need to supplement him with more challenging math tutoring

At current level, my daughter won't be able to learn Algebra 2 until high school junior year, will be at huge disadvantage to prepare for SAT and/or ACT test, and there is no other option to catch up unless she goes to private high school.

I would say strongly agree, but I don't like the changes brought by common core. It has caused a lot of unnecessary confusion. I prefer the system that was used before. I don't believe our district needed to change anything in the math program.

The material is certainly in line with state academic expectations however I feel the information is not being adequately taught in class. Students are expected to already know it and when they don't they are marked down. They are not given a chance to learn the materials. The teachers just say "you should already know this" or "if it is too fast paced, move down to basic math" when new concepts are introduced or when the students ask for help. If students are not understanding classwork, isn't that when the teacher should be helping?? Is Redwood preparing our students for high school and beyond or is it making students afraid to challenge themselves academically? Are we setting students up in fifth grade so they feel they are bad at math and can never succeed? The constant pressure and emphasis on testing, already knowing the materials, extra tutoring, Russian math etc etc. starts as soon as the district makes middle school math placement so high stakes. Even students who test into the higher classes and are clearly capable are made to feel inadequate and academically behind their peers.

Math taught in redwood is very discouraging and restrictive. Students have to problems one certain way or else they get penalized even though their answers are correct. This doesn’t support independent or creative thinking which is key for success in any field.

Because lack of the knowledge about the requirement for high school math and college level.

The class seems easy and more like of a review for him

Agree in general. However, I hope a more accelerated pathway is provided to the students who want to study STEM in the future.

The slow path stop him from choosing the math class he wants to take in high school and will impact his class selections on chemistry and physics as well

Not enough information and clarity on high school courses and requirements on pathway to college. Heard Calculus is required for most colleges but only advanced path gets them there.
Are the common core grade level path students and families aware of that?
I'm concerned about what else I may not be aware of.

I have to plan the Geometry class in the summer after 8th grade, in order to take pre-cal, do well in math SAT in 11th

they need to be in calculus in 12th grade and algebra in 8th grade will get them there

I think instructors can improve the way they teach the students.

By keeping her at a level lower than where she should be, Redwood is slowly taking away her interest in Math, a tendency that she might just continue. That would result in her not meeting her academic goals and I would blame it squarely on Redwood's nonsensical policies and guidelines around placing the students.

To soon to tell.

How can they prepare for SAT when they cant do algebra 2 until 11th grade?

The amount of time spent teaching in class is not sufficient

The current placement is obviously somewhat discouraging my kid's passion on math

My son will be able to take Calculus by 11th grade and then have a higher math option for 12th grade.

I don't believe our daughter has an academic goal; really? Middle Schoolers need academic goals for math? What about the other subjects? And how about just focusing on this year instead of creating stress about an unknown future and the competition to be in the "right" class.

My child loves math and wants to reach new heights in robotics and Math. Doing A2 H in 8th will bring him one step closer to his dream as that will allow him to pick advanced math and physics by 11th grade which will be very critical for his dreams and aspirations.

I'd like to think my child will be prepared for high school classes and perhaps most lower-division college Math classes. However, I don't know if it is the middle school classes that is preparing him or all the math his does independently outside of school that is helping him.

Overall the appropriate material for a well-prepared student in 7th grade

my child prefers the challenge and has the aptitude. however, the teacher has been recently absent recently which may have a negative impact on the continuity of learning. also, the consensus from my conversations among other parents is that the middle school math department is not well trained on how to teach common core math well enough and consequently the students (past and present) do not have a strong understanding of the subject matter going into high school. it is possible that there is still a learning curve for math teachers with adopting common core teaching methodologies and applying in the classroom successfully. or, the other mindset is that the changes that common core has brought is not generating positive results but rather the opposite for students who generally have the aptitude and prefer the challenge.

This is ridiculous! The classes are not challenging enough! Worst of all, you let students use calculators in Middle school! You're making them dumb by doing this!

School math focus too much on project-based learning, lack adequate skill building

The grade level math pathway does not prepare them for high school and after. The common core grade level pathway is at least one year behind the old standard. Algebra in 9th grade will not be sufficient for college.

Of course, middle school math will prepare them for high school and after. The question the school should be asking is whether the students are placed correctly in a class that can appropriately challenge them by putting them out of their comfort zone. It's also important that you have great teachers that can inspire and gets the kids interested.

The teaching method for Geometry has changed this year. The kids watch a a video and then ask questions in class. I am not sure how effective is this way of teaching.

I think the Math preparation should start in Elementary 4th or 5th Grade, so to have more 5th Grade students able to enter to the 7/8 Math class at 6th Grade level. The earlier to start the catch-up process, the better.

As stated above, the current math class placement presents very little challenge to my daughter. She has studied and covered all the current class topics. Yet she is prohibited to take evaluation test to advance to her proper level. The current placement policy is discouraging and frustrating to the students like her. The School board should recognize there are vast different math levels among the students. The math placement policy should allow the capable students to be evaluated and advance to their proper level, NOT prohibiting and discouraging them.

Specific to my 5th grader, not sure that they are doing enough drill work so for the first time we are doing work at home.

The teacher is great but I don't think the quality of the textbook and curriculum is good at all. In geometry there is a lot of emphasis on proofs but the proofs are idiosyncratic and does not add to learning. For example, students are asked to memorize when to apply one rule (such as perpendicular bisector theorem) and the converse of that rule. Students will get points off if they confuse between the two. However, a more proper way to teach this is to say A is true if and only if B is true. Who cares if students know that A implies B is called "the rule", and B implies A is called "the converse of the rule"?

First year of experimental curriculum. No idea what this is doing for the child.

I believe my student will meet most of the prerequisites at this current math level for most academic goals.

Not certain if my student will reach the high school math classes useful for taking the SAT Junior year (my student would be in Algebra 2 Junior year if we follow the current path without any skipping -- there is no compaction option at SHS).

I have my concerns about the flipped classroom which i will explain later

math class must be fun

The curriculum is good.

theoretically the answer should be yes, but based on current, or the programs offered last few years, I am NOT satisfied at all, NOR do I agree with the above statement.

1. From elementary school to the present, there are two little math homework and exercises after class, and using valuable class time to review lower grades knowledge takes up too much time.
2. It is so not fair that through 5th grade's placement test it starts to determine students entire middle school math program, because every student's individual growth and development is at different pace, early maturing or late bloomer being different. Particularly for students that are just transferred from foreign countries, the level of language understand affects the normal performance of their math level.
3. Due to students' young age and experience, parents, as guardians, should have the right to choose program level and be accountable for it. As a public school, the school should give it enough respect. Because parents are the long term accompany of the students.
4. There have been some Redwood MS parents around, because of dissatisfaction with school math placement and unable to change it, they could only choose for students to go to private school. As a public school student, it is not fair that one cannot choose a program based on one's wish.

The pathway limits students' capabilities in such younger ages which is ridiculous as educators.

The expectations in HS are a at higher level then what they are prepped for in middle school

Placement Process and Math Learning

Which criteria do you think should be included in the process for determining a student's middle school math course placement? Check all that apply.

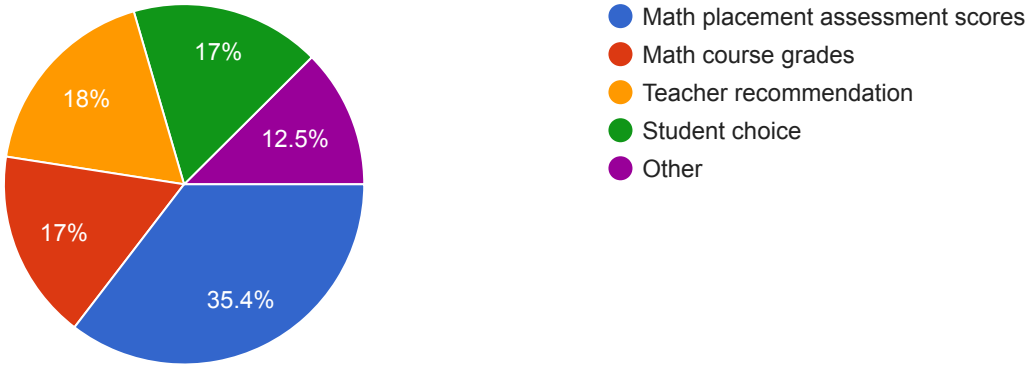
305 responses





Which should be the most important factor in determining a student's middle school math course?

305 responses



Optional: Explain the reason for your answer.

156 responses

Parent recommendation (2)

Given assessment tests are structured well, they are the most practical and unbiased way of determining the correct level.

Since the teacher knows the student better then depending on one test

Teacher's know what is best for students.

Teacher knows the kids aptitude from working with students all year long. Teachers are the experts.

At this age, aptitude may not be well reflected in the other categories.

Students should be allowed to take placement tests for his higher grades. If there are 5 students out of 500 who deserve a high school course, then they should get one. As of now, our education system is trying to push them backwards.

The Math course grades because some students are not very good test takers so the actual overall grade in the class in addition to the testing and then the teacher's recommendation should be taken in accord. Parent and student's recommendations and/or choices are usually not going to be as accurate as the data one has on hand.

regarding my son's case, it is clearly the district's fault if my son couldn't keep up with class level. Studying lessons in one day when it requires a week doesn't make good fondations. The district is all about going fast to be able to take as many AP as possible which is ridiculous.

Students' grades during the school year can vary depending on the complexity of the material, so sometimes they do badly on a test which means they haven't understood well enough. But they learn from their mistakes after the test. So grades are just a stepping stone. Whereas, to take the placement assessment, like any final exam, the child is expected to have learnt from all the mistakes made throughout the year, and practiced enough to take the test. So i give the placement test more credibility since it is taken after a student has had a chance to make lots of mistakes and learn from them all through the year. If grades were given any consideration, it would mean that we are not allowing a child to learn by making mistakes, rather we expect them to be perfect.

I don't give much weight to teacher recommendations as i don't believe that the teachers in RMS have enough time or care to get to know the student. If they did, they would take care to have an ongoing dialogue or even an occasional communication with parents on how to support struggling children or those kids that may not be performing to their full capability. The absence of any dialogue between parents and teachers reflect poorly on the teachers, and make me conclude that i wouldn't trust a teacher to have my child's best interest at heart.

but the assessment should be fair and questions should be right for each level. Please let parents and students know clearly what the topics the assessment covers or the types of assessment so students can prepare in advance.

Interest to learn should be firat before capability

I don't think there should be only 1 most imp. factor. It should be combination of assessment score, math grade & teacher recommendation.

Teachers know best. Parents are often biased or delusional to their child's abilities.

I think we let the kids/parent decide how they want to proceed. For future be it high school, college enrollment or career, the grades over the time will anyway reflect their level. And that grading is based on years and not just one MARS test(which is not balanced in evaluation). We should have similar survey for the kids too.

I believe the student's academic/intellectual needs and interests should override those of parents. Redwood's teachers are also very capable of accurately assessing student ability and understanding.

The most important aspects of learning are motivation and figuring out how to learn. People learn in different styles and at different paces. Many don't demonstrate what they have learned unless the environment is right, and a test is a timed test is the least conducive environment to demonstrate learning. Tests provide approximate measures of demonstrable knowledge within the parameters of time and resource constraints. Meaning we don't have endless time or endless hours to spend on assessing. Student motivation and desire to learn are therefore more important than observed metrics via tests. Self-motivation on the part of the student is more important than testimonials of parents or teachers.

It's the most objective measurement

Parents and student should have little to no say in placement. The teachers know best where the students will be most successful.

Math placement assessment scores+Math course grades+student choices

Rank order should be: Math Placement Assessment Scores, Parent Recommendation, Math Course Grade, Teacher Recommendation & Student Choice. First, Math Placement Assessment Scores, because it is the fairest metric. Second, Parent Recommendation, because I believe all parents want what is best for their children, know their children intimately, can attest to the kind of support their children will get at home/outside of school and won't want their child to be failing out of their course. Third is Math Course Grade, because I feel constant adjustments might need to be made to child's placement if they are struggling in an advanced math class or easily acing a lower track. Then, teacher recommendation. Finally, student choice. Let me be perfectly clear, I absolutely DON'T want classes based solely or even heavily on teacher recommendation. It's too arbitrary. Additionally, I have already had a conversation with my child's teacher (2 mos into K)

which made me feel like she has rushed to judgement on my child's capabilities & wouldn't necessarily do what is right for my daughter (i.e., she said I should expect my child to be more of an athlete, as she isn't necessarily the kind of child that will go to Harvard or Stanford). Please realize, this was said about a 5 year-old to a parent who is heavily subsidizing public schools with both tutoring and time to ensure our children get to choose exactly what they want to study and where they want to go to school. I feel like we track kids too early in the U.S., and as the parent of a K, my preference is to allow everyone who is relatively capable to into the top class, provide more opportunity for advance learning to more children and then start filtering out children who can't keep up as they get older versus starting them on 1 of 3 tracks at the begining. I feel, with something as important as math, everyone should be able to prove they can handle the highest learning pace until they can't. As a child in the U.S. school system in the 80s, I remember getting middle tracked in 1st grade & then never re-evaluated again, as a result, I wasn't challenged & never even got the opportunity to learn calculus in High School. Ridiculous. We live in a very weird school district and community. We live with some of the worlds smartest people. People who have had an emphasis on education their entire lives. Everyone here thinks their children are brilliant - and they are when compared to the U.S. average - but not when compared to the average within this school district. As a result, I think I think the fairest, most accurate & best metric to use would be regular testing followed by parent choice and grades if the child is at the top or bottom of their group or within a grey area where the child could go up or down. Furthermore, I want regular updates. For example, if my child is struggling in 1 area that is preventing them from moving into the next higher group - I want to know about it so that I can get tutoring or focus our work, at home, in that area. I don't want to blindly go about doing homework every week with no regular feedback on where they are struggling or where I need to focus my time, etc.

I believe students' success in math depends on their own interest and their current math foundation and ability to master advanced concepts. Math placement assessment scores is a good indicator, but should not be a sole indicator as kids at this age are prone to mistakes. Did not score well in one test does not mean they do not have potential. Math course grades are good measure of how solid the math foundation for new math concepts. Scores/grades are good indicators but do not tell the full story of students' interest and capability in math, that is where teacher/parent and students themselves can provide additional perspective. In general, the placement process should be designed to be more accommodating rather than limiting capable students to take their challenges in math.

The teacher has an overall picture of the student's performance - combining test scores and grade, etc

I believe it should be a collaboration of test reviews during the students previous years, teachers' reviews from all years and students understanding of what will be expected of them in the classes.

1 test result does not correctly reflect a child's ability. I think we should consider his/her overall performance over a broader period of time to determine the math level.

Test results in so young age do not correlate very well with the talent in math. Many famous scientists were slow learners. But the passion in math, I believe, correlates very well with the amount of effort a student will agree to spend on the math. And if a student decides it herself, she is responsible for her choice.

Whatever the method is used, it should be uniformly applied to all students. Some students were placed without any assessment, but others were denied placement. Some of those denied in the 6th grade (due to lack of space in the classroom) were promoted after the school started in the 7th grade. Also, students were told "not to prepare" for the assessment test. Some students did not prepare as a result while others seems to have had some information on what to prepare. As a result, some of those who prepared well for the test were placed early, while others were promoted based on other criteria later. This needs to be streamlined.

Even though the grades might be somewhat subjective, the grades are the best information for course specific content

If you have good teachers, they know how their students are doing in math and how motivated they are to be in an advanced class. Please don't let the parents be a factor. We have a lot of math-insane parents in this district, and they don't do their children any favors with their panic for math advancement.

Easily measurable. No ambiguity.

That happens every day

The teach is likely the least partial and most informed.

Parent shall have right to decide which level math class their kid shall go

Again, I trust the teacher that she/he will fairly assess my child.

I would say a combination of placement assessment scores (assuming the tests accurately measure students' ability and potential), and students' and parents' preferences, assuming a motivated student will work harder and a parent who wants a student placed in a certain class will take on some of the responsibility to support the child.

We should not limit the goal of students. I believe every parent has his/her child's best interest in mind. Particularly for those who have child went through SUSD system in the past.

A teacher who has worked all year long with a student knows that child's abilities far better than a standardized test. Some students are not great test takers.

Some kids do not do well with assessment tests. Grades are a long term view

the teacher has the most visibility into the student's performance and limitations

I believe in self-determination. Parent choice should govern the initial condition, but performance should govern placement as a student progresses through the system.

an objective and consistent criteria

Math placement scores are good way to asses, but the information given around this was quite poor, also the preparation required etc. Students were told that they needed zero prep but later talking to parents whose kids were placed higher we learned that there were indeed a lot of preparation for these tests.

Also last year our kid was borderline in the first test (he was just few points below), we asked the teacher if he can take the second test anyway, and she strongly said no, that is against the rules.
A few weeks later we learnt that our son indeed took the test because rules have changed. But we were not notified about this and he could not prepare.

Math grade and parents choice

From elementary school to middle school, the kids are growing and changing significantly, we shouldn't judge our kids's ability by a test in 5th grade, we need to give the parent and the kids option to choose the best path to grow.

Students’ desire and determination are very important factors on how they will do in the subject.

I heard some of the test is very keen on certain formality which isn't key to the core of the maths in my opinion. Thus making the placement on one single test doesn't sound fair.

I believe math placement scores should be looked at but then have teachers make a recommendation. Teachers have seen the students in practice. They will know the strengths and weaknesses of a student.

There is a lot of variation in the individual course grading schemes. Since math course grades are highly correlated to the instructor, they should not be considered indicative of a student's ability or preparation. I would prefer that math course grades formed the principle criterion for placement. But Redwood needs to stabilize its faculty/instruction before this will become practical.

Students should be allowed to try. My student has yet to be challenged in Math. I have no idea what he is capable of and I'd want him to have to opportunity to have to work hard and also learn to deal with failure.

Students should be allowed to explore their academic options in middle school, when the stakes are still relatively low. Middle school scores are not reported to colleges. Let students stretch their wings and see what they are capable of, my kids often surprise me! If they succeed, great. If not, let them choose to move down or stick it out without risk of permanent consequences or stigma. Openly supporting fluid academic choice will empower students to try their best and support them as they face increasing stress and peer pressure.

there may be better criteria out there to judge readyness to move on.

Provided that the placement assessment score is well designed, it is, by definition, the best predictor of which course a student should take.

It should be a combination of teachers recommendation, math grades, parent and student input.

we believe the student should be self-drive in learning, no matter what subject she is interested in. As parents, we would like to provide the opportunities for her to pursuit the challenge she may capable of.

Parent knows the best

The teacher would have the best perspective on what is appropriate for the student.

Math course grade reflects the students' ability about math in the whole year.

The students know themselves the best in teams of their capability to learn and their plan for the future.

let the student decide

Of the options listed, I would expect a teacher to have the best understanding of how a student thinks and performs and be in a position to best gauge how the student will be able to handle the next year's math curriculum.

It worried many parents when we heard math tests in 5th grade will determine the the math track/education kids receive at middle/high school, and directly impact their college application. ne point if possible, the test should focus on the math concept, instead of writing sentences/words or draw pictures, as frequently showing up in the common core homework.

Math course grade is the most direct and valid criteria to assess the student's math level

It's one clear way to demonstrate what the student knows without any bias. But only one opportunity to take the test means we have to allow for errors/bad day/misplacement and be open to accepting parent/student choice.
Also grade level path does not allow students to reach calculus which seems to be a requirement for most colleges. Everybody should be offered the option to opt in to the advanced pathway (6/7, 7/8, algebra), advanced is a misnomer since it's a college required pathway!

motivation from student is best driving factor for their success

one examine cannot reliably indicate the kids performance overall. I would pick course grades and teacher recommendation.

The math placement tests are not necessarily the best way. Math class grades & teacher recommendations - certainly not - as there are some very bad teachers Kids cant determine by themselves. Parents must definitely have a say in placement & it needs to be a joint decision between parent & administration. Math needs to be individual with Khan Academy or other modules like Los Altos School District & teachers jusrt oversee that, not the archaic teaching methods used today with a test or 2 tests every week

The math placement test in non biased. It's the best way to decide which class to start with in 6th grade. After that year, it should be by performance in current course.

Most important for children to be engaged with their own learning process. Passionate children will learn more, even if they have lower test scores because they are over-reaching. A child who is dispassionate or who needs more security may do better with concepts introduced at a slower pace.

The teacher should have the most knowledge about a student's math learning capability in order to make the recommendation.

It seems more objective

If the kid is having a bad day,he might not do well in math placement assessment on that particular day. Student choice can be influenced by peer pressure. Hence math course grades is a better indicator.

At Middle School level the student is mature enough to pick the course level that suits him/her. Of course the student will discuss the same with the parents and quite possibly the teacher.

No single item is the most important factor

Too much pressure on the children. They will do just fine with the choices that they want to make.

I hope that my child's teacher knows what my child is capable of in math and what would be the optimum math environment and path for her

Parents should have some input but the primary inputs should be assessment scores and teacher recommendations. The assumption is the teacher knows their students abilities from the year, and will see if the assessment is a one time anomaly. Some students are simply not good test takers so that's where the teacher's input can be very valuable. (There will always be edge cases so this is for the majority of student situations).

Math grades provide a comprehensive year long assessment. Some kids don't test well during math placement. Teacher recommendation is very subjective.

Such assessment will be impartial. Teach recommendation should also be considered just in case the student accidentally does not do well in placement test.

It’s not the placement that is the problem. RMS needs to offer a regular algebra and Honors algebra course. Many students who can and should be doing algebra are forced to drop their level bc the course is ridiculously difficult or the teacher does not teach to the avg student.

The previous teacher knows if the student is capable of the work to come. Some students don’t test well under pressure, but understand concepts enough to move on.

Grades and assessment will give only one view. Teachers should know and understand what their students need in order to support their development.

Teachers know students abilities best and are in the best position to judge what would be best for my child.

As for grades, I think that our district should consider providing letter grades in 5th grade (and maybe 4th grade too). There are many new changes for students when they transition to middle school. In my experience, it adds unnecessary stress for students to get grades for the first time in middle school considering the other changes they are grappling with during this transition. If grades were provided in 5th grade, grades could serve as an additional indicator for 6th grade math placement.

Children should all be given the opportunity to excel based on what is taught in the classroom.

I think it is a combination of all of these, some students struggle with the concepts, but are very good at test taking. Others understand concepts but struggle on tests. Parents should not be considered, as many parents just want to push the kids without a regard of whether they are ready.

I do believe the assessment score is the best criteria for placing students into a math course, but the selection of the course and the cut off score is super important here.

If the child wants to be in a particular level and parents are willing to back them up, they should be allowed to 'try it out'

No one formula should be used, but rather a combination of all the stated factors.

How they score after a year in the class is often most predictive of where they need to be. I am very opposed to students taking summer classes to jump levels in Math and am tired of these parents PUSHING their children so hard! Get outside and play with friends or do a team sport which is just as important for brain development!!

The student should be emotionally ready for the additional work required in a higher level course, many of the parents under estimate this and push their children forward

it's not one single most important factor but a combination of the factors to determine the best for the kids

I think teachers have the best idea of a student's ability, which may not be evident in test scores or grades. I think the parents should stay out of it for the most part and let the teachers do their job.

I expect teachers to be in tune with their students and if they aren't then I suggest the class sizes are too big.

It should ideally be an open choice. If the child thinks he/she can do a certain level of math they should be given opportunity to do that instead of holding them back. Child's opinion combined with their class performance and parent assessment should be considered in tandem to place them appropriately. It has be fully thought through as it impacts their future.

If we can establish high correlation between placement tests scores and success in future Math classes, then placement assessment scores. Otherwise, parent recommendation and student choice.

It's the most objective method, assuming the test is broad and well designed

Objective measurement of math skills but students should be able to ask for reassessment

Tests are flawed. Performance over time is important. Kids lives shouldn’t be determined in5th grade at age 11. That’s ridiculous.

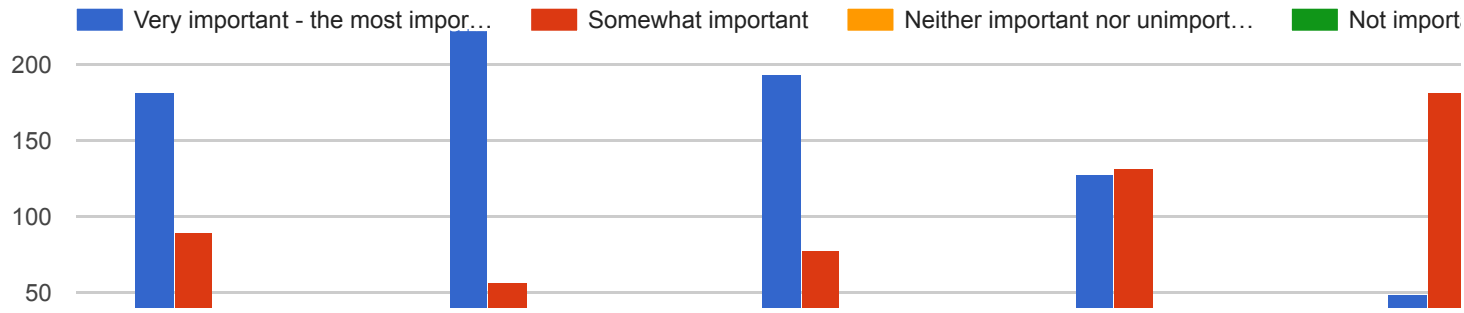
If the student believes he/she can do the work then give the kid the opportunity to learn and take the classes of their choice

I would first use teacher recommendation because some students at ages 11 or 12 might not take timed test that well. The math placement scores shouldn't be that far off though. You might have students who aren't pushed as much from their parents who are not doing hours of afternoon out of school homework who understand math fairly easily and will be able understand and grasp the tools of algebra and calculus since advanced math is less about memorization and more about putting various concepts together in equation form.

Other (55)

Math Learning

What are important outcomes of student coursework in math for your child(ren)?



Optional: Explain the reason for your answers.

104 responses

Keeping them motivated and challenging

If a students does not have the mathematical knowledge needed to take course work they should not be taking the course. A deep understanding of mathematics is needed in order to be successful in calculus. Pushing students to complete course so that they can take calculus before they are ready can cause students to not have a full understanding of the mathematic content. LEt students work at their own pace.

Survey didn't have a category between very and somewhat important; I'd have picked that. Very important sounds too over-prioritizing it.

Understanding concepts will last longer than rote memorization.

I think we need to focus less on math and more on the whole child. There is an unbelievable amount of stress placed on these students surrounding math leading to bigger mental health problems in the future. Calculus does not determine success.

Critical thinking and understanding of core concepts in mathematics applicable to real life problems and careers are most important. I've seen recent college engineering grads who got into Calculus early with all A+s and they can't even correlate concepts learned from mathematics/science into the real working world. Grades are important but definitely not as much as real world application and critical thinking skills. Something I don't see much of these days with Millennials unfortunately who earned great grades in high school and college.

I find completion of calculus not important but the actual college system requires it for acceptance into top colleges/universities. This requirement should change as it put too much pressure on everybody.

Not everybody is cut out for a life in math, so love for Math if it happens should happen organically. But being able to go deep into problems, being able to persevere and do lengthy and time consuming work is important because this generation of students wants quick results, they want instant gratification, they don’t have long attention spans or patience to wade through tough and long problems. That missing piece i believe is most important to inculcate - patience, perseverance and problem solving mentality. All other skills are interest based which can also happen if a child is exposed to certain environments.

Feel the concepts not deeply explained in class, practices not enough. Suggest each quiz/test should include more questions which are well designed from easy to difficult. Doubt the grades not really reflect the students level appropriately based on few questions each time which may make students lose confident on math.

I don't think that completion of calculus before senior year should be a priority for most students.Getting into a top college is very important but not all are seeking a STEM career. I feel there is too much emphasis on math and science already in our school district to the detriment of other subjects. It seems that this is all that the administrators and certain parents are paying attention to.

Taking calculus is not an indicator of success later in life. To think so is utterly preposterous.

The think the topics covered in middle school math, cannot be applied to future technology it is good for real life problems. Even if kids excel in the tests now, does not mean they can will be great at algorithm or computation skills. This is my experience working with Stanford graduated researchers with whom I worked on algorithm development & improvement. The topics in colleges are the one's that help not school level math.

Students' love and appreciation for learning *any subject* is being killed by a community-wide hyper-focus on acceleration/grades/getting to the highest math level available. Not all students are mathematically gifted, but all students can develop appreciation for the subjects they study. This is more important than simply achieving the highest level of proficiency.

Kids need to succeed and feel successful no matter what level they achieve. Students need to feel good about themselves. Mental health is MOST important.

I'm focusing on making my children well-rounded. My very first goal is to foster a love of learning, in general. To get them to ask why, to seek an accurate answer to their questions with proof. I want to give them as solid of education, so that they can find a career that they can excel in based in their passions. I am not trying to limit my children, drill them into becoming an engineer - I am trying to raise them to be able to manage engineers - thus they should know the basics of these careers, be incredibly solid in math, but have the ability to see the world for all it's possibilities/colors - they must be able to think beyond black & white.

Of course grades matter in this world, but I really would love for my student to really understand and feel comfortable with concepts of math

Calculus should be introduced when the child has the capability to understand the concepts. Learning calculus early is not our goal, understanding the concepts and learning at a good mathematical maturity level would have a better impact on the child. This is what I feel would be right for my child.

The science changes quickly. Calculus was needed in XIX century, now it is more of a tradition to learn it. The habit of scientific thinking, understanding of relationship between theoretical math constructs and the real life are much more important.

All of my 4 kids are highly intelligent, but none are STEM kids, so I speak for the large segment of smart, creative kids in the district who have a bright future that is unrelated to STEM --- Could We Please Find A Way to Teach Math That Doesn't Leave Each of Our Children Saying "I'm Really Bad At Math" ???

Practical, measurable, and objective. Who knows what fancy things like "lifelong passion of Math" means...

It all matters

Whatever schools and colleges say, they expect kids to perform really well and to be in the top level especially for math to get admission.

Love for Math is important only if my child wants to do Math later; otherwise, I think competence and tolerance of it is sufficient. Understanding of concepts is important but should be correlated to his maturity, and some will come later with more exposure to Math. Basic word problems in Algebra is useful but CC seems to focus too much on applications, and not enough on basic skills/algorithm mastery, which I feel is more essential in K-8. Math is necessary in most Sciences/Engineering/Finance so I would want my child to have enough Math to tackle the other subjects. Good grades boost confidence and generally help maintain interest, so I would hope his Math grade is consistent with his other grades. Colleges seem to prefer that students have some Calculus in high school and while I don't think it is necessary to do it at the earliest opportunity, I also don't see the need to wait if a student is ready by/before 11th grade.

SUSD math should offer the student a path to complete Calculus in Junior year in Saratoga High School. It should be the student's choice whether to take on that challenge. But we need to make that option available in SUSD Math pathway.

My children have their whole lives to learn. Why force them into studying a subject before they are developmentally ready?

Fundamental understanding and enjoyment of mathematics is most important. Everything else will follow from that.

Calculus is a crucial milestone to achieve in high school from the standpoint of not only college admissions (particularly in STEM majors) but also as a portal to many other courses whose foundation is built upon calculus. I believe that a deep understanding of mathematics is also very important, although I place a much reduced emphasis on real-life problems when we are discussing middle school mathematics. When building a foundation, one should focus upon the foundation rather than how attractive the wallpaper will be later. Polluting foundational content with material that is not directly germane to the foundation mission (as Common Core does) is counterproductive.

Teacher is very important for kids to love math, it would be great to have an anonymous survey back to the school/teachers at the end of quarter.

Teaching is an extremely hard job but there seems to be little or no accountability for teachers behaviors towards kids. For any other class maybe this would not be as important, but for math, a good teacher can really make a difference in kids liking math. A teacher who makes kids feel bad consistently in the class can have a lifelong negative impact on the student. Unfortunately there are no reasonable ways for parents to intervene because they fear that their kids can be labeled and parents/kids can be treated badly going forward.

It’s import to learn a concept. Few students are not cut out for exam they should not be penalized

Math is an important foundation not only for science, but also for logic and critical thinking. The kids need to be challenged with a rigorous math program, the common core curriculum is not up to the standard.

At this level, "Deep Understanding" is not necessary. Further, the "Deep Understanding" provided in the current curriculum is frequently neither Deep nor Understanding (I say this as an education professional with experience in teaching advanced treatment of Math).

Students must learn to read before studying Shakespeare. The current curriculum attempts to provide deep insight before basic competency. This is a huge mistake. At this level, students should develop a solid computational foundation - once this is in place, the deeper understanding will follow quickly when provided at a more advanced and appropriate level.

My student hasn't found Math classes engaging and doesn't like Math. I am hoping that by challenging him, he would learn to appreciate it.

Not every student that graduates will get into a top tier university. Why do we make this the only goal? Isn't it more important to understand math concepts and applications and enjoy solving problems? This skill is what will set our children on the path to career success and life satisfaction.

Math is more than an important discipline onto itself. It is a requirement for engineering and science later on.

Math is the foundation for many career paths. We cannot emphasize it more.

How math can be applied to solve and describe a variety of real-life scenarios, and the careers that derive from those scenarios probably is a good motivator for lifelong learning. However, a deep understanding of math concepts isn't necessarily a requirement for using math to solve real-life problems.

Math & logic are at the core of all science, technology, medicine, business, ... It's a critical skill in a modern society. Elementary/Middle/High schools are the best time to lay a solid foundation for their future career and life.

Calculus needs to be reached by 12th grade for EACH AND EVERY STUDENT.

Neither grades nor calculus -actually- make as much difference to admissions as people tend to think they do. More important to be healthy and multi-faceted.

Cultivating interest and lifelong learning capacity for math will carry our children further than grades or early calculus .

Don't want to push my child. If they love math, great. If not, happy for them to learn what they love

If my child has an interest in pursuing careers involving high math requirements, then I hope she applies herself diligently in order to be successful in whatever math class she is placed, and hope that she will be aware of the requirements, and is able to achieve her goals. But SHE is the person who must decide that is the path she wants to be on.

I think both grades and completion of calculus are student/family dependent. Personally, we do not put an emphasis on completing calculus as our daughter has not expressed an interest in pursuing a career in STEM. However, if she does, we can supplement her interest in so many ways (summer school, math camps, etc.). And we believe should she choose, she can have a thriving career in STEM without completing calculus in High School. Re: grades, because our emphasis is on learning and loving to learn, as long as she is developing good study habits, developing emotionally to handle successes and disappointments, beginning to identify her strengths and how it feels to be self driven in areas she loves, we don't focus on the end result. That includes her ability to have a solid grasp of math concepts which all students should have access to learning. This is middle school after all. If our son is motivated differently and wants to pursue his strengths in STEM and his test scores reflect that then we will support him on the advanced track. But it will be his desire through his tests and performance in math class that show that.

Math is a skill that benefits the student for life. Do treat it simply as a course to gain entry to the top schools.

Math in the saratoga school system is geared for engineers. What about the student who just needs to understand to do well enough om SATs and be competitive for college? Is this wrong? Ultimately, is math really taught in saratoga school systems? Or, are the children so well prepared that many do not need to be taught? This does not justify the poor quality of teaching.

Grades don’t always reflect understanding.

Academic results are a one thing but the most important thing is to prepare the children to apply math in different situations and learn to love it.

I am not sure what career paths my children will take. But, the love of learning and a deep understanding of all subjects will take them far in any field. On the calculus front, I do think it is important to offer math pathways that provide an opportunity for our district's strong math students to compete for top college slots.

All children should have all career doors open to them- the basic level of math that children achieve should allow them to pursue whichever path they decide and should not be prohibitive from the time they are 5th- 6th grade taking a placement exam.

You need to understand the concepts in order for you to love math and be successful. If you are only doing math as a check mark to get into a good college us actually false. It is very evident when I interview students which students understand things and are passionate about learning versus those who are trying checkmark things necessary for their resumes.

The average Student just needs to learn the basic ideas and how to do it. Unless they plan on being a physics, engineering or major, there is no need to push so hard at this age! There is a MAJOR lack of social skills and kids just playing and being kids!! Why is this Math all encompassing, when studies show Music helps the brain develop their frontal lobe, processing speed, and executive functioning skills. There is a lot more to life than 6-8 grade math.

Unless the child loves what they are doing, they will never be proficient

Math is the key for all kinds of lifelong application sciences or careers, making kids interested, motivated and challenged is the most important thing.

Math is important for daily life even if you do not want a career in STEM. Someday everyone will have to do taxes or prevent a used car salesperson from ripping them off.

Are you kidding me? Our son couldn't read mat/cat/sat in Grade 3 and ended up with a scholarship to UC Davis for Materials Science Engineering. Middle school is waaaaay too early to be pushing a correlation between the learning now and post secondary potential.

My child aspires to be in a good college if not ivy leagues. The way college admissions are crazy these days, and kids seem to be discussing a lot and are aware themselves a lot; I would say they are more aware than I am; they are aware that it's important for them to have good grades and work hard, and smart, and what it takes to get into stem admissions and they know math is a big part of it and they don't fear from working hard.

Everything is important but how important perhaps depends on what a child wants to do in the future.

Pushing children to assimilate material/concepts that require maturity and prior background is known to backfire. I've seen too many overachievers at middle & high school deflate intellectually when they're in college. Teaching problem solving and creativity through math while emphasizing fundamentals is the right approach. Racing to complete more advance math classes as early as possible is not correlated with success in college or professional life later one. It is a misplaced belief by certain groups that should not be allowed to change the fabric of solid, high quality education in CA.

We should have more balance in our schools. There is too much emphasis on math at the expense of some of our students social-emotional and physical health (not enough sleep). Since our country spends 3.2 trillion dollars on health care each year (hey, that's a pretty big number), maybe we should focus on our health a little more, or in my opinion, a lot more.

Math skills are a part of a student’s toolkit in solving real world problems at home, school, work, but also for grocery shopping, buying a car, figuring out the mortgage, planning a vacation, etc. You cannot solve these types of problems with a math test. Instead, students need a strong foundation in math to be able to apply their skills.

Your response options are flawed. It goes from most important to next category of not so important. It’s poorly written and disappointing.

My daughter lost the love for math after she did not qualify and pass the prequalify algebra test in 5th grade. As a parent, it was a big disappointment to see the negative affect on her thoughout her school years to high school Fortunately, her college professor helped her find the confidence in math which was taken away in 5th grade. Currently, she is a sophomore in college majoring in math. I hope our school system has the goal to encourage students to want to learn math, not categorize students at a young age.

The student needs to like what they are learning. They don't have to be 100 percent immersed put they need to be able to put forth the effort to be good at what they are learning. It's very important that students master the traditional Algebra II and Trigonometry because Calculus is the real starting point in Math that will draw on the equation solving principles of Algebra II and concepts of geometry and Trigonometry.

Focusing on college admissions at the elementary level is too early.

I personally feel that the application of math is far more important than the grade or for the sake of getting into top colleges/universities.

Make sure students love Math and don't see it as a pain. Explain to them why they need to rack their brains to solve tough problems. You're currently failing miserably in this!

They need to be able to utilize their knowledge to apply to real life. I don't agree with calculus being needed for acceptance into top universities, but if that's the case, then we also need to take that into account.

Math is way of thinking. I hope my kids love math, but not necessary to be a math or science major.

Deep understanding is indeed important after mastery of fundamental math skills, not before. Without mastery of adequate math skills, deep understanding is difficult to achieve if not possible, especially at middle school and elementary ages.

Student at middle school age in general will have difficulty in deep understanding of concepts. It will be difficult both for teacher to teach and for student to learn. On the other hand, it will be more effective to help student to focus on building

strong math skills. With the adequate math skills, students will be able to understand deeper concepts and thus to develop love to lifelong learning. Too much of trying deep understanding at this age in fact will kill their love to math.

I believe math is the foundation for everything you do in life

No one can push the students in long term, only the students can do that for themselves

in today's classes too much focus on deep understanding , it introduces of puzzle to students and trouble in learning math

Schools and teachers are here to help the students success, not to limit their opportunities in college!!!

I think it is the most important for my children to have love for lifelong learning of math. Math is such a useful and fun subject and it is the foundation for many other important subjects. The students should be motivated to learn math and find the learning process interesting and rewarding. If a student is placed in a lower level than he/she actually is, he/she would feel bored in the class.

Education is a journey, not a destination. So is the math education. Any student should be given enough chances to take math course. The outcomes of student math coursework should be focus on motivating individual student to enjoy the beauty of mathematical thinking, abstractions.

The option to be eligible to take calculus before leaving high school should be an viable option for every student. Whether it really becomes an option or not should not be determined as early as their 5th grade assessment score. There are plenty of children deemed as late bloomers. Every child should be placed on the track that finishes with Calculus as a senior. Depending on how well the student masters the materials, there should be options to move up or down depending on grade and teacher's recommendation after each and every year in middle school.

Math is the foundation in this knowledge age with STEM careers offering best job prospects now and in near future

Math is everywhere. Mathematical learning is a lifelong journey that will help not just in academics but in real life. We'd like to encourage our students develop the love and the profound understanding on the math concepts. That way, they can apply those to many other areas like science and computer engineering. It is also a big factor in terms of completing calculus at the earliest opportunity so that opens up more chances for the capable students to pursue more choices in the AP classes and colleges.

Deep understanding of math concepts requires a PHD degree! With enough understanding of basic concept and operations will be able to apply in real life without realizing it is Math. Grades with margin for careless mistakes reflect how much a student has learned.

Please note that with the introduction of common core, significant less students are able to complete geometry by 8th grade. When our kids apply to college, this will definitely make them less competitive compare to other schools who did not decelerate due to common core. I understand that the counter argument is that there is now an additional year of teaching required, and so it is very difficult to accelerate. Other schools have been able to do this and I don't think colleges/universities will be more kind to student who apply with less acceleration due to common core.

Love of lifelong learning of math: we don't need everyone to love Math. students need to not HATE Math.
Deep understanding: I want to de-emphasize this because the so-called "deep understanding" as proposed by Common-Core is a ruse. Of course deep understanding is important for students to do well in Math, but not the type that this question is leading on.
Preparation for success in STEM: needless to say, but only to students with such aspiration.
Proficiency with algorithms: What? Why? I don't think this is needed in general Math education.
Grades: important (you need to prepare students to get to college so they can learn the real things)
Completion of calculus: important (you need to prepare students to get to college so they can learn the real things)

Completion of calculus in HS (not early but by senior year) is absolutely necessary for certain majors not just at top universities.

99% of people do not use calculus in their careers. Why waste time learning calculus and instead learn something useful like financial/investing math/formulas, etc. instead?

All of these are important - how important they are individually is something that will naturally fluctuate and evolve with each child.

As an engineer and a past university student I fully understand the importance of each point highlighting that this district places extreme importance in grades rather than concepts. For me a C at high levels of math shows exceptional understanding in anyplace in the world and in this district it seems that it is not sufficient. In other words, more children should have access to the highest math placement and Cs are sufficient to show math concepts have been understood. We must understand that middle school is the introduction to higher learning and high school will reinforce the concepts covered here and further build upon them therefore challenge our students sooner without fear if this is what the students crave.

I want my student to have a strong foundation in math in order to feel comfortable and be set up for success in future classes and, more importantly, applications of math. If my student ends up not having a LIFELONG love of learning math (that is a long time), that is fine as long as through the school years my child is not left behind and learns enough to get by in the real world.

My answer for th last question is predicate on again my poor understanding. Does student in the slower track get to take calculus at all in high school? If yes. Then the importance of this drops to neutral

Learning should be a goal in and of itself and not a means to achieve a target. Enforcing that the coursework cater to a specific goal especially from such an early age might hinder a student's development of liking towards that subject. Math is such a critical subject and is applicable not only to STEM or CS but to varied fields such as Finance, Economics and even Medicine. It would hurt my sensitivities to see kids being pushed forward simply to look good on paper. I love MATH and hope that my kids and other kids in the neighborhood are exposed to math in a way that develops their lifelong love and learning.

If math does not excite my child's neurons because he/she is interested in pursuing other subjects, that is fine as long as he/she is diligent and works hard. What is important is that my child is not turned off by math because he/she is scared of the subject or is made to feel inferior. Cranking out robots to perform well on standardized tests or to win accolades at math competitions goes against the purpose of learning all together. Understanding the application is important but as far as a "deep" understanding is concerned, I think the students are too young to develop that before high school. Learning and refining the basics is key at the elementary and middle school years.

Calculus has to be learned not forced

Math education is not only prepare student for life and career, also prepare them for college. School district should aimed to provide the best pathway, and challenge to students for the goals.

The child should be able to understand and have a love for Maths

Important for them to do calculus before the 12th grade.

I'd like my child to enjoy the learning process and be able to use skills in real life. I'd also like my child to have options for the future. Not push them into STEM, but have the option. I assume if they enjoy learning, the grade they earn will be acceptable. I could not care less at what age/grade they complete Calculus, or actually whether they take it before college. I didn't. If they are prepared and want to take it, they'll take it.

Students may not study math or take math career for the whole life period. But math is a foundation for other STEM subjects.

Math curriculum is a training ground for thinking, analysing and problem solving skills which is a life skill regardless of what career and profession anyone chooses

Completing calculus before junior year isn't necessary to get into Stanford or harvard... this is insane.

I totally agree with the above first few question/answers. I am not too score orientated while it is important, I think it's more important that kids make math a lifelong learning thing, understand and like it, and then apply it to anything. I really don't

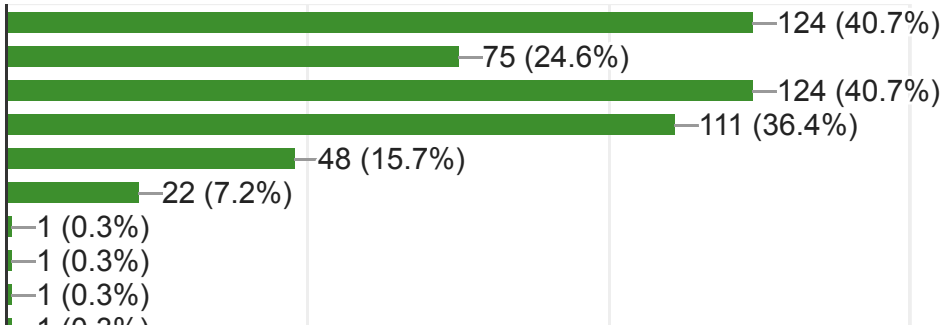
like the idea of the last question, that parents push kids so they complete the calculus at eariler stage so they may get to be accepted to top colleges, can't agree with this concept, UNELSS the kids really have talent/passion for math.

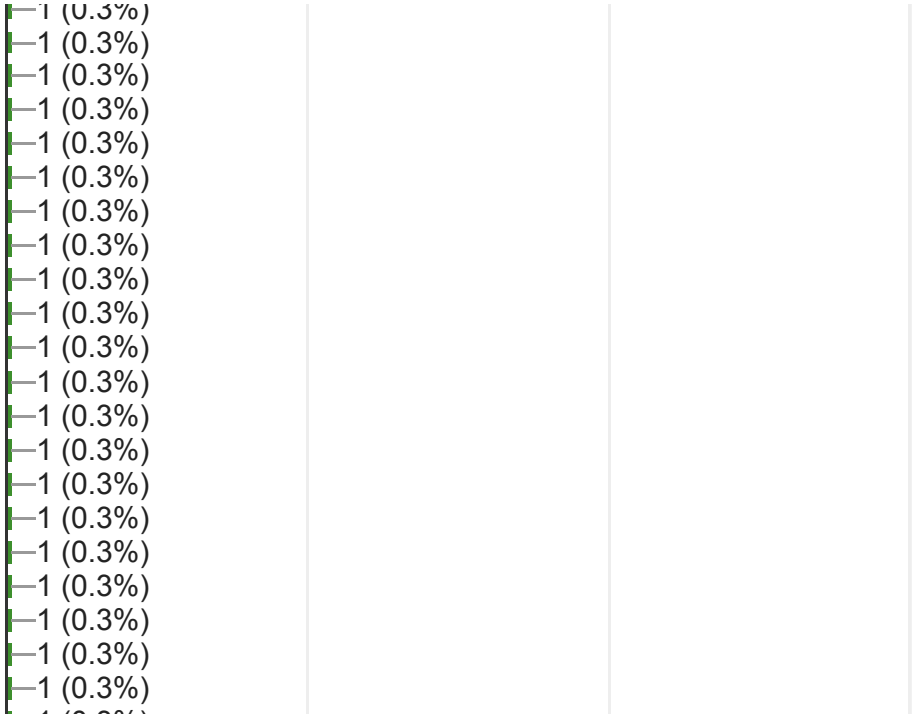
Other (4)

Alternative Math Pathways

Below is a list of acceleration options that would allow students to reach a higher-level math course sooner. Check the option(s) that you would have your child(ren) participate in, if our district were to offer these options.

305 responses





Optional: Explain the reason for your answer.

97 responses

Parents in this district are over the top with math and should let the school & teachers decide what is best for the kids to succeed and be challenged but happy and without undue stress.

Not sure about the compacted CCSS 6&7. I'd have to research it.

These students have so little time to be outdoors or play with friends. We are putting way too much of an emphasis on math. How about teaching success through finding happinesss at life. Children should follow their passions.

If a summer course can prepare a student for a higher class in the school year, that would be ideal. Not necessarily repeating the same material that will be covered in the school year.
Compaction leads to more work in less time and can cause anxiety and stress in some kids. However, in middle school years many kids no longer want to attend summer camps as they are perceived as being mostly for younger kids. A math course in the summer would allow the child to have a useful way to spend the summer with their own school mates while also allowing them enough time to cover the material, instead of it being compacted. This will allow them to get ahead and take a higher level course in the school year.

Teachers who teaches the advanced level should redesign the materials to compact the same topics together to make the class time used more efficient (usually the same concepts will repeat again and again in CCSS 6 or CCSS 7 or CCSS 8) Teachers should have the capability to handle the courses based on the purposes of each class, not just follow the textbook. Or we should consider other textbooks which can be used for accelerated level.

I think summer math courses are helpful for students who need extra help in math. It is helpful to go through the course in advance so they can practice and learn before actually taking the class. This should be offered at all levels.

Yes please provide options to help kids who are ready to learn.

I believe the current pathways are generally appropriate, but that in some ways they go too far to appease families who want excessive acceleration.

I believe there is way too much time and money spent on this topic and there are other, just as important, topics to address to help our children prepare for the real world.

I think it is very important to let student skip a math course, if he/she can demonstrate the ability by end of course assessment since they may already learned the stuff by themselve or outside school. It make no sense to repeat in school.

A lot of kids are mastering 6/7 grade math really early, they should be given chance to accelerate, instead of repeating the knowledge they already master.

We would absolutely take advantage of any opportunities to advance our children's learning or condensing their instruction into shorter periods of time to ensure they are working at their highest capacity - even if it meant more support (in the form of tutors or hours and hours of work on our part). I feel US schools are too slow, not challenging enough and could provide far more instruction in the days they have available to teach by offering these opportunities up to parents that wish to take them. Understanding what the options are for advancing my children in Math, I am even more adamant that parents and children's wishes NEED to be taken into consideration - and if there are options to advance our children's math instruction we should be allowed to sign our children up for those options.

Summer acceleration options are for private schools and outside camps / agencies, not for public school. We should offer summer school math support to students who're struggling / need help. Also, why are we taking out exploratory wheel / music to add another period of math? Didn't we vote / agree on taking the 3rd period Language Arts lesson away to add more music / exploratory wheel subject??

There has been much moving and assessing done in previous years...hopefully you can pin this down, so a whole class level can experience some consistency.

I feel the 7B/8 course is right level for a 6th grader who is interested/good in math. They might be able to learn some more algebra in the same class. So far, it looks like the 7B/8 class has more geometry concepts. Have not looked at the entire book though.

Students need to know how to solve new problems; not to learn passively algorithms for solving problems that were relevant in the past.

My child is in Kindergarten

Despite the fact that my current RMS student was placed in an accelerated class, I really have no interest in all the crazy options for accelerating students in math. I'd rather see math well-taught and well-learned at a rational pace.

Easy to measure and implement.

Instead of making this so complicated, go back to the previous method: assessments determine eligibility to move into next level. Keep it SIMPLE! Remember the end result is the what benefits the child, not the district nor parent.

I trust the teachers guide kids through the curriculum and differentiate already and follow and even exceed state standards. I feel the parents are the ones pushing the kids to take summer courses, two math courses in one year and compacting work. Parents will just push kids because there is now a place to push kids into. Does a 12 year old really say, "Oh boy, you mean I can take two maths in one year? I can't wait to do that!" Even if that 12 year old boy is saying that he shouldn't be. He should go outside and ride a skateboard, call a friend, and just go be 12.

I feel students need some down time and for us, that happens during summer. I would not want my child to have to take a summer Math class. Also, I don't feel abbreviated classes are effective unless they actually take the whole summer (12 weeks), as opposed to the 4-6 week classes. I feel that my child will be able to handle the compacted class so I'd rather he do that, and ideally, I hope we'll have accurate placement so that he will be placed in a suitable class.

STEM oriented students have no problem taking compacted math course and without sacrificing a period if they have to take two Math courses in a year.

Placing the onus of responsibility upon middle school alone to advance students to the "calculus by end of high school" path is irrational. If our community and school district can agree that that goal should be its norm, then the totality of the K-8 math curriculum should be reoriented to deliver upon it. In other words, let's raise the bar and separate ourselves from national and state standards that our community does not recognize as acceptable. Let's create our own standards that exceed those at the national and state level along with a holistic K-8 math curriculum designed to meet those local standards and make "calculus by end of high school" the nominal path.

The grade level path way is one grade below prior common core, we need to make the grade level the same as before, that is Algebra 1 in 8th grade. We don't want our kids to skip a math course, we want them to learn in school, either summer school or compact course is good.

Taking two math courses simultaneously for a 6th grader is painful and boring. They'll end up hating math.

Students should be able to move as quickly as they are capable.

Middle school math structure should be focused on the needs of 70%-80% of the students, not the top 10%. Those students (with the help of their parents) will find their own way as needed. It is not the responsibility of the district to "supercharge" a handful of students. As a former university professor, I can attest that many of these "supercharged" students end up rather unimpressive anyway.

Why are the only options given ones that accelerate math even more? Is the only purpose of this group to figure out how to push kids academically, stress them out and make all the other kids feel stupid? How about a class that covers 6/7A, 7B/8 etc as it currently stands while supporting their mental health too? How about the option to take Algebra as an 8th grader without being pigeon holed into a certain math pathway when they are nine years old?

Compacted math course will be better than skipping math garde.

offer options to Skip "pre-Algebra" classes, but not Algebra nor Geometry.

None of the above are optimal for learning math in middle school.

Each math course is important for kids to build up a solid background of Math. It's like create a multiple-story building. Neither story can be skipped. Personally I don't like them to skip any math courses. Based on the difficulty, compact courses will be more applicable and easier for kids to take.

We think it will be benefit for the students if the compacted math course can be offered, especially when CCSS 6 and CCSS 7 are comparatively easy to master.

Children should be allowed to test out of subject that they are mastered in

For those that are able and willing to challenge themselves, a more math-intensive program during the school year should be a possibility. However, I'm concerned the acceleration options are only offered during grade 6, with no ability for students to transition to a higher track during 7th or 8th grades.

I do not prefer compacting or squeezing the courses. Solid foundation is more important. So start early in summer is a good way to pave the foundation.

The present pathway though rigorous is ok. It would very much help to have before AND after school tutoring for kids that need it EVEN in accelerated pathways

Leave the kids alone! We don't need to speed up anything! The parents need to calm down!

This is based entirely on what I think good options might be for my older child. It is not intended to be a global solution.

Allowing for self-electing more math or skipping math gives the student/family the option to carve out a path that works best for them.

Two periods of math would expose more the kids to practicing, which is needed

I believe the CCSS were designed with brain development in mind, and there are many math concepts that are not developmentally appropriate for every 11 year old to grasp. I believe developmental readiness is an important factor in any educational decision. If I believe my child is ready for more than is available at school, I have the opportunity to seek outside options in math, just as I do if my child is interested/gifted in dance, gymnastics, music, swimming, writing, etc.

I don't have a math genius so the options are not necessary for my family. If I had a genius than I would want them to be challenged and perhaps some of these options would be great.

I have no idea of how the current math course is about.

All of these options sound ridiculous. Let kids be kids. Summer school? Two math periods? Have we all forgotten what it's like to be a kid? Why are we making all of this so hard?

If you prefer reach the beginning of CCSS 6 then the student may do better first period of 6th grade... then what happens 2nd or 3rd period?

I think that it would be nice to have this type of course not to move ahead, but also for those who struggle. This option allows students to reinforce what they have learned or to get a head start in some of he concepts for the coming year.

If my child did not seem ready for this type of acclerated learning then they should be not be doiny any of these options. If he was ready, then i feel like I would rather have the structure of school to learn over two periods whereas other electives such as music I could fin outside of school to cater better to what he is wsnting to learn (instrument or dance or something else)

Stop PUSHING the kids!! It's all the Helicopter Parents doing this who put their kids in afterschool math classes. These are also the kids who can't have play dates ever! Just Nonsesne! And our school district lower enrollment rate may be because our schools are way too academic for the average student. Something to think about!!

You will create a rat race with all parents pushing their children. Kids will lose their summer, but at least that seems a better alternative to the block schedule that puts undue pressure on the kids. Option 2 and 3 and terrible

Providing more options to kids with passion on math to move faster with the best opportunities.

Ideally, I would like to see a path that would allow a child to enter Algebra in 7th grade and Geometry in 8th, without skipping any math. For example taking
CCSS 6 in the summer, and then having a combined CCSS 7/CCSS 8 course offered for entering 6th graders.

I would be interested in having a summer course for CCSS 6 and then have a combined CCSS 7/ CCSS 8 course for an entering 6th grader. Thus allowing a 7th grader to take Algebra 1 and then Geometry in 8th grade.

Leave summer for other educational opps such as travel and free time; compacted courses may place too much pressure - what happens when the student falls sick and misses a week. It happens. Skip a math course? How about learning how to find a way to make the best of situations that might not be ideal - including being bored because you know all the material.

I have studied all the ccss textbooks in detail; The current CCSS 6th and 7th grade books are not at all challenging(my current RMS student had extensions in 6th grade and the whole math was a breeze for him), he never struggled at any point and I am deeply thankful to SUSD for giving him that opportunity and I hope same will continue when my younger child joins RMS.

I like the compacted and skipping options, since we have a significant percentage of students who have done well in both. As for abbreviated summer and two Math courses, if there is sufficient demand for it. If we believe as a district and based on colleges' feedback that completion of Algebra in 8th is important for all students, then perhaps we should provide more support to enable students to get to Algebra, such as shadow before/after school for students on the Algebra track.

The current set up is very flexible for all cases and provides accelerated options. No need to compromise other courses and direct even more resources of the school to support special cases for a few students whose parents want to accelerate them further. THere are many private options they can take, but they should not demand that tax-payers money goes to support their own niche demands in a public school environment that is supposed to provide comprehensive quality education.

Stop the craziness with so much emphasis on math. It is only one of many important subjects.

If your district was to offer these options at no cost or get it together to ensure all students succeed? And if it's neesed, why do kids need to attend Sumer school instead f the school adjusting curriculum to ensure kids are prepared?

At 6th and 7th grades I would hope that the district would offer a compacted accelerated math course that would combine the traditional 6,7 and 8 grades math so the Student at the 8th grade should be mastering Algebra I at that grade level.

Not an expert in math education.

Students who are ready, willing and able to advance or accelerate through math pathways already have the means to do so. SUSD needs to stand firm in repeatedly advocating for a rigorous WELL ROUNDED academic program for all students. I would like to see the administration at SUSD support students by firmly and clearly continuously advocating for developmentally appropriate options for all students allowing them both social and academic opportunities to grow develop into their best possible selves. I believe SUSD needs to clearly and firmly defend against parents who want to shape their children into a particular construction of their choosing regardless of the child's inherent interests and abilities. I believe it is possible to be a successful adult without taking calculus in Highschool or going to an Ivy League college right out of highschool.

There should be no content gap in a pathway. Students who desire to complete Geometry at 8th should be offered a proper pathway without skipping content. Geometry pathway is necessary for those students who desire to take certain science courses in SHS, thus it is necessary for them to have a proper pathway to achieve their goals. It is understood the compaction of 5 years into 3 years is rather heavy in terms of study load. Another option is to compact 6 years into 4 years, starting from 5th grade for the same result of Geometry at 8th grade. However, delay the acceleration/compaction into later years, such as after 8th grade into high school is definitely a bad choice. The study load in high school is even more heavier than in RMS.

Please make sure there is no content gap in any math pathway. Whenever there is a gap, parents will have to help our students to make up that gap. It has put burden onto parents/community to fill the gap when our students want to achieve their goal to better prepare them for college.

I don't think it's right to push a child to achieve an artificial goal (ie calculus early as possible). They should be given a balanced education as well as have time to advance socially and emotionally.

I believe the student should be at the level where they are challenged and motivated.

We are forced to go outside learning math because of current pathwaydesign is very bad

I think this year most of 6th Graders are in 6/7A class, so if during coming summer (2018 summer) can offer 7B. Then same thing the next summer offer the other half class(ie. Algrebra or Geomentry). Then most of the students can finish catching up on the math. Again, math assessment tests are still needed or end-of-course assessment so to make sure students understand the materials.

I think the current pathway offers plenty of options to accommodate kids of all levels of math capability and is a very good one.

IN some cases skipping will be a better option because if the child has to do the concepts he/she has already mastered then it will become boring for them and they will loose interest in math

I think it is a great idea of having math placement to assign students to classes appropriate for their levels. At the same time, for students who are not placed in more advanced class, they should have opportunities to move up to a more

advanced level if they are ready. The two options listed above "Compacted math course" and "Skip a math course, based on student's successful challenge of end-of-course assessment" will provide students such opportunities.

Provide pathways so that students (who can keep up) can take Algebra 2 Honors in 9th grade in Saratoga High

The capable students should be allowed to skip more than one level of math courses like previous years placement policy allowed, because there are vast different math levels among students. To encourage the capable ones to continue learning and feel challenged, they should be allowed to advance to the levels that suit them the best and give them the proper challenges.

Elementary students from 2nd grade and up who find their grade level math courses simple and boring should have options to receive accelerated instructions. Then, they will be on a natural readiness path to receive advanced, harder Math education in middle school and high schools. Capable students with extra learning capacities should not be hold back just because they are young.

The math pathway described for this question is to get to CCSS8 by 8th grade. This is unacceptable. How many schools even offer such a slow pathway and call it the regular pathway? The school currently have a algebra pathway by doing CCSS6/7, CCSS 8, and then Algebra. What is this question for? There should be a question for geometry pathway or Algebra 2 pathway. Asking this question on algebra 1 pathway is really a joke because students who want to be in this slow track are not looking for acceleration anyways. I'm very concerned that if the math group is considering only algebra 1 pathway (which honestly already exists), it will not be solving the real problem at hand of geometry pathway and algebra 2 pathway. Please make sure to provide executable solutions for these two instead.

Double-period does not work.
Ideally we want compaction but we should not force all students to go through compaction -- too harsh for some, too easy for others. Let's give students choice. If they are already at a proficiency level through whatever means -- let them skip.

Checked 3 answers however, best would be the compacted course (ccss6/7) as already in place.

My daughter received As throughout CCSS 6. She often felt unchallenged and bored. She tested very highly on her end the the year assessment, but did not pass the 2nd test where she was tested on material she had not yet covered in class. I cannot understand why the district would waste her time with such a test - obviously she would not have knowledge of math she had not yet covered. As a result she was not allowed to go on to the accelerated CCSS 7/8.

My child does not want to sacrifice Spanish as elective

I believe the structure today is reasonable but I would clarify 1) the % of students accepted to higher math levels (accelerated) was low given the high achieving students making up the district, this puts our students at a disadvantage when comparing with other districts 2) the math pathway of a student should allow access to higher levels at at least two instances in a year instead of revisiting this possibility at end of academic year.

"Successful Skipping" is very hard to quantify and seems very individual. How do you really know the long term effects of skipping and when this could impact the student down the line in later courses. Maybe it is OK for middle school, but the impact could be felt later in high school and college -- who wants to take responsibility for that? I think compaction is a better option, so there is no question that the student covered all of the concepts -- yes, they could still have trouble down the line due to the speed and depth (lack thereof) in which the concepts are covered, but this is better than potential "holes" in knowledge that later turn into "sink holes". How "success" is measured is also problematic -- looking at a single letter grade does not tell the full picture of knowledge (grades can be padded with participation, extra credit, etc).

I would have checked the second option (two math courses in a year) IF the second class could be during A period -- I think having an elective during the school day for 6th graders is very important (unfortunately, students needing IL Studies don't get an elective during the school day - maybe there could be an A period IL studies option, too -- that is a different topic, but related to the A period discussion and electives for 6th graders).

What about a CCSS 7/8 course (I believe there is a Big Ideas textbook for the 7/8 curriculum that we do not currently use)? This course could possibly replace the current 6/7A and 7B/8 or be an additional course option. By having 7/8 there are more options, less skipping and (hopefully) less stress. 6th grade students could take CCSS6 as they transition into middle school and are learning how to be a middle school student and delays the decision to compact another year (less stress),

so parents can have a better understanding of what kind of middle school student their child is and better determine what is important for their student. Then the student could compact the following year by taking 7/8 in 7th and then Algebra in 8th without skipping any content (again, less stress and better foundation with no skipping). Also, students who want to get to Geometry by 8th, could take 7/8 in 6th grade which would only be a skip of 1 year (opposed to the current skip of 1.5 years of 6/7A required). For students who take 7/8 (whether 6th or 7th graders), if they don't feel ready to take the high school Algebra class the following year, they could take CCSS 8 to build a more solid foundation before taking Algebra. I think it is important for students to be REALLY prepared and ready to take Algebra so they are successful, since the Algebra grades do appear on the student's high school transcripts. This builds in some supports and options to make sure all are prepared to be successful in Algebra. In summary, course options could be: 6th grade: 6, 6/7A, 7/8 --> 7th grade: 7, 7B/8, 7/8, 8* --> 8th grade: 8, Algebra, Geometry (*8 would be option in 7th grade for students who took 7/8 in 6th grade and aren't ready to take Algebra in 7th grade-they need review).

None of the first 4 options seem superior to existing program.

Redwood offers very limited elective choices. Some of them are multi-year (Spanish). Taking up one extra period for math reduces their choices for electives. Our kids are smart and most kids I see at RMS are underchallenged. It would be good to accelerate them within same time frame

The compacted path can starts earlier than 6th grade, for example teaching 5th and 6th grade course in advanced 5th graders. Also allow multiple entrance points to the accelerated pathway so students are tested entering 5th, 6th and 7th grade.

These are all terrible ideas!!! In a community such as Saratoga where student stress levels are ridiculously high, by offering courses like these students and parents will feel the need to take the most rigorous course load without taking into consideration the need or the ability of the actual student. I fear for the mental well-being of our middle-school students. We cannot turn off our kids' love of learning this early on!!!

I'd prefer two math courses a year if that could be done with out losing an elective.

The compacted math course if preferred. The next option is the two math courses in a year. Private schools accelerate to tmuch higher math levels in middle school than the above.

Summer is a good time to catch up with the steps needed to get on the accelerated math since their schedule is not too intense.

I feel that the pathways offered at this time are appropriate and sufficient. Do you really need to provide yet another level of pressure for these kids? There are community options for those who want to push their kids faster and harder. What would these kids be missing out on if they were to take 2 periods of Math? There seem to be too few options for non-academic electives as it is.

Most private schools offer acceleration options in Elementary schools and the model can be easily applied in a well funded school district like ours.

I don't think any child should be held back from realizing their full potential. If a student is so gifted in math that they are best served and only challenged by being skipped ahead- go for it. And- on a related tangennt- I hope the educational truth is being somehow spread- that the people who rule the world are not all engineers. People with other kinds of skills: creativity, communication l and people skills.... are needed for innovation and to successfully lead a team.

whatever decision it is, I hope this is being well discussed and planned, don't change it every year, OR when there's a parent complain again. I don't think Saratoga has great math path planner from school district, but I don't agree that parents are too dominant while they only care for their own kids.

Through the above acceleration measures, allows students to retake the placement test in 7th grade approaching 8th grade, giving the late bloomers or students whose normal performance affected by language problem (students transferred from abroad and in ELD class) an opportunity to advance. Please do not bury any one student

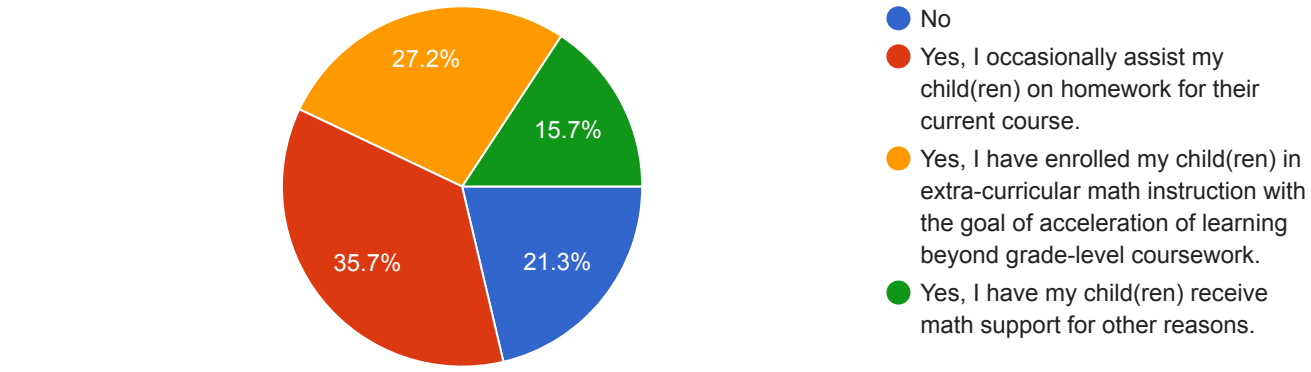
we are forced to go outside because of current pathway design which is very bad to students

Math requires more practice. The more children are exposed to the concepts, the easier it will be for them to grasp and apply.

It's good to provide more math class choices for more students to have opportunities to explore. Some students may not feel they want to go further advance class, but at least they got the opportunity to take the class.

Does your child(ren) receive math support (for example, parent or tutor instruction) outside of their instructional day at school? Please select the response that most closely matches your situation.

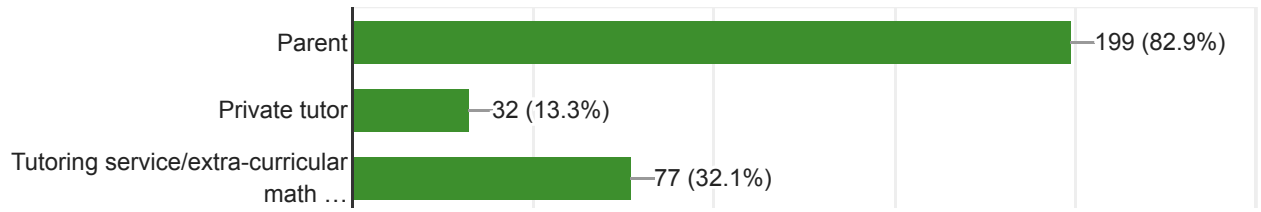
305 responses

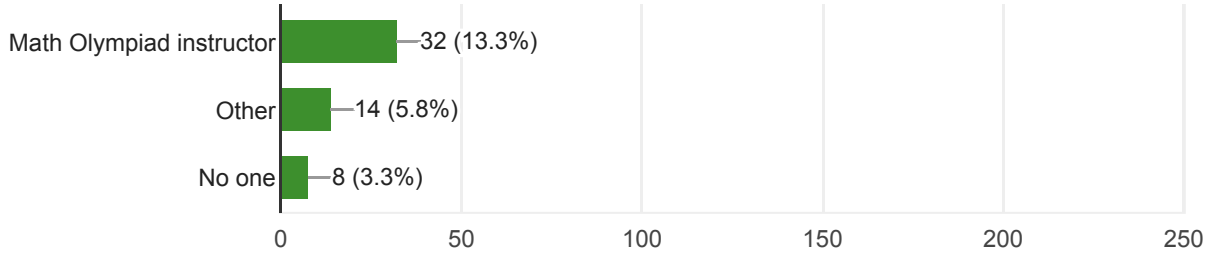


Supports

Other than your math teacher, who assists your child(ren) with math coursework? Check all that apply.

240 responses

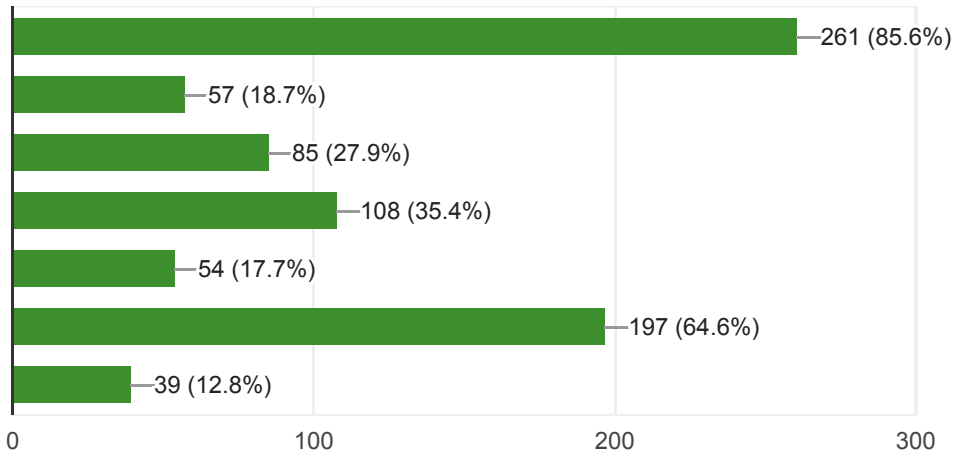




Communication about Math Pathways and Placement

By which of the following methods would you prefer to learn more about the SUSD math pathways and placement process? Check all that apply.

305 responses



Is there anything else you want to share about math courses, pathways, or the math placement process?

110 responses

No (2)

I'm sorry you have to spend so much staff time and energy on this, year after year.

I think more time and energy needs to be spent on reading and writing in the district. I feel more students have more difficulty writing than in math.

Please state the problem you are trying to solve. What is incomplete about the current pathways?

New students coming into the country who perform well in the assessment should be given a chance to take a test to place them in the highest level of math to keep them motivated or maybe have 2 periods of math to prepare them for higher math levels in high school

I find it so outrageous that we are still talking this much about math. Childhood goes by so quickly. There should be time to enjoy it.

No thank you.

The district is not listening to every parent's opinion and this is a shame. My son has suffered from bullying last year because he had bad grades in advanced math. The suffering led to many problems at school and my son is now reconstructing himself in normal math. He feels he is smart again and his self esteem is increasing. My son is realizing that he was not stupid at all but that there was not enough time allowed in class to understand very well concepts. Math teachers were hopeless and always referred to the district's decision.

Openly share the scoring rubric atleast a month before the placement test, so that all parents and students know what they can expect and how to prepare. That also will result in shifting responsibility from the school or district to the parents and students, and will curb feelings of doubt about the placement process.

should start learning / thinking the pathways from lower grades of elementary school. It's late to think about math pathways from the 4th/ 5th grade. Math foundation/concepts/good habits/thinking should start from lower grades which are what I do not see in our elementary school from my experience.

Our math teachers are doing a tremendous job. They are already bombarded with too many accommodations from demanding parents. Leave them alone to teach. They know what's best. To suggest otherwise is not only wrong-headed, but harmful.

Please keep the process simple and let the kids who want to learn be given a chance.

The district should focus on providing more options for remediation and deeper learning at grade level...and listening less to people who want "vanity placement" in particular courses for their children.

Yes, I think there are ways to make better use of instructional time.

First, we are two parents who work 9-5. If meetings are between these hours, we need to have access to recorded meetings via a YouTube channel (you can do this on an apple iPhone & upload in about 10 minutes, so there should be no excuse as to why it isn't done) or you need to provide minutes of the meetings online. Second, I want to have access to the test results on an ongoing basis, so I can see the holes in my children's education as we go along. In other words, don't tell me in 6th grade "Your child isn't going to have a chance to do x and y, because she doesn't understand z, when I could have hired her a tutor for the last 2 years to ensure she is performing at the required level to partake in the classes that will get her to the kinds of schools we want her to attend.

The information should be provided to parents of 4th grade children, so that they can prepare for the test in the middle of 5th grade.

I think the 30 day placement is too late and puts too much pressure on a child.

Yes. Thank you very much for putting so much effort into trying to find a math system that makes everyone happy. I know it's a really hard task, and there are some really strong opinions in the district. I appreciate your sincere efforts to work with the community on it.

Current situation is Very confusing for both parents and students

Saratoga match test placement is too strict to allow more kid go to higher level class , it will affect these kids apply college later on.

Earlier, there was a question as to why I support my children in Math at home, and I had marked "other". I haven't found the approach and pacing in Math education in school suitable for my children.

It is important for SUSD to offer the Math pathway for student to complete Calculus in Saratoga High School, otherwise, we will have to make difficult decision to pull our child out of SUSD and go with private schools that can offer such pathway.

It would be helpful to have a program for the 5th grade parents as soon as possible

Let's be creative and think more broadly about K-8 math education! Raise the standard to "calculus by end of high school." Allow self-determination in initial course placement, but use performance to govern continuation in that placement.

We were given minimal information about these placement tests, when we asked what % of students expect to make it we were given no answer. I honestly thought these were for the top 1-2%, later realized that actually this is more like 30% + . Teachers constantly say that no extra effort/study is required for these. I also think this is very misleading. No resources/guidelines were also suggested.

It’s over rated. Please ask parent not to make it a big deal

Here are a couple things to consider:
1. We want our kids to learn math in school, not outside tutoring
2. We want to have options to advance our kids' math to appropriate level, even at 8th grade
3. The grade level math should match what it was before common core.
And it's very simple to solve all these:
1. Made the compact path grade level, no placement test needed, everyone gets in this path by default, unless element school teacher recommends CCSS6
2. Made the placement test optional, only for the kids who want to go to CCSS7B/8 at 6th grade
3. Offer Geometry as elective at 8th grade, for the kids who are in the compact path can learn Algebra 1 and Geometry concurrently at 8th grade
4. Or offer Algebra 1 and Geometry in summer school, parent should pay for the summer class.

Math at middle school level is general education. School should discourage parents to pre-teach their kids at home. All kids should be taught in school, by school teachers at the same time, instead of accelerating way ahead of school curriculum. What's the point of going to school if the child has already learned everything at home? They end up bored and disrupting the rest of the class.

Simplify pathway selections

I strongly encourage the board to keep the current Redwood math pathways. I believe these address the needs of the vast majority of students. Resist the empty urges of parents to accelerate their children artificially. Such behavior is quite impressive to parents' colleagues in board rooms or social clubs, but is rarely of benefit to the students. Know that there is a huge disconnect between this K-12 "math culture" and actual performance in higher education and in the workforce. The best thing you can do for the students is to provide them with a solid foundation, a reasonable degree of success, and an open mind to Math.

Is it a Redwood expectation that my student be enrolled in outside math help? Are they required to have tutors and extra math classes to succeed in middle school? If so, the district should make this fact more clear in their parent communications. I would also like the math group to look at race and gender balance amongst the math pathways. Is this "rigor" push biased against one gender or certain ethnicities? Which gender and ethnic groups moved up or down a math level after the school year started? What are the gender and racial balances amongst the pathways? Are certain student groups being denied academic success in math based solely on what teachers perceive are their capabilities?

There needs to be a lot of change with the math program. The courses are very redundant, doesn’t encourage creative thinking and doesn’t allow for much advancement.

First of all, I would like to thank the school district's effort to meet all different demands from all parents in SUSD on Math, and really appreciate the hard-working of math committee. Hopefully, we can reach some consent on math pathway and placement criteria, and stick with it.

Also, I agree with Cynthis Miller about the placement tests: THAT IS A LOT OF TESTING! If possible, adopting more efficient test, and test less.

Finally, according to the data provided by the school district, the number of students who changed their pathway during the first 30 days evaluation was almost the same number as the students who were placed after assessment of spring test. Is that indicating something missing about assessment at first, or cut-off score is too high?

Children develop at their own pace. Maybe there should be a regular re-assessment to make sure that everyone is on the right track for them, and not feel like they have been railroaded onto the wrong one.

SUSD has improved a lot in terms of communication and taking inputs from the parents. I appreciate it!

Math placement process is too complicated & wasting a lot of resources.

For comparison purposes and to understand the purpose of the CMSG group, it would be helpful to show on the district web site the math pathways programs as they currently exist. Unfortunately, I looked on the web site for some time and could not find any material about the current system.

Pls provide more choices to students for faster math path

More options for kids and parents, placement test shouldn't be the only option

The more a school blocks parent input or stays rigid, the more it encourages parents to look at outside options. School must embrace the community it is in. Parent/student choice must be considered in placement.

the placement criteria is too high for saratoga students

Would love to hear from college admissions experts about how much math level matters for STEM field admissions to "prestigious" universities. There is too much pressure on children for math as well as boxing in their interests. Children should be encouraged to explore other areas without fear of displeasing their parents. And parents need to be coached about this.

I hope our school can teach kids math more deeply and more variety. Too many math levels did not make sense. Focus on good quality math teaching is more important than separate levels.

Have one placement test that covers a wide range so there is no need for multiple tests.

I did not like that 5th graders were pulled during the instructional day to take the advanced placement test because then all the kids knew who were the smart kids and they knew which kids were going to be in the regular math class. This was terrible for the self esteem of the low kids. I was very disappointed to see our district do this. If kids need to take a class for higher placement, it should be done after school so it is confidential. We do so much to raise the self esteem of the child and this just crushed those who were slotted for regular math.

It'd be helpful to outline how math courses impact the student's STEM path.

None

I believe any math assessments done for the purpose of deciding sixth grade placement should be done outside the normal school day. The time taken away from regular classroom instruction does not respect the time of the majority of students who are not going to qualify for anything but the CCSS math pathway. In years past having 5th grade teachers out to grade those assessments also takes away from all the students' regular math (and other curricula) instruction. The placement assessments should be optional, and done after school or on the weekends. If my child is performing above grade level in fifth grade, and her teacher recommends that she take the assessment, then I will encourage her to do so. Otherwise, I will

encourage and support my child to do her best in math as in all her endeavors, and we will both be happy with her accomplishments based upon her best and earnest efforts.

I love that RMS is asking and incorporating parent input, however I hope they continue to drive the process as educated and experienced educators. We are not the experts, we are the biased parents :-) Thank you!

CHILDREN SHOULD NOT NEED TO TAKE A MATH PLACEMENT COURSE to place into a math level that is a given at other schools. Average math students are being punished for being average. Allow the accelerated math students to advance to college level math if they want - but THERE SHOULD BE A JUNIOR HIGH SCHOOL LEVEL THAT AVERAGE MATH STUDENTS CAN ACCOMPLISH WITHOUT HAVING TO DROP A LEVEL. They are being penalized for attending a math competitive school system.

I think the district should consider the pace of the elementary curriculum and whether there are acceleration opportunities in elementary school. This could alleviate some pressure in middle school. I say this because my children felt that the curriculum moved too slowly in elementary school.

Years ago, when I went to a high school in a middle class district that was not particularly high performing, the standard math pathway got students to Calculus by senior year. It is disappointing that the current system puts pressure on parents to supplement math with outside instruction to open up this pathway to students. In my opinion, a student that demonstrates aptitude in math during the 5th grade placement testing should be able to somehow get onto a pathway to senior Calculus even if that student has not received any prior instruction regarding the 6th grade curriculum. I hope this is how the placement tests work.

The curriculum in the elementary years should match the curriculum in the middle school. Engage NY does not prepare children for the material in middle school. We should seriously consider how we are preparing children at an earlier age so there are a number of years of data to determine where a student belongs when they reach middle/high school and not try to determine the placement over a course of 1 year (that is from Spring in 5th grade to Spring in 6th grade). The lack of offering differentiated learning in the elementary years only encourages parents to supplement outside the classroom. This puts children whose families choose to not supplement/ or cannot afford to supplement at a severe disadvantage. In addition the district should consider using the same cut-off scores of surrounding districts for placement. It will enable more children who are gifted in math to excel. By basing the cut-offs only on the children who reside in Saratoga, we are creating such high cut-off values for advanced courses that children who are gifted in math are being placed lower than they otherwise would in a neighboring district. These children lose their confidence in math. We should think of ways for kids what they are capable of instead of creating bigger hurdles for these children to overcome.

Please listen to everyone, not just the vocal Asian and Indian parents.

The children should be better prepared to take tests through mock tests. What is see is that they lose marks for missing steps in tests, usually the child was not aware of the required step. Also mock tests will help them in time management. Teachers should spend a few sessions at the beginning of the year preparing the kids for this

The math placement process could be more transparent about the decision making details, also could be more flexible based on more factors other than placement test only. Also I hope some sort of on-campus math club could a useful way to encourage kids in math progress, for example, some sort of on-line virtual problem solving contest regularly and webinar (for kids) about extra math knowledge.

Shocked to see the invite in English and Chinese. Did not appreciate having the two interspersed. Completely support accessible information however do not agree with exclusionary actions such as this. Why Chinese? How about the other visible minority groups in our community that I'm sure equally value this information and would benefit from being communicated with in their preferred language. How about the blind, deaf, or those who are illiterate. Come on, we can do better. If you're going to do it for one group, then do it for all. And if you're going to do it at all then make it across the board for all school comms, not just math. All subjects are equally as important and this is where our school system is letting down our students. Math is not King and it's time to stop treating it as such. We don't all have to be math whizzes to provide value to society. Disappointed big time by this study.

It should be a collaborative effort between student's family and district. No parent would want their child to unduly accelerate and suffer in grades; so please do not outrightly discard parent suggestion / opinion saying Math is their culture or they are too pressuring. Every parent wants best for their kids. Pressure doesn't always work.

I wish SUSD would make a decision and stick to it with all things math pathways. My biggest frustration with last year was that information I was sent and information I got from meetings I took my time to go to, kept on changing and contradicting itself. The shifting "line in the sand" was frustrating and made the district look bad. Whenever SUSD "puts its foot down" next on math placement rules, I don't know if I will take it seriously. Best of luck with trying to please all the people all the time. Please choose to do what is best for the students.

Stop the Craziness! Achieve balance in the curriculum and put more emphasis on our student's health. Too many students are stressed out from math, and too many don't love or like math because of all the stress that goes with our current math pathways. BTW, when is our district going to have a nice celebration for our students math accomplishments? After all, they are number one in the state of CA.

This is ridiculous. Prepare the kids in the classroom or admit that you're failing. I should not have to send my kids to Math Olympiad's or whateve. If there are parents feeling that their kids aren't challenged by your curriculum, they can go to private schools or you are not teaching and you needed to start earlier: Minot above it down kids theoarta at 5th grade and ruin their self confidence at age 10. A disgrace to education.

If the student's goal is to enter a STEM field then having a math option which allow them to start learning Algebra I at the 7th or 8th grade levels is of great help. Students on a STEM path should be Introduced to Calculus at grade 11 which means that they should have basic Calculus at grade 11 and Advanced Calculus at grade 12. It's makes learning and understanding Physics much easier when you already understand Calculus differentiation and Integration.

I'm concerned that there is an over-emphasis on math at the expense of other subjects and free time for children.

Make Math more challenging and fun for students! Please don't let them use calculators. It's the surest way to numb their brains! Place students appropriately, so that they're having fun (not being tortured!).

Please don't push the kids too hard. You might get sick of math in high school or beyond.

This math panic nonsense has and continues to drain too much time and energy away from our administration and teachers. I would like to see the executive team just say NO and stick with the program it has.
Parents who wish to torture their children over math can enroll their kids in online extracurricular courses through cyberhigh, K-12 online school or other individualized options. Having children accelerate at school is more about parents egos and bragging rights.

Common core standard is weaker than the previous standard, thus has pushed Algebra into high school. Such standard delayed the course layout for RMS and complicated the math pathways.
1) Common core grade level pathway does not provide adequate preparation for high school and college readiness.
2) To achieve the goal of adequate preparation for college readiness and not to jam the study load in high school, acceleration in RMS is absolutely necessary.
3) Students should be allowed to access Geometry pathway if they desire. This is specifically important to students who wish to take certain science courses in SHS because some level of math courses are prerequisites.
4) There should be no content gap in pathway, and compaction should be arranged properly. Currently, students who wished to finish Geometry in 8th grade would have to make up the content gap of one year and a half outside of school curriculum.
5) When deciding on placement process, student performance, such as grades, should be taken into consideration, with similar weight as placement test scores.
6) Placement process should be transparent and opened to all RMS students. Students in a lower pathway who wish to accelerate should be given chances if they desire.
7) Placement criteria should be fixed, instead of changing year over year.
8) The upwards adjustment on placement should be made as soon as possible, given the nature of moving up a pathway. 30 days is too long for a student to miss out instruction in a higher level pathway when adjustment needed to made for upwards movement.
9) RMS should maintain regular performance progress of each pathway on yearly basis, so as to provide reliable evidence to guide placement process.
10) Parent input should be taken into consideration when deciding on student's pathway. Students may not always have the whole picture at such young ages.

1. It is very important to construct an open and transparent math pathways/placement process; design reasonable placement criteria.
2. Math teaching should ensure students are able to smoothly transit from elementary to middle school/from middle school to high school. As a parent, I can see there is a big gap b/w elementary and middle school in teaching requirements (eg. write down how to solve problem, calculation)
3. As a parent, I hope teachers well prepare for the math teaching, deeply understand the concepts and then clearly explain to students, check students' homework/classwork to make sure students completely master them.
4.Currently math placement causes unhealthy environment in RMS. For example, students/parents compete with each other and even use it as measuring kid's smartness. I hope SUSD can take some effort to cool it down, guide parents/students to reasonably analyze kids current math status and help them move to next level.

I think students will learn well if they truly like Math. It should be fun and challenging. From our experiences, Math teachers play a big role in this case. Some teachers seems only know how to read text book, and other teachers are very good to encourage students to learn and get interested. Math is important, but not everything. High grade/score or accelerated learning path does not mean a successful future. School is the place to teach students to be curious and learn life skills. I am sadly seeing there is a trend in our community to put Math above everything, and forget what really our kids need.

. Common core grade level pathway does not provide sufficient preparation for high school and college.
. Not to burden the study load in high school, acceleration in RMS is absolutely necessary.
. Geometry in 8th grade is important. This is specifically important to students who wish to take certain science courses in SHS.
. There should be no content gap in the pathway, and compacted pathway is the only choice, whether it is through summer, or into elementary or compacted within RMS. Currently, students who wished to finish Geometry in 8th grade would have to make up the content gap of one year and a half outside of school curriculum. This has put too much of burden onto parents and students, whether they have to make it up through external classes online, in summer or somewhere else.
. RMS should maintain regular performance progress of each pathway on yearly basis, so as to provide reliable evidence to guide placement process.
. When deciding on placement process, student performance, such as grades, report cards, should be taken into consideration.
. Placement process should be transparent and opened to all RMS students.
. 30-day is too long. When moving students to a higher level pathway, please do it as soon as possible. It would benefit no one to wait out for 30 days to have students missing out instructions in a higher level pathway.

There is a small group of very vocal parents who want to have things done THEIR way at the expense of the children. I think RMS should grow a backbone and stand up to them. If they want to push their kids with unrealistic expectations, classes, tutoring and grades, they should do so on THEIR OWN time! They SHOULD NOT TRY TO CHANGE OUR PUBLIC SCHOOLS to suit THEIR needs of tiger parents. Enough is enough!

Get rid of math pathway

I "often" had to help my child with his homework, some teachers did not do their job and did not care, they skipped many pages of eureka math (e.g.50-100 pages) so the students did not know how to do their homework, we had to teach them at home until almost 11Pm at night. This happened so many times with she was the worst teachers we ever experienced.

It’s great that the district give parents an opportunity to express their opinion.
SUSD need to have smooth transition to high school for majority at all times ,not only for 10%.
It’s a bad way to limit students potential via 5th grade placement no matter what

I think the double periods math in last year was successful. It had a tight schedule, but it was much better than skipping some chapters. These students who take double periods should have the ability to learn math during the tight schedule. There are not all the students have talent on math. Some students may have talent on arts or something else, so it's important to choose a pathway that fits your child. If it's too hard to your child, he will have difficult time in his math class in high school and will get a lower GPA.

Elementary parents should be informed of this process and the consequence of each of the math pathways. Currently the school just tell the parents about the placement tests and simplify the math pathways. BUT did not tell them what it

actually mean... how it will impact their children in the highschool level and for college applications, etc....

We should be promoting an approach to math that meets all students needs, that allows for differentiation to the widest extent. Children who can do more should be nurtured and not held back, in a way that doesn't harm other students.

I appreciate the district's tremendous efforts in trying to provide a well crafted math pathway to accommodate all students. I think the current pathway is excellent and I do not think why a major overhaul is needed. I think the math placement assessment score cut off probably needs more consideration than anything else. It is better to have the kids be placed in the right level than having to adjust it 1.5months after school starts. Thanks a lot!

It is very important to involve parents who have the common goals for the future of our kids.

I am disheartened to see so much of animosity about math advancement in Saratoga district. We are in tech hub of the country and for kids who want to pursue technical colleges advanced math is very important. Sometimes I feel we give undue support to music(SEF stresses too much on Music) but any talk about Math just raises eyebrows. Given the current college admission landscape, it's high we as a community need to change our mindset about math and embrace the need to advancement.

I talked to parents from other school districts. For example, parents from Harvest Park middle school in Pleasanton told me that they also have math placement test for 5th graders. The school district uses score cutoff to determine whether a student is ready to be placed into more accelerated level. If a student is ready (i.e, score above certain score) for more advanced level, he/she will be assigned. Usually 25% student every year will be in the accelerated path. If students do not pass the score to place in more advanced level, teachers and parents recommendation will be also considered whether it's ok to move the students to a upper level. The students who didn't perform well in the math placement test are given opportunities to move to an upper level in a short period of time.

I heard some other school districts also have math placement test for students entering middle school. But they use a score to evaluate the student math knowledge. The cutoff is a fixed score which does not vary from year to year. Any student beyond the cutoff is allowed to attend accelerated level. Their placement tests focus on evaluating student math concepts and skills. Those school districts never use top few percent of scores to place students.

I have a high school junior at SHS currently. When he was entering 6th grade, it was assumed that he would take what would be the current ccs6/7 path as there was only one path unless the student took the optional assessment to skip a grade. He has exceled in the pathway thus far since middle school and plan on taking AP Calculus as a senior. Whatever happened to less is more? Sometimes as modern parents, we are often guilty of trying to outsmart ourselves. No other subject has garnered this much attention in the district. I think the common goal for parents and schools should be to give students the most opportunity to excel during middle and high school should the student be willing to work hard or harder to obtain them.

Thank you for starting a rigorous process and inviting community/parent feedback on coming up with the best Math pathways options for Middle school students. I hope the end result is a set of Math course pathways that not only preserves the options that students had before but enhances them. Math is the foundation and stepping stone in this age of Machine learning and Artificial Intelligence. We should make sure Students continue to have the option of taking Algebra 2 (honors) and even Pre-Calculus in 9th grade and stay ahead of the curve. Saratoga can be proud of its schools (starting from elementary to middle to high school) and efforts like these will maintain the school district's ranking amongst the best in the nation.

We'd like to emphasis the importance to recognize the vast different math levels among the current student base. We'd like to see a consistent placement policy which allows the capable students to advance to the levels that really encourage them to learn and feel challenged, not getting stuck to the levels that they have to repeat the materials and feel discouraged.

Math courses for elementary, middle, and high school should be planed as a cohesive whole package. Elementary, middle, and high school maths are not discrete units, what students learned in elementary school affects what they can learn in middle school, and in turns affects high school educations, which further linked to university acceptances and the rest of such students' lives. School district should have the same awareness of its education's effects on the future!

Please provide geometry pathway (to stay competitive with what IS offered by other schools and what Redwood used to offer) and algebra 2 pathway (even if this pathway is not widely shared, it should still exists as it used to). To be honest, the

whole math placement is so ambiguous and ad-hoc at the moment that I am considering sending my child to private school next year instead of going to Redwood. I do hope that it is sorted out before then so my child can stay in the district.

Ultimately the district should not assume that they can come up with the holy-grail Math placement criteria that works for everyone. Always allow for students to move up or down based on their ability. Understandably a fraction of parents want their children to go faster than the kids are able to handle, causing stress and all. However, this should be the excuse for imposing harsh placement criteria which holds back otherwise promising students. If there is a mismatch between the students' ability and the course demand, offer support to students and give them chance.
Another area of investigation should be on the effectiveness of Common-Core. So far I am not impressed by CCSS. Sure it is more "rigorous" but the content was taught in a way that does not add to critical thinking.

I would like to share my daughter's experience with her placement testing. After her initial assessment test at the end of 6th grade, she was recommended for the 2nd round to determine if she could go on the the accelerated course. (She was currently in CCSS 6). As she took the test, she experienced multiple glitches. She could not record answers, and had to skip over questions. The test was rescheduled. During the re-test, she again experienced test glitches. She again COULD NOT RECORD ANSWERS, instead having to skip over material in order to complete her test. When she explained what happened, I reached out to multiple times. I attempted to leave voice mails, (her voice mail was always full) and sent emails. When she finally responded through email, she would not acknowledge the problems with the testing in any kind of adequate manner and was utterly unconcerned about my daughter's experience with the test, nor her resulting placement. I don't believe she ever heard the details of my daughter's entire experience - she was clearly not willing to listen to it. When I asked my daughter's math teacher if she could possibly take a course over the summer to cover the bridging material between CCSS 6 and CCSS 6/7 and then be retested before the start of 7th grade, I was told no, that's not how the district works. I am bewildered that a district so dedicated to the subject of math could have such a flawed process and impersonal treatment of their students. To be fair and honest, I don't know if it would be best for my child to take an accelerated math pathway. But I would expect her school district to have a fair, accurate and functioning test, to let prospective "path jumpers" such as herself know ahead of time if they will need to become familiar with subject matter they have not covered in their current math classes, to have leadership that responds to a concerned parent with an important issue they need to discuss, and perhaps most importantly - to take the recommendation of a student's teacher about an appropriate math pathway over a standardized test score.

Areas where children are faring well and where they need help

Nothing else, thank you!

1. The math course names at RMS should reflect that they are middle school (grade-level) courses vs. high school courses, so it is completely clear to all who take Algebra or Geometry that these are high school level courses (maybe CCSSMS = Middle School, CCSSHS = High School or something similar).

Maybe then the pathways could be referred to as the "Middle School Pathway", "High School Algebra Pathway" and "High School Geometry" pathway. I cringe whenever I hear someone refer to the "slow" or "lowest" pathway -- not very thoughtful at all!

2. parents need to know that taking High School course in middle school will appear on their student's high school transcript. They need to be aware of this coming into 6th grade as their decision in 6th grade will determine whether they will take a high school level course in 8th grade (or sometimes earlier) - not just wait to tell the parents before their child takes high school Algebra. What is the impact of this grade on their transcript -- will it be calculated in their GPA or not (I hear conflicting information on this - what if they don't go to SHS? how does it impact college application GPA? etc.)

3. I appreciate the solid line that middle school students are not allowed to skip the high school Algebra course at Redwood. If this is ever considered an option, how would that even work for high school reporting if an Algebra grade has to appear on the high school transcript? How can we (the Middle School) say they can skip a High School level course?

4. should 6th graders take Algebra? This really takes away from their overall Middle School experience in other ways (possibility of not having electives, etc) - is this truly in their best interest as a middle school student? Parents who want this level of acceleration for their students (taking Algebra in 6th grade so they are taking Algebra 2 at SHS in 8th grade) could consider a more specialized math school, outside supplementation (e.g. Olympiad), math elective (if offered) or accelerate again when their student enters high school in 9th grade instead of splitting their time between RMS and SHS in 8th grade. Then if some students do it and it isn't advertised as a pathway for others, this is confusing and parents question

the transparency of the process.

What about offering a math elective for those interested in more math learning. A new writing elective was added this year. Then for students who are passionate about math it is truly about a deeper understanding of how math works or being challenged in a different way and not just the name of the math course (Algebra, Geometry or Algebra 2) one gets to. There are so many fun, interesting options for a math elective. For example, something like data/applications -- the class could work problem solving, statistics, budgets and analysis of different types of data and real life projects/problems from our school district (e.g. RMS sports stats, noon league stats, PE stats, school/district maintenance projects, tech projects, student surveys, etc.), our Saratoga community (the senior center, city hall, high school) and/or broader community (just look in the newspaper to find problems/projects to analyze). Or how about a math elective that focuses on math skills needed for living and practicing these -- household budgeting, asset management, investments, remodeling project, scheduling, etc. Or a business math class. Incorporate use of maker space into electives. So many options! For those that aren't as passionate about math, this elective could still be a class that makes math more fun and they can see the potential and the reasoning behind doing all those math problems - maybe this would spark a passion.

5. please list all of the math pathways available on chart - including Math Basics/Essentials pathway (and Algebra in 6th if this will be offered).

I hope it does NOT get to the point where Redwood offers Algebra 2 - offering 3 high school level courses in addition to the middle school courses would be too much (quantity vs. quality), need to give priority focus to being GREAT at teaching the middle school courses at middle school.

6. I would like to see a comparison (curriculum map) of Algebra 1 and Geometry offered at RMS and SHS - e.g. are they exactly the same, where are there differences, etc. Since we are offering High School math courses, shouldn't our high school math courses match up with SHS (a majority of our students go to SHS)? Why aren't we teaching the exact same Algebra and Geometry as SHS? We are the middle school - we choose the curriculum (Big Ideas) for the middle school courses, but maybe we should use the same curriculum as SHS for the high school courses we teach (Algebra and Geometry). This would build a MUCH smoother transition to SHS - maybe our RMS Algebra/Geometry teachers could share in PD and training with the SHS teachers. While there could be challenges with this, this would be in the very best interest of the students' learning.

7. A study of the SAT/ACT math requirements against the grade-level
CCSS math pathways is needed. Are students at a disadvantage taking the grade-level pathways? Waiting to take the SAT/ACT until senior year is not a good answer in that there are less opportunities to retake. This seems like a more important problem than students who aren't able to take Calculus as it effects all students (not just accelerated students).

5th grade assessment seem way too early.

I have my concerns about long term retention of core concepts when learnt by flipped classroom. While the ability to rewatch the video is good, I think it also discourages people from having to remember things.

In my opinion, there is no need for an accelerated/honors-like math pathway in middle school. If the students are succeeding and are appropriately challenged, there is no reason to offer courses more difficult than what they get in the high school. Teacher support is much more important that student scores and teachers should not feel the need to teach at a high level because most young teens' brains have not developed enough to really understand what is going on. I want my student to leave Redwood with positive experiences feeling that he/she can "do it!" versus feeling like a failure. There is no reason anything past Algebra should be taught at the middle school level. Rushing them through content before they get a good grasp on things is a disservice to everyone, especially the student. I don't understand the rush.

The expected answer format for problems could be more clearly explained so kids do not lose marks by leaving out required steps.

As a parent, I am very concerned about the current math placement & would request for a change.

Please be more positive and more flexible for our kids learning and choosing math classes. Please don't restrict and limit our kids developments. Thank you.

I'm noticing an increase in the number of students in our middle schools/high school that require outside, professional tutoring to be successful. To me this is an indication that they are misplaced in the level of class, the class moves too quickly, or the previous class has not prepared the student for the next class in the sequence. This is especially noticeable in students moving from grade 8-9. What is being done to increase communication and collaboration between middle school and high school teachers to help insure that students are appropriately prepared and have the foundation skills to move on to high school courses?

The current math path would require students to skip one and a half year's course if they want to take the fastest track. This put pressure on the parents and students to study outside of the classroom, take extra classes, etc. I don't like this approach. SUSD should consider accelerating at lower grades, which will ease the pressure for 5th/6th grade students.

Please allow options for children & families to choose the right Math placement. Allow flexibility to move levels based on a well defined performance benchmark. Thankyou for making the effort to do the right thing. Much appreciated.

Other (9)

SUSD Full Day Kindergarten Survey

QUESTIONS RESPONSES 164

164 responses

Not accepting responses

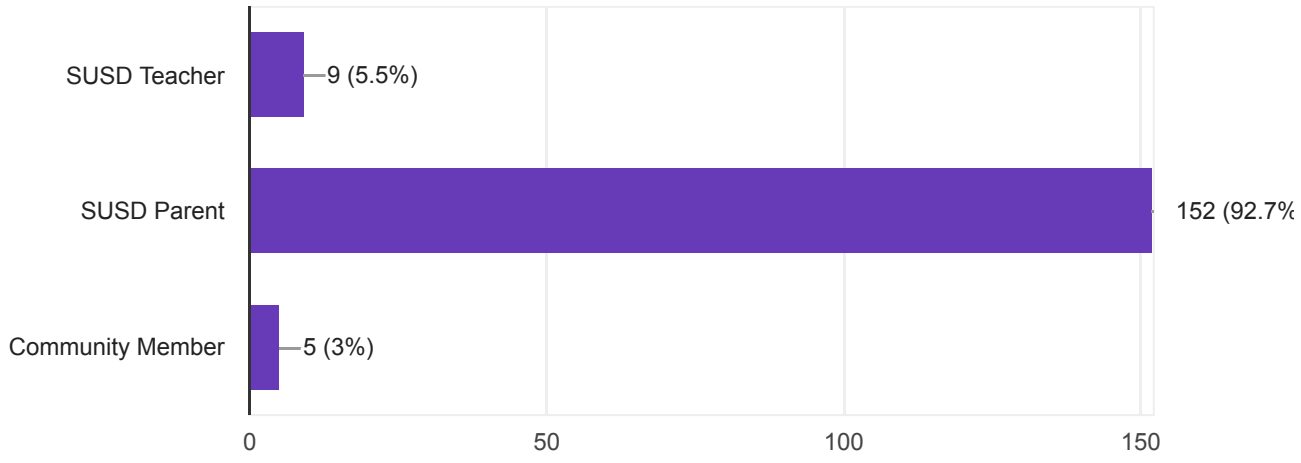
Message for respondents

This form is no longer accepting responses

SUMMARY INDIVIDUAL

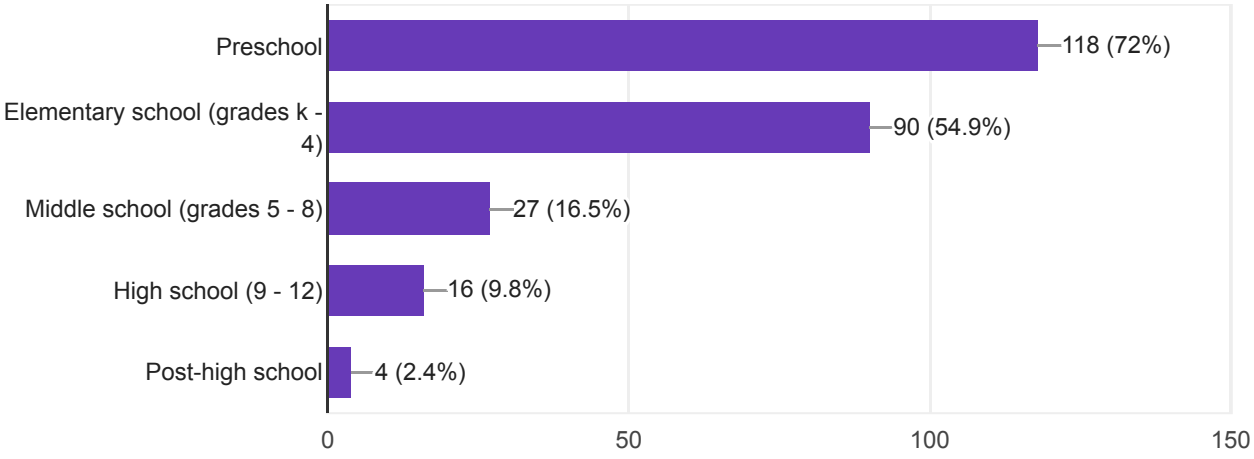
1. I am a (an)

164 responses



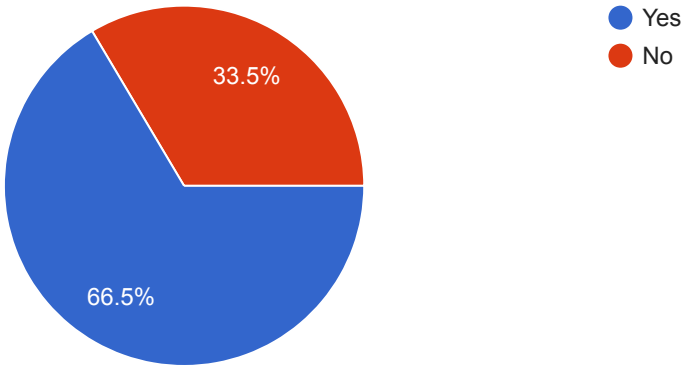
2. Select the age range(s) of the children currently living in your household:

164 responses



3. I will have a transitional kindergarten or kindergarten student in the 2018-19 school year.

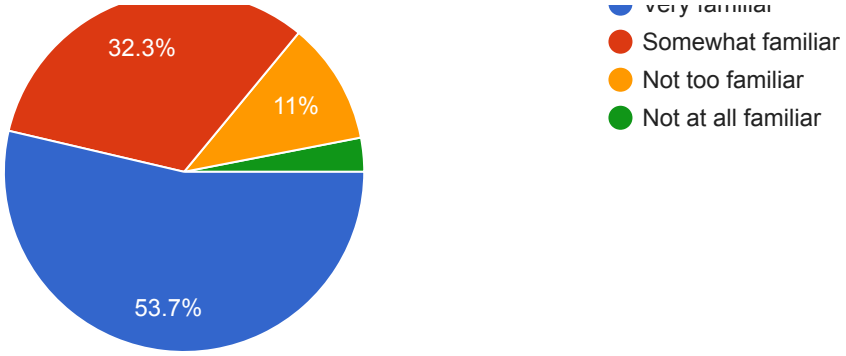
164 responses



4. Overall, how familiar would you say you are with the kindergarten program in Saratoga Union School District?

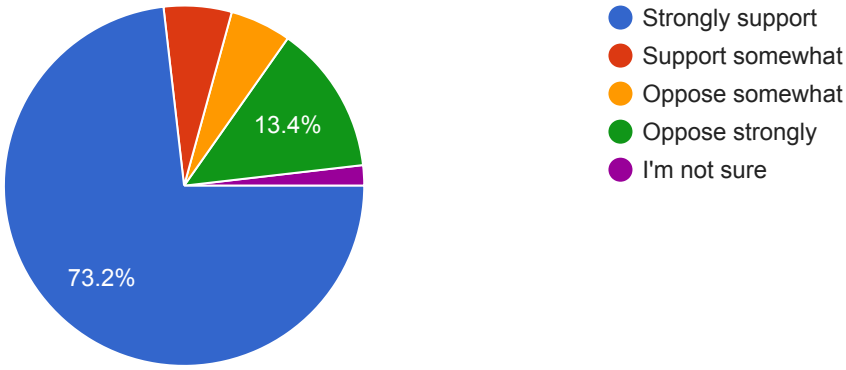
164 responses





5. A proposal is being considered to change the partial-day kindergarten to a full-day program where children would attend a six-hour school day (including lunch and recess) similar to the length of the day for first and second graders. Would you support or oppose changing the kindergarten program to a full-day program in the Saratoga Union School District?

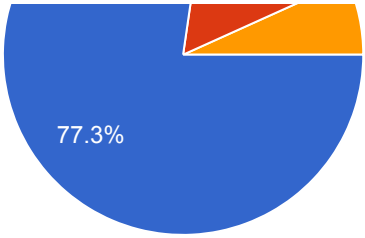
164 responses



6. The kindergarten day should be extended, because it will improve the child's social-emotional and academic preparation for first grade.

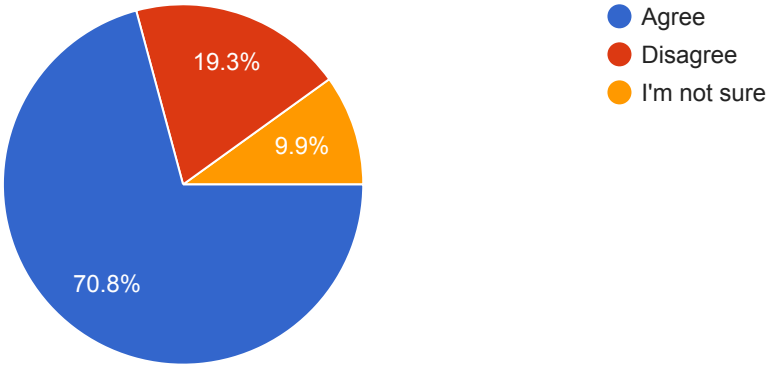
163 responses





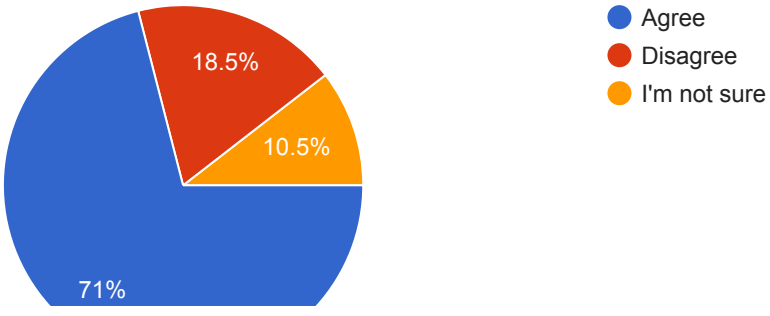
7. The kindergarten program day should be an extended, because it is more supportive of parents/guardians who work during the day.

161 responses



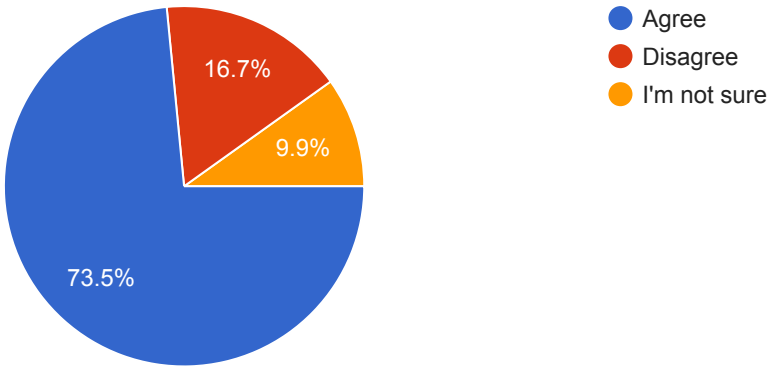
8. The kindergarten day should be extended to avoid children's transitions from daycare to kindergarten to daycare. A full-day program would likely reduce the number and variations of daily transitions.

162 responses



9. The kindergarten day should be extended, because it will give teachers more time to get to know and work with students.

162 responses

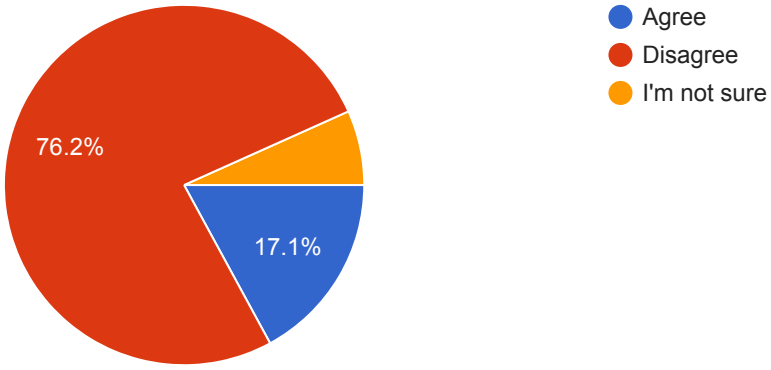


10. The kindergarten day should not be extended, because it will place too much stress on children.

163 responses

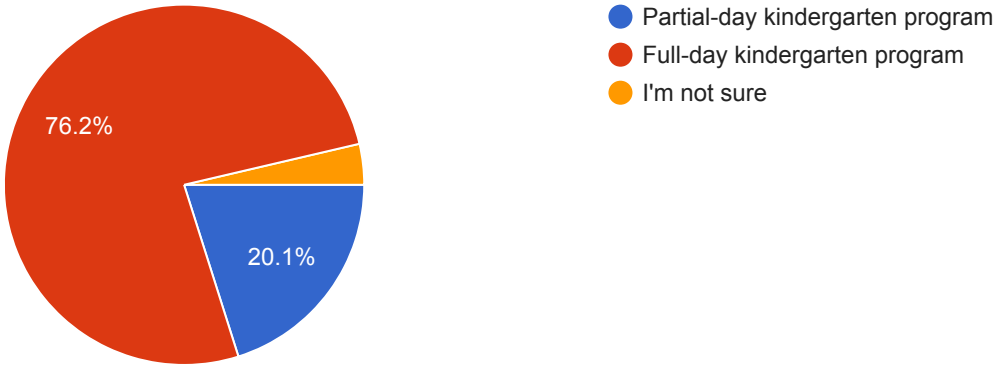
11. The kindergarten day should not be extended, because it will require five-year-old children to be away from home for too long a period of time.

164 responses



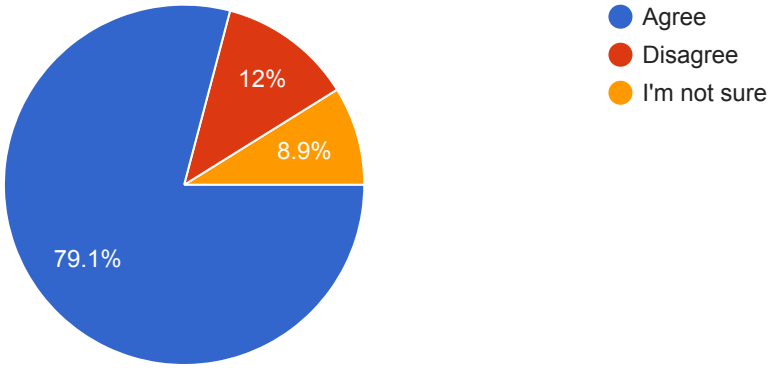
12. If you had to choose between SUSD offering a partial-day kindergarten program or a full-day program, which would you choose?

164 responses



13. If Saratoga Union School District were able to provide full-day kindergarten this coming school year (2018-19), I would be interested in enrolling my student.

158 responses



14. Do you have any comments you would like to add?

80 responses

Have really seen our son blossom when his preschool extended to full day. He became more sociable, enjoyed going to school since it wasn't just a part of his day, and we saw major academic growth.

Having a choice to opt in to full day kinder would be ideal.

My son thrives with a consistent schedule and less transitions. Being in school and learning new things with his peers helps him to be confident and independent.

We have one child, full day will enable single kid more social at school knowing the kids they are in the same class

I am a high school teacher at Saratoga HS, and I highly support full-day kindergarten because my child will be at school anyway until 2:10 and I'd rather she have more time in the same classroom (which is what she's been doing anyway). I do not feel like it's too much to have students have the opportunity to have 2 more hours to do more social-emotional learning and music and even more academic learning. As a teacher myself, and a lover of all things routine and organized, I want my child to have a consistent classroom and teacher the whole day long, if possible. Many thanks for asking for our input!

I think TK and K should be review on full day option separately. TK students are too young for full day in my opinion.

We strongly support the full day schedule and we are happy with the thoughtful process you are putting into making that decision. Ultimately, both options are reasonable and we are excited to join the program! Cheers!

The many "I'm not sure" responses are mainly due to the pros and cons of both programs. For example, I like that teachers are able to reduce transitions and focus on a well-rounded program. I like that students have more opportunity to socialize and bond with other kids and their teacher. However, in the half-day programs, I don't like how kids have a strange schedule each (e.g. 2:10?!) and every day with the half day. Make the half-day the same times. However, I wouldn't like it if teacher's resources and energy are overextended with the full-day program.

While the additional 2 hours does place a burden on the child, my wife and I don't believe this is a significant burden. In fact we actually think there is outsize positive benefit to the child's social and cognitive development.

This is a good idea. Most preschoolers of working parents already attend preschool for full days. Getting therm into a half-day program might in fact be a bit regressive. Parents should be given a choice of whether they enroll in full or half-day program. The extended hours though should be very enriching with stress on Art, music, playground time in open air and

problem solving that involves some kind of social interaction/teamwork. My wife and I look forward to receiving the proposal and contribute to the thought process for this transition! Thanks!

I agree to let the school have the option for parents to choose. My preshooler does not nap for a year, he has been in a full day program right now. Since both my spouse and me are working during the day, if SUSD don't have the full day option, we probably will consider other school which offers full day program.

Strongly support to have full day kindergarten program but also same time teacher should have proper resource to run.

I truly disagree with a full day of school five days a week for 5 year old children because I truly believe children should be children for as long as possible. I know my children will excel academically but I am in NO hurry to impose strict academics on them early in their childhood. My husband and I are both doctors and well educated and I feel my children should enjoy their childhood, run in the mud and get themselves dirty. And I really believe in unstructured play. In the end I want to have happy humans as children. I ask many of my patients whether they are happy in the Saratoga school district and many of them state that the curriculum is too rigorous and they are not happy at school and that makes me sad. Thank you.

I heard many concerns and comments in the meeting today, every child is different and I can speak for mine. My kids love going to school and hate it when school is short or early dismissal. I think kids thrive when they are with their peers. And being in school for additional 2 hours gives them that opportunity. We are really looking forward to full day program.

I feel each child will have different readiness, my child who is in TK is definitely ready for a full day program. It helps that he has an older sibling to prepare him and is used to an all day type of program. It was a big transition from TK to clubhouse and we had to pull him out of clubhouse as he didn't enjoy it largely due to the big mix of age groups and transition was difficult. He loves the socialization, learning, his teacher, homework (he actually does enjoy)!

Thank you for taking the time to include our feedback. Prefer full day kindergarten. A full day would allow better social, emotional, and academic growth and development. We are and have been happy to volunteer to facilitate centers and small group learning, if aides not available.

I think that full day kindergarten is getting conflated with more academics and not allowing children to be children. Social time with peers is important and I believe full day offers greater opportunity for that with fewer transitions which can be hard. We applied and seriously considered private school because of the short days. Very honestly, partial days are hard with two working parents. Our daughter is presently in Pre-K that runs 8a - 530p. When I go to pick her up now, she often tries to talk me into giving her more time with her friends at school, doesn't like it when I pick her up early. I realize this is because she is used to a full day at school and the way her school day is structured with free time/unstructured exploration time (tinker lab/makery, etc).

I have answered " I am not sure" for most of the questions. My reason for doing so is simple....I believe children have an immense amount of energy and always want to do something to keep them busy. I believe that the number of hours a child spends at school shouldn't be the focus, it's what they do at school that should be the main focus.
If 4 and 5 year old kids are expected to do more academic work at school in the full day program then I am not in favor because that adds more stress to the child and something they won't look forward to. On the contrary if the full day program can be made more unstructured where the kids are free to explore, do pretend play, do cooking classes etc then that can be beneficial for the child.
The same child at home may be watching unnecessary TV or do solitary play etc. Purely rejecting the idea of full day program because children will get too tired doesn't hold true in my opinion because children can play all day - it's the mental stress of academic learning that should be limited so that the focus can be on development of the whole child. Also a no homework policy should be adopted for full day programs.

If SUSD chooses to keep a half-day kinder program, can you guarantee my child will experience a lower student-teacher ratio, allowing the teacher more opportunity to get to know and work with my child, during the afternoons of the long days she is at school? Or, will the current system of combining students in to a single kinder classroom to give one teacher a full student load in the afternoon, and negating the benefits of a reduced class size, continue? If under the half-day program my child will not be experiencing a lower student-teacher ratio in the afternoon, then I advocate moving to a full-day kinder program.

I am a mother to four children. A current 4th grade student at Saratoga, a 1st grade student at Saratoga and three year old twins. When my 4th grade student was in Kindergarten, we lived in Maryland and his Kindergarten was a full day. He started

school at 8:45 and left at 3:20. At first, this transition was tricky, but he quickly adapted. I felt that his day at school was actually more relaxed than my 1st grade student who attended Kindergarten at Saratoga last year. I feel this was true because there was less of a sense of "needing to cram everything in". I volunteered weekly in both of their Kindergarten classes. When I volunteered in my 1st graders class last year I noticed they were constantly rushed and pushed to finish projects or they were left unfinished, and had to pick back up the next day. There is a lot to be learned from starting a worksheet, a book or a project and finishing. At 5-6 years old, a child's attention span is short and having to resume a worksheet or project was disruptive to their learning. I feel that my 4th grade student was more prepared academically and socially for 1st grade. Both my older children enjoyed school and were well educated in Kindergarten. The biggest difference I noticed was allowing the child they appropriate amount of time to complete their work which lead to a less stressful school day.
I am in support of the full day option.

I have one child going into K, one going to middle, one going in HS and one in the oven. Even though I am a stay home parent, it is very difficult to struggle the inconsistent school schedule each school offers. It was tough going thru TK with the 2 extended day (as this wasn't consistent throughout the whole year as well) and then having to deal with middle school's minimum day, select day schedule throughout the year. It created a very chaotic schedule for me and there were a few times I forget to pick-up my child thinking he gets out of 2:10pm instead of 12pm. Prior to moving to Saratoga, all my kids had a consistent start and end time M-F from 8:30am-3:05pm except for Staff Development Day and my kids didn't have a problem or any complaint about the day being too long. Kids will adjust and consistency is very important. With the extended day now, my TK sometimes takes nap and sometimes don't. It really throws off his schedule. Also, studies say that kids ' ability to learn most is first 5 yrs of life...even at K, I prefer my kid get as much in as possible early on to setup a good solid foundation. Some parents were talking best interest of the kid. When my child gets off early at 12pm, he just spends more screen-time at home on his ipad. I prefer he develops more social and problem solving skills at school or at a larger setting with other kids.

I would strongly support a choice for parents, perhaps 1 elementary school having a partial day program and others with full day program. There is a lot of division among parents on this issue and having the options would help unify the community. Thank you for providing this forum and asking for parent opinions. We love this school district.

Sorry I missed the focus group meeting. My oldest had little league and my youngest a) can't be out that late and b) I wasn't sure if I could bring him.

I currently have a child in K. I think to have a 1/2 day is a complete waste of time/waste of a year. Both my current K and my current Pre-K children have been attending an 8 hour preschool for the last two years. I think it is more detrimental and stressful to have them attend a 1/2 day of K and then another 1/2 day of unstructured after school program with children up to 5th grade. We'd rather if our child spent the entire day at school learning, and thus was in their after school program for less time.

Yes, I believe the full day kindergarten program provides consistency for our children. I think the children at this age do better when they have a consistent routine for 5 consecutive days. Additionally, hopefully it will encourage more enrollment to the our schools. I hope the full day kindergarten is implemented in 2018 -2019 so that my child can benefit from it.

Is there anything wrong with what we have now? Are the kids not able to keep up in first grade? Must it change? It’s ok for kids to stay kids an extra year. We don’t have to rush everything. They don’t need so much schooling. It’ll all come in due time.

My child will be attending SUSD either way and we are thrilled. We are fine with either a partial day or full day. It may be nice to have it optional for kids to go home early if parents want that. We will support whatever decision is made!

I like the full day program. But can SUSD provide the half day program to the parents who prefer half day?

My son has been going to a full day preschool and pre K program and love the combination of reading, art, play and writing that he gets to do at school - It would be a regression to go back to a short day and he would need to be provided extra coaching and classes so that he doesn't forget the skills he has learned and get bored with the curriculum.

Most of the kids already go to full-day preschool or daycare for working families, it's a natural transition to TK/K with full-day program. Also, it helps kids to be better prepared for 1 grade.

I have already have had a Kindergartner go through the partial-day kindergarten program and although it worked out just fine, I feel a full day program would be much more beneficial for my student overall and for our family. Especially since I will have to pick up a 4th grader at 3:00, it it would be easier to have both pickups that were closer together for both kids.

I trust that the SUSD teachers will handle the change with grace and dedication.
Partial extended days is hard on the routines that we are trying to establish. I believe the students will still get a lot of play time and benefit greatly from the consistency of the full day with Wednesdays early out.
Clubhouse is a great way to watch the children until parents are able to pick them up, but the grade level dynamics can be burdensome to the 5 year olds.
I will enroll my child with either decision, but I really hope the 2018-19 school year includes a Full Day Kindergarten.
Thank you.

please allow our children to be children

I would love to have my kids with her teacher for full day.

I am a big fan of the SUSD kindergarten program and will enroll regardless. I like the system as-is because I know it works; the partial-day system gives teachers more time to attend to the kids in a small group. I am not opposed to a full-day schedule, I just worry about the loss of that small group time. I also appreciate the concerns of other working parents. My work schedule does not permit me to pick up the children until 6pm so I have to put them in afterschool programs anyway. The switch to full-day might be significant to other parents, but I expect it would only save me a few hundred a month.

The educational research available does not show any long term benefit to children in a full day kindergarten and any short term benefits are correlated to children in a lower socio-economic neighborhood (compared to that of Saratoga). Also, as working parents, we prefer to choose other options for our children instead of more public school hours and you would be taking that away with a full day program. If a full day program is going to be implemented, at least make it optional so that you are not imposing this "more public school hours is better" requirement on the group of families who do not want it. California education truancy laws do not apply until age 6 and most kindergarteners are coming in at age 5. Please make a decision soon so that parents who oppose can decide whether to attend private school.

Now-a-days most of the kids are staying for more than 6 hours in some sort of pre-K school. So it won't be strenuous for kids to transition into full day kinder program

I strongly believe that my child would thrive in full-day Transitional-Kindergarten and Kindergarten because of social-emotional and academic benefits from having a full-day of structured learning while interacting with SUSD's excellent teachers.

First and foremost, this is about the kids and what is best for them and not what best for the parents' schedule. I think it's a great idea that the kids have more time with their teacher and classmates to bond, interact, and learn through extended full day program. My daughter is currently in TK and loves her extended days with her teacher and classmates. On the days she does not have extended days, she would ask to stay and play with her friends afterschool. She tells me that she does not have enough time to play with her friends! I feel if she was in school full time, she would not ask me. I fully support the full day program and would love to see my daughter get the most out of her time and education at school. Thank you so much.

The best part of the partial day kindergarten was the split-class. This allowed teachers to focus more on individual students instead of being constantly overwhelmed with the entire class. If full-day kindergarten happens, the teachers NEED an aide in the class to help. I spent at least two days a week in my daughter's kinder class of 18; I speak as a concerned parent.

Yes, I hope full day kindergarden program can start as soon as possible.

If the program stays the way as it has been, then our daughter will just have to go to clubhouse. While that is not the end of the world, we would much prefer she stays with her teacher and classmates until the school day is over. This would be less confusing for her and we feel that it would be consistent with her current experience at her preschool. We are in full support of a full day Kindergarten!

In my experience, the current partial day program adequately prepares kids academically and socially for the all day program that follows. It is a great transition period and doesn't add to stress levels for parents or kids. Question- what is the

solution for parents of two kids that would have to go to separate schools (due to TK)and need to be at school at the same time?

Don’t do this. Research does not support this.

We really appreciate the consideration as other school districts such as Cupertino have already done it. This help parents and kids to have consistency in the day structure. As many kids have both the parents working, our kids are going to be away from home anyway by extending the school hours, we definitely get consistency and better discipline for the day.’

I encourage the full day kindergarten program for SUSD . As a parent I think this will certainly be a positive influence on the child socially , emotionally and academically . Also , child will be more confident for future grades .
Most children by the age of 5 are already attending an extended / regular day program in their pre -schools . It will be more stimulating for them to have a enriched extended program .

The best option would be to offer 1 class each for full and half day kindergarten. My personal choice is half day but is not very helpful for the child and parent who is working full time to transition kids between kindergarten and daycare every single day.

I STRONGLY support a full day kindergarten. Not only is it more enriching for the children to get to know their teacher, classmates and environment more, but it also provides the parents more time to spend at work and other activities to be able to even AFFORD to live in the SUSD district. If if stays at half-day, parents have to arrange for MORE out of pocket spend for EXTRA transportation and daycare - and this is not ideal and likely one of the many reasons why so many people are LEAVING the SUSD and bay area since cost of living is way too high.

Full day (please, please, please)

School's primary focus isn't daycare. By all appearances this appears to be a daycare play vs. what's best for the kids. What would be ideal is to have one school in the district that has the 1/2 day kindergarten program and have the other school(s) offer a full day program if parents want that. Have both.

I am strongly considering other kindergarten options if this is something I have to be worried about at this point . My daughters attended the school with the traditional kindergarten schedule and it was perfect for their age and stage of development . I am extremely concerned about the physical ,mental , and emotional demands this will put on our five-year-old kids . Kindergarten should be an introduction to school and not so taxing for them , especially to meet the needs of working parents which makes no sense to me. The fact that Los Gatos district voted against this idea should be an important consideration. I am truly hoping that other parents share these concerns and that Saratoga school district continues with the traditional half-day program . Thank you.

Please find a way to make up for the small group instruction that will definitely be lost. Aides can absorb groups of students and give them smaller group instruction since the teacher will always have 20 kids. Please help the teacher to complete required assessments for reporting periods if she has 20 kids with her at all times. Please allow the students a transition into the full day by starting out with shorter days for a number of weeks and giving the teacher time to assess needs.

I strongly believe that SUSD should provide full-day kindergarten from the first day of the school in 2018.

We would consider private schools offering full-day kindergarten in lieu of public with partial-day.

I think most kids would adjust just fine to the full day kindergarten. It would give the children more time to spend with their classmates and their teachers, which I think is beneficial for the students and the teachers. If SUSD does go to full day Kindergarten, I think the program should include resting/down time activities for the children. Also, the kids' energy level/mood should be monitored and communicated to the parents in case the child's bedtime or schedule needs to be adjusted.

Keep the current partial day K schedule until the end of Sept. Then, change to full day K schedule starting October for easier transition.

Many kids are already in full day preschool programs

The preschool my daughter currently attends is full-day. She is thriving at the school. My partner and I are actually concerned that going from a full-day instruction to half-day instruction could be a set back to the development she has made. We are excited at the opportunity to enroll her in such a wonderful district, but have hesitations about enrolling her in a part-time kindergarten program. We wonder if private school may be appropriate for one more year. I am very excited to hear that the district is considering full-day, I think it is the most beneficial choice for families and for our kindergarteners.

Thanks for hearing the parents :) We really appreciate your effort on this matter.

Full day kinder program will allow teachers to get more time with students. This will help them to provide much better personalized attention towards the needs of each child in the class.

Thanks a lot for your concern, we need Full-Day K Program.

I strongly support full day kindergarten. My child is already attending full day program in pre-kindergarten in another school as both my wife and I are working full time. I also concern the delay of academic progress due to shorter school hours.

At this age, play-based learning should be the priority. With additional time, should not come more worksheets, but more fun and learning. If it is to be more worksheets and handouts, then I do not support a full-day. If it is to be a day full of activities, songs, reading, and play-based learning, then I am in support.

The kids of kindergarten age are so ready these days to attend a full day program that I do not see any reason not extending the kindergarten to a full day program.

Question 13 has no appropriate answer if I will not have a kindergarten student next year. Question 2 has the grade range for middle school in SUSD wrong; I went by the grade level not the type of school.

FYI: I currently have a kinder enrolled and a 1st grader. Both my kids were in full day pre-school programs (8:30-5:00pm) and it was very challenging to figure out after-school options and the constantly changing schedules for a working parent. Thankfully we made it work, but for kids transitioning from full-day care, kindergarten felt VERY short. I understand for kids who are coming from being at home or only partial transition, it is a change. But if a 3 year old can do an all day pre-school program, a 5 year old certainly can do an all day program. Just build in more rest time and free choice.

For me, small group work is important for kids that age, while also keeping in mind the shorter attention span of kids that age.

It was tough for my kid to go to less time at school when he transitioned to KG rather than the full day when he was in pre-school/pre-k (His daycare had similar structure for the full day without distinction between school and daycare.)

There is always clubhouse for parents who need it. Also- please consider SAFETY - pick up time is nicely staggered and managed because of three different outlet times. It was not that long ago that a kindergartener was killed in the parking lot at foothill school. Parents are on their phones, teenagers are picking up, parents/ grandparents possibly with English as a second language or new to the school pull across traffic at Saratoga elementary, etc.

A better option would be to hire tutors for parents who want them, at Clubhouse. Many kids are too tired to learn in the afternoon, and extended day will be an exhausting environment for them. My daughter is excelling in First Grade and hated "long day" in Kindergarten. It's too much stimulation, whether academic or due to the sheer added noise/interaction. Some kids are introverts or more sensitive. And, they need to move and use their bodies at this age especially. Dual working parents can hire private tutors or send them to Kumon if they feel it's best for their children. Don't force this on everybody, because it doesn't benefit most of the children.

Neighborhood school districts (Palo Alto, Cupertino, etc) also moved to full day kindergarten program. Realistically more people moving in, more double working parents. In order to support growing working families, full day kindergarten program would be really helpful and more kids will enroll in.

The program that is currently used works nicely. It helps transition students into their first year of "real" school (which is very different than preschool/pre-k) and it allows for small group instruction in the afternoons. If SUSD were to move to full day, I hope the teachers would be fully supported so that it can be as successful as possible. Kinder aides would be a key part of this change.

I would strongly recommend a full day program as this will help the child stay in a focused program for the whole day and also get to know teachers and friends better.

13 is Agree IF i had a child entering Kindergarten (all my kids are older); nap time should be an option for kids who need it to get through the full day

As full time working parents, the full day doesn't impact us as much since we will require after school care regardless. We are supportive of the "full day" as long as the teachers have the support they need and are in favor of the new schedule. I believe in quality time vs quantity. I would rather have a shorter, better quality day and better experience vs an extended day with a reluctant ant teacher. We believe our children will have the rest of their lives to learn academics. If the day is extended we'd like to see it focused on life skills and the arts/music (manners, art, singing, storytime, etc) not math and science.

Each child is different and handles the school day differently. Perhaps, providing an option of full day or half day would be beneficial. Those kinders that want to go home before lunch, could go home. While, those that want to stay full day, can stay. Another point to consider is that I think that full day kindergarten prepares them for the transition to first grade much better, academically and socially.

If a full day kindergarten is implemented, I believe it is important to provide the same teacher to student ratio for some part of the school day similar to the teacher student ratio that was in place during the afternoons with the current schedule. That is the drawback to having a long school day for all Kindergarteners. They will be losing that small group time that usually focused on reading and writing. The individualized attention that each child received in the afternoons was beneficial to their growth as a learner. This small group time will be harder to achieve when a whole class is present and it may be disregarded because it is difficult to manage. If the district and teachers can find a way to keep the teacher to student ratio similar to what was in place in the afternoons, then the students will continue to receive enriching and individualized instruction. My hope is that whatever schedule is decided upon, each child will still get the attention and support that they deserve by having either more adults to help guide them or a schedule that will provide for small groups in the classroom.

Preschool programs are longer than the current half day kindergarten.

We in Saratoga are pushing are children too hard!! Let kids be kids and have play dates! Developmental needs are more important at this age- play, ride tricycles and learn through play- not all day academics!!!! No need for full day kindergarten!!

My kid was one of the youngest in her kindergarten class and she told me she wished she had long day everyday. She was ready for it because her preschool ended at 2.15pm.
She also really needs consistency in her schedule. She was confused going from short day to long day. I think if we had started off with long day everyday, then it wouldn't have been a problem because the expectation was already set.

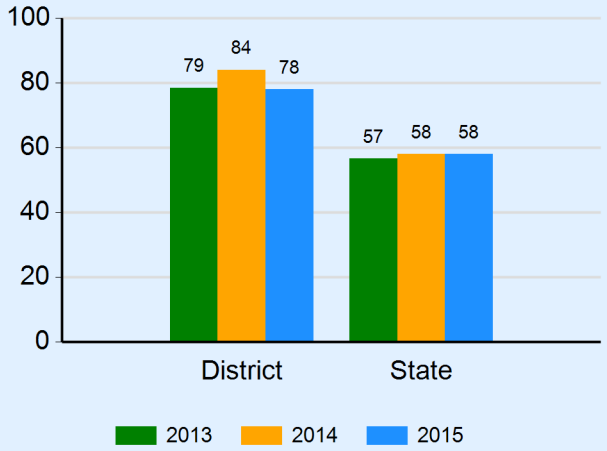
Address:
20460 Forrest Hills Dr.
Saratoga, CA 95070

Local Control Funding Formula (LCFF)
State Priorities Snapshot
2015–16 Reporting
Saratoga Union Elementary

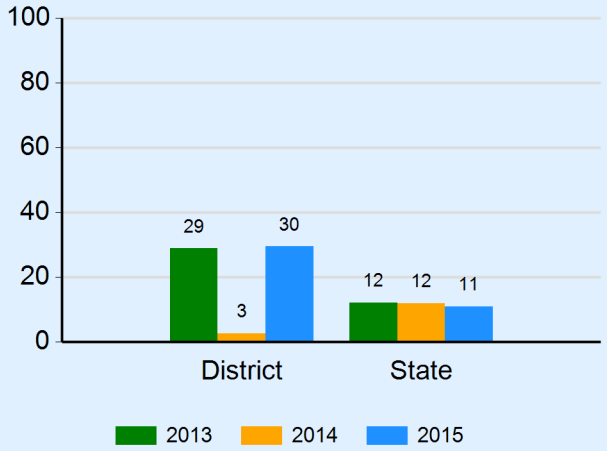
County-District-School Code: 43-69682-0000000
District: Saratoga Union Elementary
Grades Offered: K-8

Student Achievement

Percent of English Learner Students Who Made Progress Toward English Proficiency

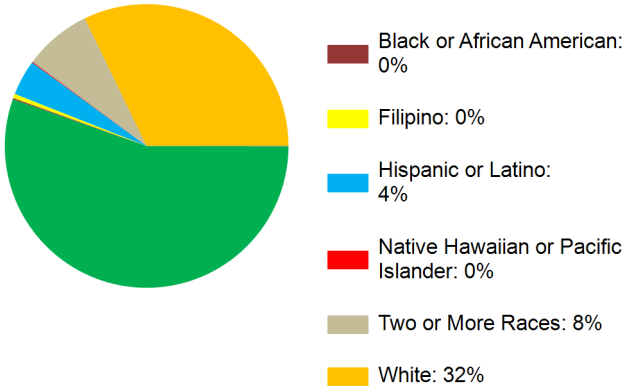


Percent of English Learner Students Who Were Reclassified



Enrollment (2,069)

2014-15 Enrollment by Race/Ethnicity

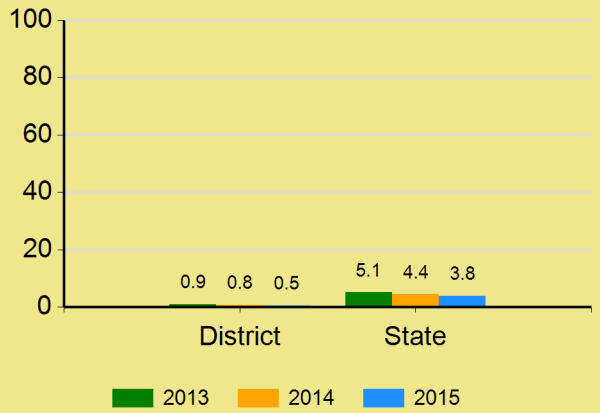


2014-15 Enrollment by Program Eligibility

English Learner (EL)	123 (6%)
Socioeconomically Disadvantaged (SED)	22 (1%)
Students With Disabilities (SWD)	204 (10%)
Foster Youth (FY)	0 (0%)

District Climate

Percent of Students Suspended



Percent of Students Expelled

Level	2013	2014	2015
District	0.00%	0.00%	0.00%
State	0.13%	0.10%	0.09%

Student Engagement

Middle Grade Dropout Counts and Rate

Level	2013	2014	2015
District	0 (0.0%)	0 (0.0%)	0 (0.0%)
State	2,870 (0.6%)	1,185 (0.3%)	1,262 (0.3%)

Middle Grade dropout counts include all students in grade 8 and students in grade 9 for schools where the highest grade of enrollment is grade 9 (e.g., 7-9).

Student Engagement: Student Groups

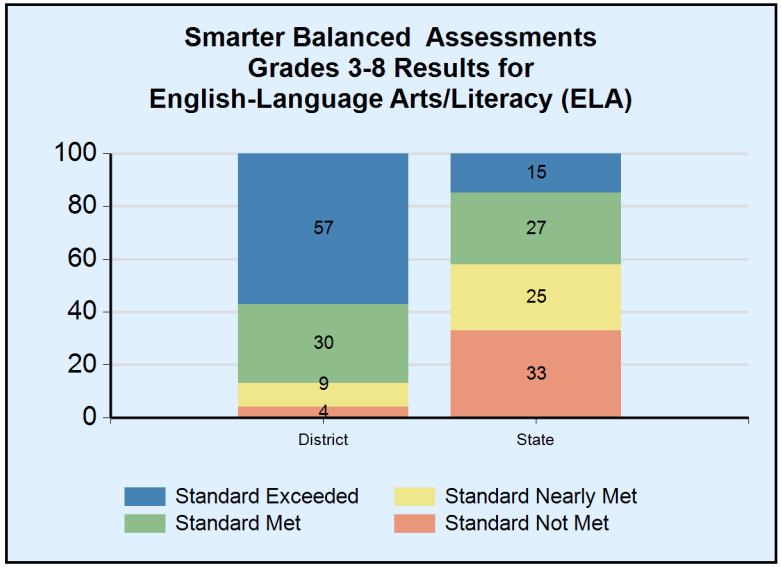
Middle Grade Dropout Counts and Rate

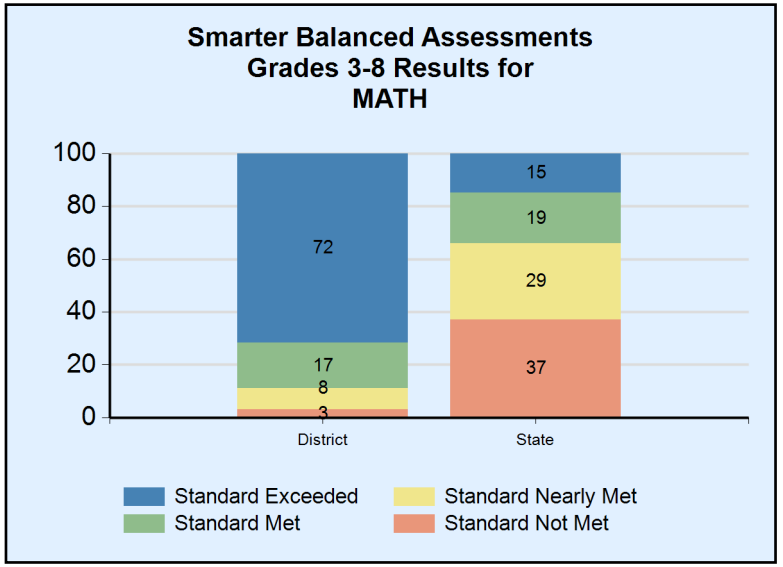
Race/Ethnicity	2013	2014	2015
Black or African American	0 (0.0%)	0 (0.0%)	0 (0.0%)
American Indian or Alaska Native	0 (0.0%)	0 (0.0%)	- -
Asian	0 (0.0%)	0 (0.0%)	0 (0.0%)
Filipino	0 (0.0%)	0 (0.0%)	0 (0.0%)
Hispanic or Latino	0 (0.0%)	0 (0.0%)	0 (0.0%)
Native Hawaiian or Pacific Islander	0 (0.0%)	0 (0.0%)	- -
White	0 (0.0%)	0 (0.0%)	0 (0.0%)
Two or More Races	0 (0.0%)	0 (0.0%)	0 (0.0%)

Program Eligibility	2013	2014	2015
English Learners	0 (0.0%)	0 (0.0%)	0 (0.0%)
Socioeconomically Disadvantaged	0 (0.0%)	0 (0.0%)	0 (0.0%)
Students with Disabilities	0 (0.0%)	0 (0.0%)	0 (0.0%)
Foster Youth	0 (0.0%)	0 (0.0%)	- -

"- -" : Data not available or the student group had less than 30 students or less than 15 students designated as foster youth.

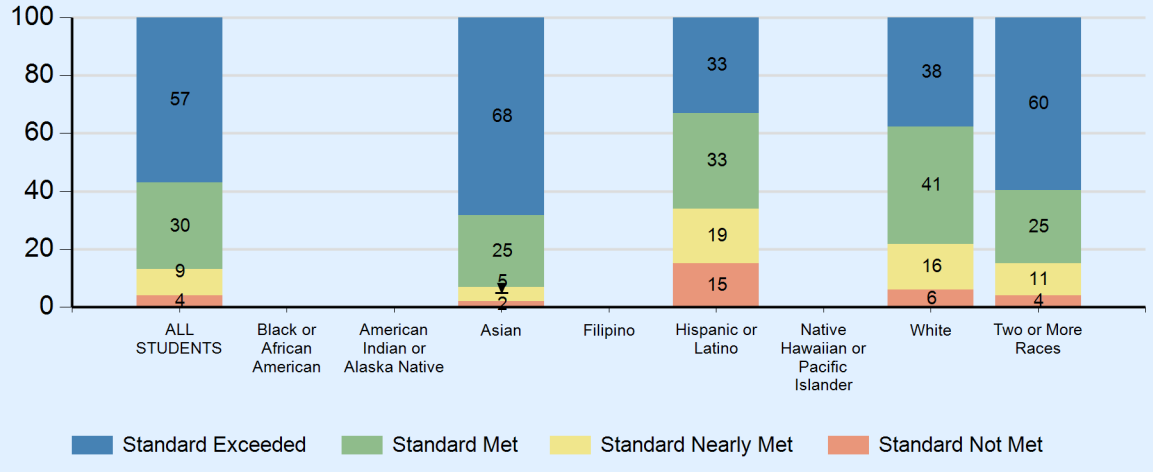
Student Achievement

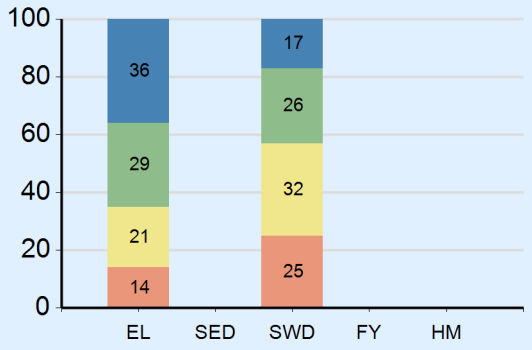




Note: The first administration of the Smarter Balanced Assessments in ELA and mathematics occurred in the spring of 2015. Therefore, only one year of Smarter Balanced data are available.

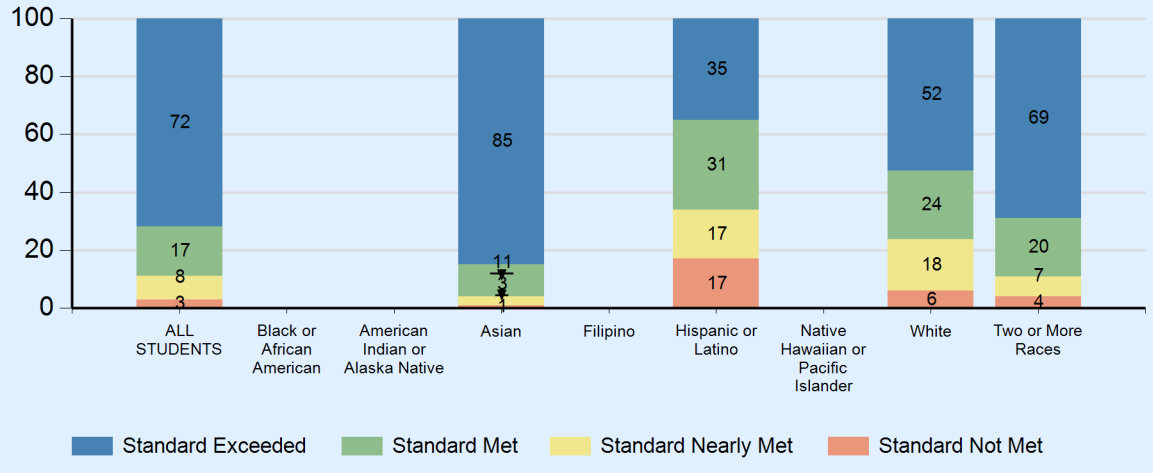
Smarter Balanced Assessments Grades 3-8 Results for ELA

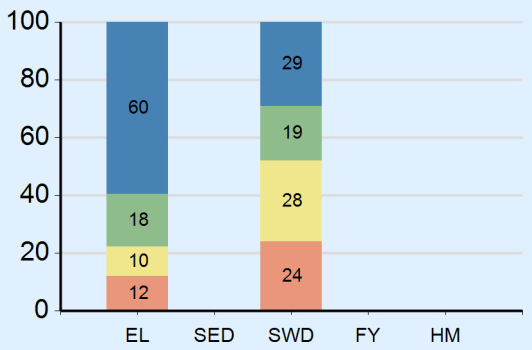




EL: English Learners
SED: Socioeconomically Disadvantaged
SWD: Students with Disabilities
FY: Foster Youth
HM: Homeless

Smarter Balanced Assessments Grades 3-8 Results for MATH





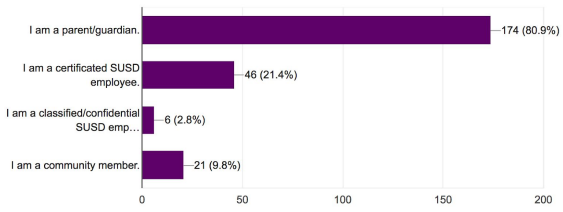
EL: English Learners
SED: Socioeconomically Disadvantaged
SWD: Students with Disabilities
FY: Foster Youth
HM: Homeless

SUSD LCAP Parent and Teacher Survey

215 total responses

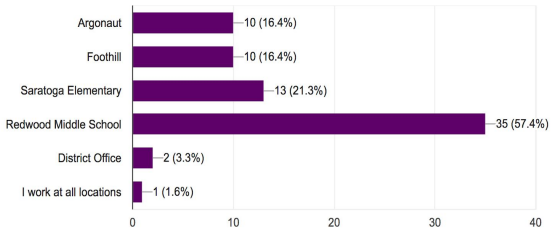
Please check all descriptors that apply to you.

215 responses



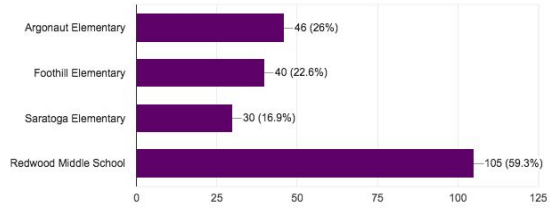
If you are an SUSD employee, at which location(s) do you work? Choose all that apply.

61 responses



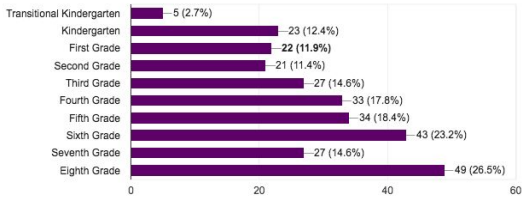
If you are a parent/guardian, which school(s) does your child(ren) attend? Choose all that apply.

177 responses



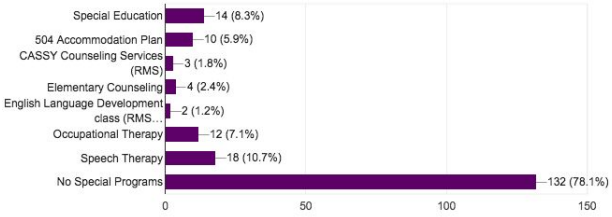
Indicate the grade level(s) of your child(ren). Choose all that apply.

185 responses



Please indicate all programs in which your student is participating. All individual comments are CONFIDENTIAL ...ot be shared. Choose all that apply.

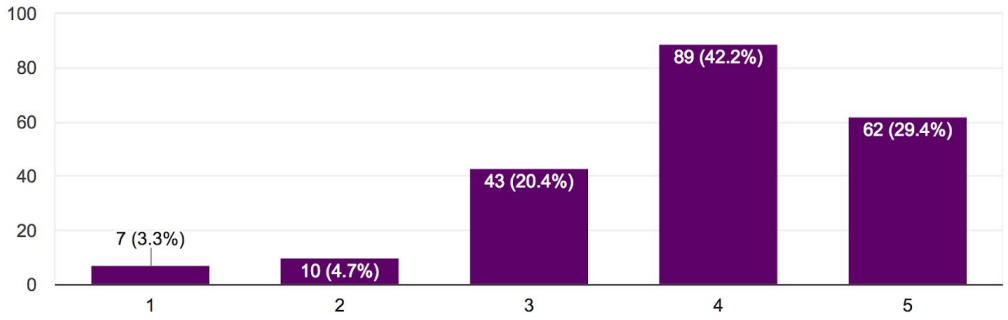
169 responses



STUDENT ACHIEVEMENT & ENGAGEMENT: SUSD strives to provide and support engaging, high quality instruction which promotes active learning and maximizes student achievement.

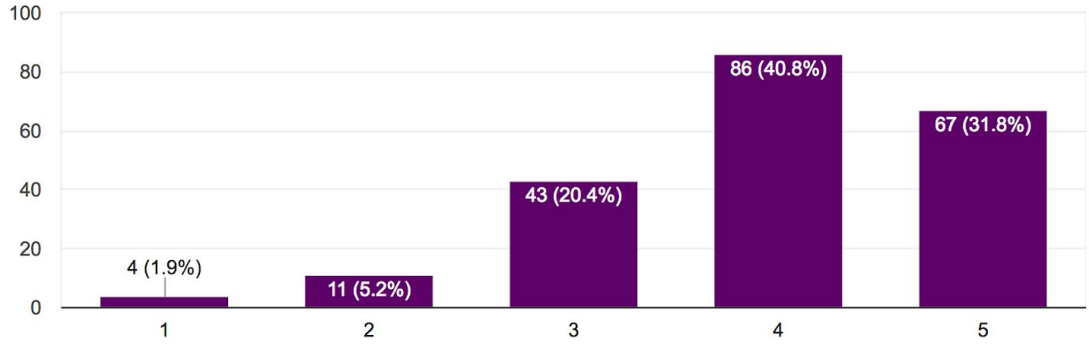
How satisfied are you with the level of instruction provided for our students?

211 responses



How satisfied are you with student engagement in school?

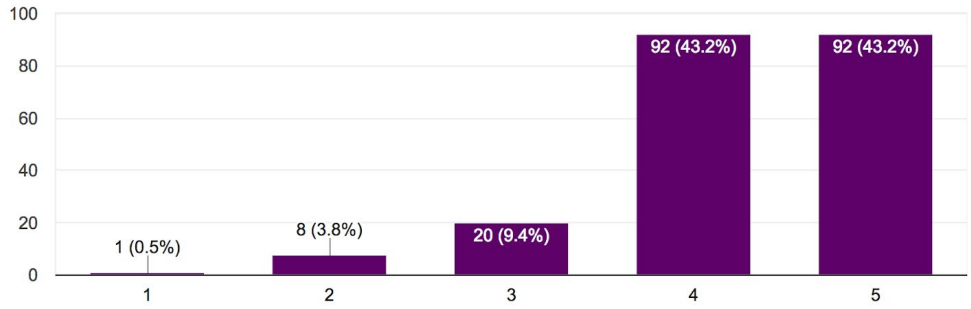
211 responses



SCHOOL CLIMATE: Keeping our students and employees safe and secure while at school is our highest priority. We work diligently to maintain a positive culture in our schools where students are able to practice open, two-way communication and problem-solving with their peers and adults.

Do you agree that our schools have a safe and positive learning environment?

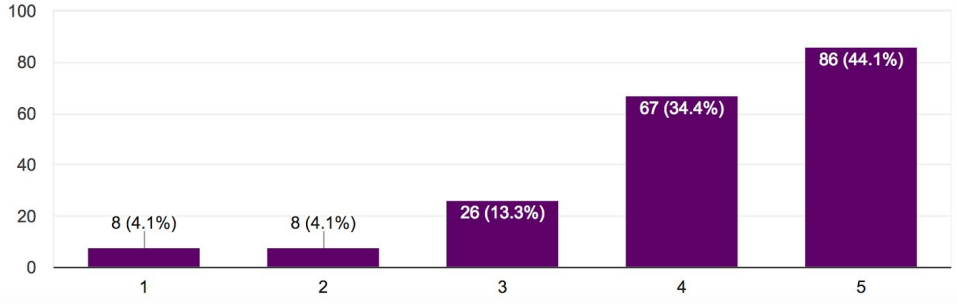
213 responses



PARENTAL INVOLVEMENT: Our district values parents and supports parental involvement in schools. We communicate with parents or guardians about individual student academic achievement and options for supporting students. We provide parent/family education on student achievement and social-emotional development at the school and district levels. We maintain a high level of regular communication about school events and activity opportunities with parents.

How well does your child(ren)'s school keep you informed on issues and encourage you to be involved?

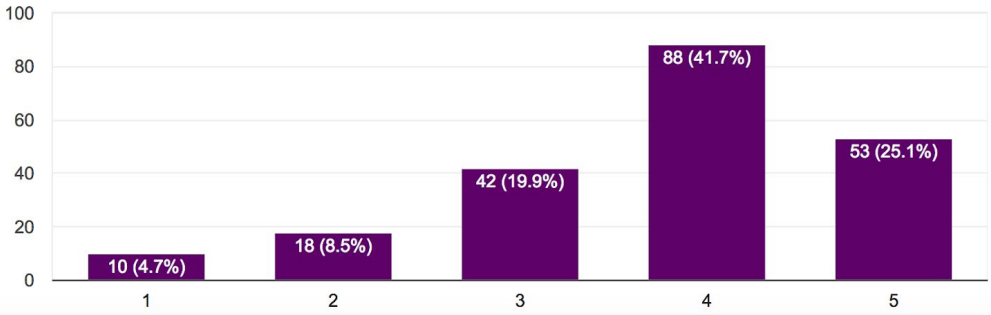
195 responses



COURSE ACCESS: SUSD has a rich tradition of providing a curriculum that focuses on meeting the needs of the whole child. We are committed to ensuring our programs and curricula are relevant to the real-world, reflecting the knowledge and 21st century skills our young people need for success in both college and work.

How much do you agree with the following statement? The students at Saratoga Union School District are being well prepared for high school and beyond.

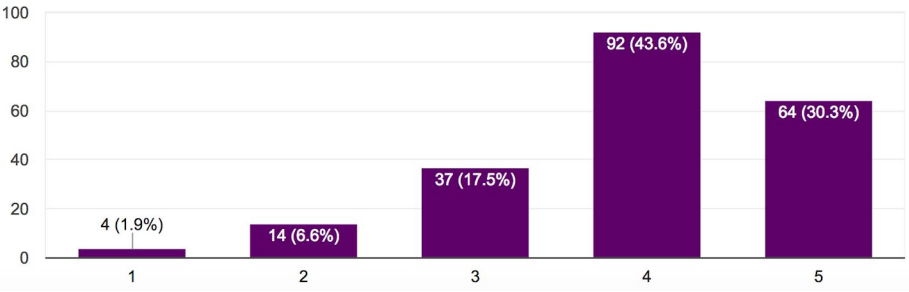
211 responses



BASIC SERVICES: Access to appropriate textbooks and learning materials, along with appropriately credentialed teachers, is important to ensuring that students succeed in school . Our district ensures that all students have textbooks and access to all the materials they need for their classes. In addition, we know that having well-maintained schools is important to student learning and pride in their schools.

How satisfied are you with the quality of our facilities and availability of instructional materials?

211 responses



Argonaut Parent and Teacher Survey Comments

Number of Responses: 52

Question	Average Response (1 = Not Satisfied; 5 = Very Satisfied)
How satisfied are you with the level of instruction provided for our students?	3.9
How satisfied are you with student engagement in school?	4.0
Do you agree that our schools have a safe and positive learning environment?	4.3
How well does your child(ren)'s school keep you informed on issues and encourage you to be involved?	4.0
How much do you agree with the following statement? The students at Saratoga Union School District are being well prepared for high school and beyond.	3.5
How satisfied are you with the quality of our facilities and availability of instructional materials?	3.7

Argonaut: How might our district improve student achievement and engagement?
The school expects the students to do advanced learning outside the school and exhibit high levels in school especially Math. Unfortunate part school/district do not state it openly hence some parents are unaware and whose children suffer. Most of the students do tutoring outside of school to keep up to the race.
Encourage more parental involvement...have them be invested in the whole child.
I think K should be all day. Most of these students have come from a full time preschool and are going to a program that is half day. Most of us have to fund afterschool care - and the care isn't educational. Furthermore, I'm lucky to have a fast learner - there is very little time spent on any 1 subject. I'd hate to have a child who took longer to learn. I can't imagine why we aren't full day already - would give us more time to cover the topics and more time to reinforce concepts taught.
I understand that this is a competitive school system. But, I feel that kids who may not be superstars in math are marginalized. Why isn’t there a prealgebra for regular students? Instead, it’s at such an accelerated level, that regular students are forced to move to ccss8. Ccss8 is too easy and there is no middle ground option for kids who are not math superstars. I have four children throughout the saratoga

school system. I feel that teachers know how to teach kids who excel but regular kids are forced to drop levels that are “appropriate”. Is this a testament of the student’s skill or lack of teaching. We teach our kids too early that they are not good enough. Instead of confidence building, we teach them at an early age that yes indeed they are being compared and found lacking. Instead of ccss8, there needs to be two different tracks for pre-algebra.
less homework. happier home, less stress, more time to grow and think
the math instructions are falling short. We are forced to use outside instruction since what is taught in class is not enough. The students need more time to work on a new concept such as exercises, homework and other resources. Kids are being pushed ahead without proper preparation
Why is it that some students don't have access to the robotics, Maker space, and tue/thu morning get up and move around classes? It was not fair that the school provide the resources to only some, but not all students.

Argonaut: How might we improve the climate in our schools to ensure that all students and employees feel safe and connected to their schools? (optional)
Ensure that parents buy in to Project Cornerstone and the need to develop the whole child and for them to be children - to be able to play. They will be happier, and the "world" will be a better place...not being facetious here.
Have more mindfulness and personal wellness opportunities and training. When teachers are healthy, happy and engaged the students are too. It improves school climate as well.
Middle school teachers can pay more attention to each individual student’s performance.
My daughter is continuously/daily teased about her weight & size - and she is not overweight and only in Kindergarten. What in the heck is going on? How can their be such a focus on body size/weight in K?
Only a couple of Argonaut students got to do the water conservation research project, robotics demo or innovation lab project. How come the opportunities were not offered to other students? How come only a hand full of students got to do certain projects but others did not? How come we only found out about those type of learning projects in the local news or from the SUSD board meeting minutes afterwards?
Since our campus is open without fence. I strongly recommend to allocate resource to have security guards and patrols to monitor any suspicious activities and reduce bullies in school.
squash the competitiveness around math

Argonaut: How else might the schools of SUSD encourage and support PARENT INVOLVEMENT?
Better IT support and training for using office and communication software. Access to the same system for the PTA.
Could not find the school site council teacher representatives names for 2017--2018, what were the goals and where was the agenda? the meeting minutes were not available to view either.
Have some way to "strong arm" parents to read and buy in to the philosophy of meetings needs for all

aspects of their child/ren.
I feel like the higher the grade level, the less parent involvement, but I'm not sure how SUSD can encourage more of that since we cannot "require" or make it mandatory.
In additional to regular email communication, I would recommend school to share the academic materials school use at the beginning of school year, and all reports that school enter to the system regarding student achievement to let parent know child's progress. Knowing child's strength and weakness in school definitely help parents to involve communication and engagement.
make volunteering mandatory so a few don't carry the burden
There seem to be a big disconnect between argonaut and the district. I just found that from the MO coach last night that the 5th graders will have Mars test next week, but the kids already have so many events scheduled in March in argonaut on top of those district sponsored events. We were forced to pick and choose what our kids could participate otherwise it would be impossible to keep up. The students could not fully participate those activities and reach their maximum, argonaut overloaded their schedule in March. I don't think stressing out the kids and making them so busy in March make sense, the current schedule in argonaut is not reasonable at all!

Argonaut: How else might the schools of SUSD prepare students to be high school and "college and career" ready?
5th graders are not prepared for middle school expectations. It is a big challenge for parents to get the kids to become responsible for their homework, test prep etc.
Again, let them play.
Again, please provide equal learning opportunities to all students, not just some.
Being college and career ready is not only academics but daily lives ready. Students need skills to help them to be independent going into high school / college - time management, organization skills, communication skills, money management, even daily skills like cooking and sewing are important
I think SUSD needs to work for more "life and life" readiness for students. Most kids are under tremendous pressure from home to be the best in academics - not much else matters sometimes.
less homework so by the time they get there they are not burned out
Less restrictions, more options
Middle school teachers give more attention to individual students and be more accessible through office hours or tutoring time.
Need stronger curriculum especially in language arts. Many writing concepts are not taught at SUSD but are taught in other schools like Cupertino.
No one speak up for Argonaut about its largest classroom size.
Please provide detailed printed or on-line curriculum and schedule to parents such that we can keep pace with classroom's progress and know future path that my child will learn and experience. And please take parents' feedback regarding homework and learning materials.
The amount of homework is excessive which promotes unnecessary anxiety and stress negatively affecting emotional health. There needs to be better balance for students to pursue other activities. Don't

want the kids to be burned out even before starting college.
Traditional curriculum MUST be supplemented with real-world workshops, themes, and other activities. There is very little of this in the elementary schools. I have friends from Palo Alto and Los Altos whose children have classroom Skype sessions with other countries, week-long workshops on Marketing 101 and other real-world themes led by parent volunteers, and other high-quality after-school activities that focus on creative writing, cooking, foreign languages, and other very interesting and also challenging topics. Saratoga is very good at the traditional, basic state-mandated curriculum, but they really need to supplement in a more strategic, coordinated way to best prepare students to excel and thrive in the real world.
While the elementary school provides a nice environment for early childhood learning, the Math curriculum is a bit too slow for the students and as a result students are not prepared for the middle school Math curriculum as well as they need. Some students benefited from extracurricular activities such as Math Olympiad, and Argonaut are already quite a bit ahead of the other schools in that regard, but the overall level of Math education is still not aligned to the demand from middle school and high school.

Argonaut: How else can our district ensure that all students have access to 1) appropriate textbook /learning materials, 2) appropriately credentialed teachers, and 3) well maintained schools?
Argonaut Elementary School is not in good physical condition. The materials and instructors are excellent, but the facilities are not on par with the other three schools in the district.
I am curious about the appropriately credentialed teachers part- what is SUSD's criteria and statistics on nationally board-certified teachers? The overall quality of the teachers seems good but not great. Facilities and learning materials are fine.
I recommend school to let students bring home their textbook/learning materials regularly. Like I stated above, as a parent, I can only guess what my child learned from the homework brought home. I also feel one dedicated teacher per classroom is better for students. A full-time committed teacher make teaching more efficient and more responsible. There are too many two-teacher arrangement in Argonaut, please evaluate this arrangement.
Improve quality of instructions
Middle school math teachers, please spend more time preparing kids for tests with exercises, homework, problem sets, etc. Don't surprise them with difficult questions in tests when their practice problems are all easy. Don't make math more challenging and stressful than it should be
More science labs
Ongoing teacher training is important, and making sure that student / teacher ratio is met according to State requirement. And is there a rule about substitute being in the classroom not exceeding a certain % during the school year?
Smaller classroom size beats everything else.
Standardized reading program for all with training, materials, and support.
We'd like to see phonics being taught to the district students. It is an important part of the language

learning. However, so far, we don't see any phonics related topics being taught in the district.
What happened to the water filters for the kids? They talked about it since last year, where are those filters?
Why is it that the staff has access to clean or filtered water in the office while the students water filters never get changed in the classrooms?
Why is there no district adopted LA programs? How are the teachers able to manage their time while they have to search around for LA materials? Lots of money is being spent on several teachers who are out the classroom and direct contact with students, yet class sizes in some grades have increased. math support 5 days a week is being pulled from the struggling grade level math students. It is hard to watch SUSD cut back on support for grade level students, yet there is SO much time and energy spent on the advanced math pathways. Janitors could be doing a better job.

Foothill Parent and Teacher Survey Comments

Number of responses: 47

Question	**Average Response (1 = Not Satisfied; 5 = Very Satisfied)**
How satisfied are you with the level of instruction provided for our students?	4.0
How satisfied are you with student engagement in school?	4.1
Do you agree that our schools have a safe and positive learning environment?	4.3
How well does your child(ren)'s school keep you informed on issues and encourage you to be involved?	4.2
How much do you agree with the following statement? The students at Saratoga Union School District are being well prepared for high school and beyond.	4.0
How satisfied are you with the quality of our facilities and availability of instructional materials?	4.3

Foothill: How might our district improve student achievement and engagement?
Achievement is not really an issue. Kids need less homework, more time to play, and more time for students to be creative and engaged in differentiated activities that promote creativity, passion, and a love of learning.
Being careful who you are hiring and listening at the parents of children that had been bullied by teachers.
better communication from teachers to parents
Fewer rote worksheets in kindergarten, more hands-on learning
I would like to see more Math differentiation in elementary school.
Make learning more fun in the upper grades. There is so much homework and not enough balance.
More PE
More small group engagement.
More support for reading during the day.
Plan more parent and child activities. Father/Daughter or Mother/Son dances at the elementary level or middle school level. Or Donuts with Dads and Muffins with moms in the mornings.

There seems to be a lot of busy work, at the cost of students not being able to develop better writing skills and depth in Math. I understand that teachers do have to teach the curriculum, but perhaps we can look at what other schools (private and public) are doing in terms of students' academic development. It isn't clear that CCSS or our implementation of CCSS is adequately preparing our students for high school and beyond.

Foothill: How might we improve the climate in our schools to ensure that all students and employees feel safe and connected to their schools?
A zero tolerance for bullying would ensure that ALL students feel safe. There have been instances of subtle bullying, which have been brought to the attention of staff. In these cases, strict guidelines and one or two day suspension needs to occur.
Be careful who you hire, mental health and train them to not be biased.
Better monitoring during recess so students don't necessarily get isolated.
Build security gates surrounding the schools like Rolling Hills Middle School
Have more mindfulness and personal wellness opportunities and training. When teachers are healthy, happy and engaged the students are too. It improves school climate as well.
Encouraging more interaction between students and teachers may help in members of the community feel more connected to our schools.
I think teachers need to feel valued and I think that students need to feel valued as well. We live in an area of so many pressures and we are continuing the cycle by putting so many hours of homework on our kids shoulders each week. If students could learn the importance of balance then maybe we would have a happier society down the line. I also think the friendliness towards people in our schools could be improved. We, the adults should be modeling more kindness and empathy toward others.
Social bullying is still an issue at times.
What action can be taken toward repetitive bully behavior from some students?

Foothill: How else might the schools of SUSD encourage and support PARENT INVOLVEMENT?
Answer their questions or at least have the courtesy to follow up.
Nice to do things after hours - even though it's hard on teachers.
Parents reaching out to other parents and sharing the rewards of volunteering at your child's class and site.
I am NEVER informed when my student is is doing poorly in class- D’s or F’s from teachers. We have IEP’s and teachers Never follow them. No communication at all!!
Possible to simplify the email messages? Some important dates/events are buried in the long emails from district, school, ...

I feel like the higher the grade level, the less parent involvement, but I'm not sure how SUSD can encourage more of that since we cannot "require" or make it mandatory.

Foothill: How else might the schools of SUSD prepare students to be high school and "college and career" ready?
Do you have a gifted or children talented program? What do you do with children that are in front of knowledge comparing with their peers?
More collaborative efforts so kids learn how to deal with each other.
They need to have more community outreaches. Students need to be more in touch with our community by helping and serving.
Most students in SUSD appear fairly well-prepared for high school and beyond, but it isn't clear if it is due to the work the students do outside of school (through the large number of classes they take outside), or through school. It would be interesting to track the progress of students who don't receive outside help (and parental assistance limited to only school homework) to see how the students are doing.
Team work! How to be a team player and work with others without taking over and how to treat teammates.
I haven’t worked in the high school district, so I have no opinion about this questions. I think each grade really prepares my child for the next. So I hope that continues at the 8th grade level.
Math is the foundation of all science. However, the common core math is taught in a very complex, meandering, and confusing way, even we parents w/ STEM Ph.D.s often find it difficult to comprehend. Math should be a fun and beautiful game w/ great simplicity. But mostly kids are bored in classroom w/ time spend in the common core drawing and writing, not really practicing math. On history, while overexposed to the details/facts of the 21 missions in California, students were not exposed sufficiently to the US and world history (Greek, Egypt, Maya, and etc) and geology. We can't just leave those to Magic Tree House and Percy Jackson books. As parents, we feel frustrated to see kids' prime time for learning and curiosity are not best directed. Can school district adopt education materials/HW that are more encouraging and forward looking? I understand there are state requirements and this is probably beyond what school can do.
Being college and career ready is not only academics but daily lives ready. Students need skills to help them to be independent going into high school / college - time management, organization skills, communication skills, money management, even daily skills like cooking and sewing are important
Teaching a more rounded education. Social skills. They can also have a bright future outside STEM...
Traditional curriculum MUST be supplemented with real-world workshops, themes, and other activities. There is very little of this in the elementary schools. I have friends from Palo Alto and Los Altos whose children have classroom Skype sessions with other countries, week-long workshops on Marketing 101 and other real-world themes led by parent volunteers, and other high-quality after-school activities that focus on creative writing, cooking, foreign languages, and other very interesting and also challenging topics. Saratoga is very good at the traditional, basic state-mandated curriculum, but they really need to supplement in a more strategic, coordinated way to best prepare students to excel and thrive in the real world.

I see a lot of examples of addressing 21st century learning skills (1st grade speeches, maker space, etc.). Please continue to innovate and focus on creative thinking and collaboration.

Foothill: How else can our district ensure that all students have access to 1) appropriate textbook /learning materials, 2) appropriately credentialed teachers, and 3) well maintained schools?
$$$ as always
District officials and Principals should "sit in" on all classes regularly, and assess objectively if they would be happy if their own child was taught that way - is it adequate, is it engaging, can it be improved, is the teacher the right fit, etc?
Everything is great. You didn't ask about this, but would love a change in hot lunch provider. The food is not great (need updated menu options with hot vegetable options). I've seen other school districts have much better options. This would help working parents a ton...
Have reading, spelling, and grammar materials adopted by the district and provided to the teachers. Please have clean(er) bathrooms, clean(er) staff rooms, and nice(r) landscaping.
I am curious about the appropriately credentialed teachers part- what is SUSD's criteria and statistics on nationally board-certified teachers? The overall quality of the teachers seems good but not great. Facilities and learning materials are fine.
Ongoing teacher training is important, and making sure that student / teacher ratio is met according to State requirement. And is there a rule about substitute being in the classroom not exceeding a certain % during the school year?
Paint interior and exteriors, new carpet in elementary classrooms could be replaced.
textbooks - 5, appropriate credentialed teachers 5, well maintained schools - I know its hard as the District has to function within a budget, possibly hiring more custodians to help with daily cleaning of classrooms instead of functioning on a rotation schedule of cleaning. - windows, window ledges (inside), vacuuming of classrooms, whiteboard conditioning (Maybe each time as teachers leave on breaks as not to disturb classroom set up/ prep work for next day)
They have books but teacher doesn't let's them read when they are done with their tasks.

Saratoga Elementary Parent and Teacher Survey Comments

Number of responses: 40

Question	Average Response (1 = Not Satisfied; 5 = Very Satisfied)
How satisfied are you with the level of instruction provided for our students?	4.2
How satisfied are you with student engagement in school?	4.3
Do you agree that our schools have a safe and positive learning environment?	4.4
How well does your child(ren)'s school keep you informed on issues and encourage you to be involved?	4.4
How much do you agree with the following statement? The students at Saratoga Union School District are being well prepared for high school and beyond.	4.0
How satisfied are you with the quality of our facilities and availability of instructional materials?	4.3

Saratoga: How might our district improve student achievement and engagement?
Argonaut has a buddy program where they pair up younger students with older students for activities. Wish all sites had something like this.
As a parent for young student in elementary, I really hope there is some foreign language class (spanish or Chinese) in early elementary education so as to give my kids early exposure and help them to develop conversational fluency early in life.
By offering differential education and offer more lunch time to recover enough to handle second half of the day
Develop a special needs program which actually teaches the kids instead of babysits them. My special needs child is not receiving an education from you
FOREIGN LANGUAGE IN ELEMENTARY!!!!
I would hope that middle school is at the same level of communication to the parents as the grade school (Saratoga Elementary has been amazing).

Saratoga: How might we improve the climate in our schools to ensure that all students and employees feel safe and connected to their schools?
By truly practicing the concept of a caring adult. Most times children have disclosed issues and have teachers brush them off.
Do something about bullying instead of writing it off as teasing and allowing it continue. Stop blaming the victim and start caring about the kids.
Ensure no bullying within the boundary of the school.
I don't think safety is an issue.
Conflict resolution
Have more mindfulness and personal wellness opportunities and training. When teachers are healthy, happy and engaged the students are too. It improves school climate as well.
More recess; allow students to play and to develop more inter-personal skills
New student integration was a good experience with the leadership group. Although now still as a newer student the eighth grader needs more social support.
Over the past few years several safety measures have been implemented. Many of these have just happened without any warning or explanation to the community. It makes the school feel less welcoming when we show up and are greeted by a new policy or procedure. It would be nice if the school community were made aware of changes and WHY the changes are being made.

How else might the schools of SUSD encourage and support PARENT INVOLVEMENT?
Stop over killing with the ID-ing of parents. This is not required if there is a certified CA teacher in class room. This just produces distancing of parents.
Outreach via email, via the teachers, via the school. Email is great. I rely on it to know if the teacher needs tissues in class, donations, etc. If I rely on my child, I never would have an opportunity to donate (either $$ or time)
I feel like the higher the grade level, the less parent involvement, but I'm not sure how SUSD can encourage more of that since we cannot "require" or make it mandatory.
more pat and committee meetings held at night or early evening so working parents can attend
Not sure but parent involvement is dwindling and the same parents volunteer for everything.

Saratoga: How else might the schools of SUSD prepare students to be high school and "college and career" ready?
As a parent for young student in elementary, I really hope there is some foreign language class (spanish or Chinese) in early elementary education so as to give my kids early exposure and help them

to develop conversational fluency early in life as study has shown early childhood is the time kids are much easier to grasp a new language and that exposure helps brain develop in other aspects as well.
Being college and career ready is not only academics but daily lives ready. Students need skills to help them to be independent going into high school / college - time management, organization skills, communication skills, money management, even daily skills like cooking and sewing are important
By offering differential education as well as offer pathways when students are ready for this. All books discussing this indicates that children are ready for this phase in grade 9 till then differentiate for all.
Continue focusing on balance and the whole child, emphasize social-emotional learning.
Foreign languages (spanish and chinese) in elementary. Add Chinese as Foreign Language at Redwood. they have it at SHS, why not at RMS?!?!?!
Make music, drama and arts a more integrated part of the school day. Students have more book skills and fewer common sense, real life problem solving skills.
More opportunities for foreign language learning
No information about accelerated courses in elementary school, at least not in Saratoga ele.
Start teaching kids who have learning disabilities instead of passing them through without teaching them a thing. Give them a credentialed teacher who will teach them something.
Why did you change the math curriculum?!?! Kids will end up not taking calculus in high school? They need to take some special placement test in april that there is no prep for?

Saratoga: How else can our district ensure that all students have access to 1) appropriate textbook /learning materials, 2) appropriately credentialed teachers, and 3) well maintained schools?
Ongoing teacher training is important, and making sure that student / teacher ratio is met according to State requirement. And is there a rule about substitute being in the class room not exceeding a certain % during the school year?
I suggest that all parents be asked to evaluate their child’s teachers to keep those who have proven to be excellent and graciously remove others.
Pay your professionals well and trust them to be professional. Don't micromanage their time. Allow them time for their own professional development.
Offer a math option which is not common core
Have loved google apps (both from the classroom website, google docs, etc). Super easy to monitor and stay engaged
Purchase Teacher Editions for all teachers so they don't have to share them as it becomes difficult to share one text.

Redwood Parent and Staff Survey Comments

Number of responses: 26

Question	Average Response (1 = Not Satisfied; 5 = Very Satisfied)
How satisfied are you with the level of instruction provided for our students?	3.7
How satisfied are you with student engagement in school?	3.7
Do you agree that our schools have a safe and positive learning environment?	4.1
How well does your child(ren)'s school keep you informed on issues and encourage you to be involved?	4.0
How much do you agree with the following statement? The students at Saratoga Union School District are being well prepared for high school and beyond.	3.7
How satisfied are you with the quality of our facilities and availability of instructional materials?	3.9

How might our district improve student achievement and engagement?
Forcing students to learn how to solve a math problem six different ways and grading them on all six, instead of the one way they understand, is ridiculous and demotivating. Every students mind works differently, so we should support them and encourage them to be excited about learning and feel successful when they actually understand and retain a method— instead of penalizing them for the other (5) methods that don't "click" for them.
The school expects the students to do advanced learning outside the school and exhibit high levels in school especially Math. Unfortunate part school/district do not state it openly hence some parents are unaware and whose children suffer. Most of the students do tutoring outside of school to keep up to the race.
Academic rigor and student wellness need to be balanced. Right now students are so caught up in trying to meet deadlines, it's stressful and can lead to toxic environment. Some things to balance out the stress: -Elective Wheel in 7th and 8th grades with electives like: photography, journalism, keyboarding, cooking, etc. to allow students to learn skills that will actually benefit them throughout their lives. -Block schedule for students to process the curriculum they learn. Having fewer classes in a week but going more depth, would help in the processing of content.
better communication from teachers to parents

By offering differential education and offer more lunch time to recover enough to handle second half of the day
by questioning the kids on how they feel about programs and environment, what are the biggest challenge for them? my kid always tells me how frustrating it is for him not to be asked about his opinion.
Develop a special needs program which actually teaches the kids instead of babysits them. My special needs child is not receiving an education from you
Engagement - I think leadership and parent volunteers struggle at RMS to bring social & community activities to the school kids and families. I'm not sure what the answer is here, but maybe that could be discussed.
Establish district standards for academic subjects that exceed those of the state and align with the aspirations of the parent community. Students regularly exceed these standards, but those standards are not the baseline for our community. Let's raise the bar and instruct to the level our students are capable of achieving, one more consistent with the rest of the first world.
Hire high quality teachers, teachers who know the subject well and are truly passionate about teaching and helping students.
Hire teachers with real empathy for kids NOT the ones who put out their acting skills at best during parent orientation night. Teaching is not just knowing the subject.
I think children learn by getting out of the classroom, field trips offer kids a chance to get true exposure to science and history
I understand that this is a competitive school system. But, I feel that kids who may not be superstars in math are marginalized. Why isnt there a prealgebra for regular students? Instead, it’s at such an accelerated level, that regular students are forced to move to ccss8. Ccss8 is too easy and there is no middle ground option for kids who are not math superstars. I have four children throughout the saratoga school system. I feel that teachers know how to teach kids who excel but regular kids are forced to drop levels that are “appropriate”. Is this a testament of the student’s skill or lack of teaching. We teach our kids too early that they are not good enough. Instead of confidence building, we teach them at an early age that yes indeed they are being compared and found lacking. Instead of ccss8, there needs to be two different tracks for prealgebra.
I would like to see more Math differentiation in elementary school.
Improve teacher’s professional attitude and quality
It would be nice to have parents orientation session for the electives. Though the students get the information, there are some blind spots as the path to Spanish etc.
Keeping the curriculum challenging. It is not except for Math.
less homework. happier home, less stress, more time to grow and think
Make learning more fun in the upper grades. There is so much homework and not enough balance.
More hands on class choices such as cooking, woodshop, metal shop etc, maybe even nature and outdoors?
More girls focused STEM electives
new ELA curriculum is not working, for my student or your staff. No more reading, not enough writing,

these kids will not be ready for english (esp 10th gr) at SHS
quality of education varies greatly with teachers
Students spend a lot of time coloring for their core packets. This may make their work look nice, but it takes a tremendous amount of time. Students also get a lot of busy work and "enrichment" assignments which do not even go into the grade book. Students then feel that they have wasted their time on these efforts. Students who are in 8th grade algebra are taking REGULAR math, not an honors course. The class is being taught at a higher level than regular algebra at the feeder high school, which does not make it accessible to all students. Just because Saratoga is an expensive/wealthy area does not mean that students should have to have a tutor to pass Algebra 1. Some of us parents are not engineers or great at math and cannot help our students at home and spend a fortune getting tutoring. Our students feel defeated when they get points off for not boxing their answers or for arriving at an answer in an alternate way. Getting points off an tests where answers are correct, work is shown, is completely defeating for students. Redwood teachers would help themselves out by really evaluating the amount of homework they give on a daily basis. Slow down the curriculum, take out what is not necessary. Let the kids be kids and have an hour or two to enjoy life every day.
Teachers' enthusiasm and sincerity
the math instructions are falling short. We are forced to use outside instruction since what is taught in class is not enough. The students need more time to work on a new concept such as exercises, homework and other resources. Kids are being pushed ahead without proper preparation
There is absolutely no attempt made to work with the child to help improve. It is totally up to the parent to make sure he/she knows the material. There is no personal attention given to any child.
There seems to be a lot of busy work, at the cost of students not being able to develop better writing skills and depth in Math. I understand that teachers do have to teach the curriculum, but perhaps we can look at what other schools (private and public) are doing in terms of students' academic development. It isn't clear that CCSS or our implementation of CCSS is adequately preparing our students for high school and beyond.
Use more teacher input to develop curriculum; spend PD time/money on curriculum development to make learning relevant.
Would like to see better, more engaging Substitute teachers being screened and hired (lesson plan should not include just turning on TV or laptop to watch youtube clips). Would like to see more enthusiastic, passionate teachers..perhaps a fresh new wave of teachers will help change the dynamics.

Redwood: How might we improve the climate in our schools to ensure that all students and employees feel safe and connected to their schools?
RMS is the weak link. Instruction and caring for student mental health and well-being declines in middle school. Teachers are more concerned about "making it hard" and "weeding students out" than providing an encouraging and nurturing environment that allows children to challenge themselves and grow. Teachers are out to "get" students and beat down their self-esteem and self-worth all in the name of proving they follow "rigorous academic standards". Achievement isn't everything. Helping to

raise well balanced, independent, mentally healthy children should be your goal.
Make it easier for students to anonymously report bad behavior/ negative influences (and have fair investigation into the matter). My daughter tells me that there are kids in school with sexy pictures on their phone —too young for that kind of behavior!!
A zero tolerance for bullying would ensure that ALL students feel safe. There have been instances of subtle bullying, which have been brought to the attention of staff. In these cases, strict guidelines and one or two day suspension needs to occur.
Better sense of community
Build security gates surrounding the schools like Rolling Hills Middle School
By truly practicing the concept of a caring adult. Most times children have disclosed issues and have teachers brush them off.
Create more electives that address interests other than technology.
Do a better job integrated different races, rather distinguishing differences.
Do something about bullying instead of writing it off as teasing and allowing it continue. Stop blaming the victim and start caring about the kids.
Educate students to stop academic bullying and reinforce positive classroom skills. Being in a classroom is different than being at home with a computer, but some students have not learned how to be a classroom member.
Have teachers in RMS keep an active eye out for bullying in their classes [it is prevalent but goes unnoticed unless students open up about it]. Instill in every student the responsibility and notion that if they see someone being bullied or hurt and they don't speak up or inform a teacher, they are complicit in the bullying - make them feel the seriousness of the emotional impact on the student being bullied. Middle schoolers are at a vulnerable stage of life, and bullying can have very sudden and serious consequences.
I have noticed some other schools in Sunnyvale and Santa Clara appear to have a lot of clubs (https://www.sesd.org/site/Default.aspx?PageID=3306 and https://pms-scusd-ca.schoolloop.com/cms/page_view?d=x&piid=&vpid=1315825962633) and I am happy to see our school moving in that direction. Encouraging more interaction between students and teachers may help in members of the community feel more connected to our schools.
I think teachers need to feel valued and I think that students need to feel valued as well. We live in an area of so many pressures and we are continuing the cycle by putting so many hours of homework on our kids shoulders each week. If students could learn the importance of balance then maybe we would have a happier society down the line. I also think the friendliness towards people in our schools could be improved. We, the adults should be modeling more kindness and empathy toward others.
I was told last year a couple students brought drug to school. Given that recreational marijuana is now legal in CA, student can have access to them, we need to be sure they do not bring to school.
It should start with the teachers. Teachers should stop branding the kids at a young age before any kid-to-kid bullying is addressed.
Less stress with math achievement/expectations. Staff training on how to make better connections with students.
Middle school teachers can pay more attention to each individual student’s performance.

More campus wide participation in team building exercises and encouraging them to root for a common cause, such as sports teams or academic competitions.
Most kids don't report how much they get bullied.
New student integration was a good experience with the leadership group. Although now still as a newer student the eighth grader needs more social support.
Routine rallies/assemblies to keep the positive rhythm going. Building a culture of growth and modeling it throughout the school with admin, staff, students would help to make everyone feel connected. Connections are important in human world. Kids thrive on this and leveraging this asset would take this district to a high performing district not just academically but also emotionally.
School needs tighter security from non-school personnel entering the campus during the day. After school activities need more lighting in areas.
Security at school could be improved. Lighting at dusk and at night. Security cameras. Limiting access to school grounds by strangers.
squash the competitiveness around math
Students should have time to talk to their teachers outside of class. My child can never find their math teacher. The teacher is inaccessible before and after school. The teacher referred to my student's average test scores in front of the entire class. This same teacher also approached several students during class and loudly suggested they move down to the lower math class due to their test scores. Confidentiality and consideration of tween self-esteem would be appreciated.
take time to talk to the kids, don't rush through the curriculum. Allow for some class bonding so that students are not so grouped off in different cliques. Spend time at the beginning of the year doing activities that bond the students rather than giving finals 2 weeks before the end of the semester.
Teachers assume students are at fault whether that’s true or not- especially true at Redwood. Referrals are given out like candy.
The campus is to open. There have been multiple times where strangers have wondered around campus.

How else might the schools of SUSD encourage and support PARENT INVOLVEMENT?
Do not hold meetings during business hours. Most are working parents.
* RMS needs to publish a more readable/visually friendly weekly newsletter. * Reconsider the background check requirement for parent volunteers, which imposes a barrier with little to no apparent benefit. * Explore alternative ways in which parents are required to contribute financially for their children to participate in elective programs. These are electives funded outside of the normal school day and are not required programs. Pay to play should apply, or programs will suffer.
Actually want parent involvement and even industry/business input. Prior experience indicates it is not wanted. I and many others have given up on involvement.

Better community outreach, reinstate social activities like Activity Nights, school trips, etc.
By inviting parents to social events. Redwood has NO community. PTA is trying hard to develop one but it is also the school's responsibility. Parents feel alienated & like it the school vs them.
Could have more student involvement at Redwood.
Finger printing process should have vetted parents with older children, rather than across board. At Principal's chat, Ms. Neal is constantly defending policy rather than creating community. Saratoga is a small town, community.
For RMS - Thank you for the email notices and reminders. That helps me a lot!
I am NEVER informed when my student is is doing poorly in class- D's or F's from teachers. We have IEP's and teachers Never follow them. No communication at all!!
I know that middle school encourages students independence but parents should still be advised of academic options such as make up tests and extra credit if issues with low or missing test grades occur. Maybe a discussion with students as to how they are going to make up deficiencies.
In the middle school level, more opportunities for in class volunteering would be nice. Also, parent teacher conferences at least once a year would help us stay connected with the teachers and our child's learning needs.
Less emails from school and more emails from the teachers so we know what is going on in class.
make volunteering mandatory so a few don't carry the burden
Maybe make meetings later in the afternoon maybe just before pickup so other parents can attend. Not all parents can make it at the 8:30 meeting in the mornings
Parents are more than adequately involved. The district does not, however, actually include or consider input from ALL stakeholders. A small group of parents tends to drive the agenda for the district and teacher input is often ignored. Student interest should drive the electives program.
Please ask them to respond to any emails from parents in a timely manner. Ignoring the emails does not send a very positive message.
PTA meetings early in the morning are not conducive to working parents. Having grade parents to coordinate events for the class.
PTA should hold meetings when most parents can attend - not during the work day.
Requiring an occasional signature for quiz results maybe. Not sure how much parent involvement is needed.
Stop over killing with the IDing of parents. This is not required if there is a certified CA teacher in class room. This just produces distancing of parents.
Teachers at RMS have to genuinely care for the well being and good performance of their students. If students are slipping up or consistently falling behind on assignments or tests, it would be nice if the teacher sent the parent a note via email and worked out a plan for the parent and teacher to help that student. Currently, no teacher at RMS takes initiative to ever contact a parent, which indicates lack of interest in the teacher about the student's learning.
Teachers should communicate more streamlined, not have 30 different ways to teach, inform of homework, etc.

Redwood: How else might the schools of SUSD prepare students to be high school and "college and career" ready?
Give credit for academics outside of the regular school day. My daughter attends Stanford and when she has to travel for model UN she does not get credit for this immersive academic experience and also is marked absent for those days.
* Deep, fundamental understanding cannot be replaced by collaboration and technology. Those tools can augment learning at best. * The traditional instructional techniques still work. Teach students how to take notes during teacher lectures, which is a lifelong skill. * Reconsider the Common Core curriculum, which has been deemed a failure by many experts (including Gates who sponsored it). Instructional topics should connect one to the next; shifting from human biological systems to geology, for example, in 6th grade science lacks all coherence and is inconsistent with high school and college instruction.
5th graders are not prepared for middle school expectations. It is a big challenge for parents to get the kids to become responsible for their homework, test prep etc.
Build their confidence don't try to push the college level study habits so soon. They will get that during their hs years.
By offering differential education as well as offer pathways when students are ready for this. All books discussing this indicates that children are ready for this phase in grade 9 till then differentiate for all.
Encourage and teach good studying habits such as notes taking and organizational skills starting at Redwood
Foreign languages (spanish and chinese) in elementary. Add Chinese as Foreign Language at Redwood. they have it at SHS, why not at RMS?!?!?!
Giving them more exposure onworking hard like inhigh school
I feel too much has been put on "college readiness". I would like to see a few more classes w/ 'real life' application (woodworking, old style home ec, etc).
I think RMS is working on this, but for many years (I have older kids who have gone thru Redwood) the math program was a serious weak spot. I'm glad to see that now much more attending is being paid to hiring quality teachers and looking harder at curriculum development.
I think SUSD needs to work for more "life and life" readiness for students. Most kids are under tremendous pressure from home to be the best in academics - not much else matters sometimes.
less homework so by the time they get there they are not burned out
More STEM elective options
More use of computers on campus and access to textbooks on line instead of hauling them around campus.
Most students in SUSD appear fairly well-prepared for high school and beyond, but it isn't clear if it is due to the work the students do outside of school (through the large number of classes they take outside), or through school. It would be interesting to track the progress of students who don't receive outside help (and parental assistance limited to only school homework) to see how the students are

doing.
My 9th grade son at SHS is having his easiest year with respect to home work and studying than in any SUSD year. My daughter in 7th at RMS is buried in work (after her after-school activity) and getting her to go to bed by her bedtime is a daily challenge and usually goes much later (1-2 hrs).
Not sure.
Offer more challenging courses that EXCEED California standards. Meeting is mediocre, especially since CA is ranked low.
Offer programs and electives that are connected to skills other than (mostly) math and science. Students should learn real-world skills like money-management, building/creating without computers, public speaking, etc.
Preparing the kids for 21st century and for success in college is all what we want but here is what students are parents are experiencing this year. They have never been so much tests which is not the purpose of learning. Also there is a strong lack of critical thinking which would start by asking the kids to write something that involves their own jugdment or opinion. What my son is experiencing this year is too much reading and not enough writing that requires his own opinion. When a thesis statement involving their own opinion has been asked for the first time from the core teacher, it was right after Christmas break and they had one day to know how to deal with a thesis statement and the next day kids had to figure out how to do it on a quizz. This particular new requirement was graded 5/5. My son failed the first one and did well on the next ones only because he prepared them in advance and learnt them by heart. Is this really the point? thesis statement just like essays require practice just like in math. Practice requires more time so please don't try to fit everything you can when school starts at 8.15 and ends at 3.05. The only thing you do is adding supplement stress on kids who have already in 8th grade so much homework!
School is only looking at college- what about the Career for students who aren’t 4.0 students??? redwood is geared towards 4.0 students.
Sciences are weak in middle school.
Start teaching kids who have learning disabilities instead of passing them through without teaching them a thing. Give them a credentialed teacher who will teach them something.
Students who are heading to college are ready but for students who may be choosing a different path, there is not as much for them in terms of vocational preparation.
SUSD is preparing students to think if they are not one of the elite 10% academically they will never amount to anything in life. How can you focus on the other 90% of your students to give them academic confidence and self-esteem?
Teach better studying habits, scoence is not at all a the level that ensures sucess at HS. Parents who choose not to go outside for tutoring have kids at disadvantage and it is impossible to meet the student’s potential just on RMS classes.
Team work! How to be a team player and work with others without taking over and how to treat teammates.
Test taking skills, organization skills
The deep understanding of teaching materials
There is a big difference between being ready for high school and college, and being ready for a career.

What is important is being career ready. Why does the math path focus on eventually completing calculus? Only about 1% of the people who actually waste a year learning calculus actually use it, and the majority that use it are the ones that teach it. Focus on career skills like public speaking, social skills, entrepreneurial/business startup skills, and financial math and investing. Also, ask industries what skills they would like to see and what they see are missing from graduating students.
They need to have more community outreaches. Students need to be more in touch with our community by helping and serving.
We send students to have in classroom education. The kids who are in advanced classes unfortunately watch videos at home and learn. Many kids end up having a private tutor outside of school instead of spending time and energy to fight against the system.
your policies on homework do not ramp up to the level of work at SHS. middle schoolers should have a reading assignment each night. The "no homework on the weekend" policy is especially difficult, as the kids move on to SHS with the block schedule. If the kids keep this "no weekend work" ethic you've instilled, they are buried on Monday night. It gets ugly, quickly.

How else can our district ensure that all students have access to 1) appropriate textbook /learning materials, 2) appropriately credentialed teachers, and 3) well maintained schools?
My daughter and her friends won’t use the restrooms at school because they are so poorly maintained. It is not healthy biologically for them to hold it all day, and this is not simply “public restroom shyness”. Clean the bathrooms more during the day.
1. Textbooks and learning materials are currently a work in progress. I think we're headed in the right direction. 2. Our teachers are awesome! 3. Overall the schools are well maintained. Janitorial time could be increased for cleaner classrooms. In addition, the classrooms in the two-story building at Redwood are very noisy. Is there anything we can do to improve this?
1) Encourage experts and parents to participate in selection, and actually allow them to participate, instead of just having school members on committee. 2) Since you cannot pay teachers appropriately, consider other benefits, i.e. think out of the box like constructing free or low rent housing on school property, etc. 3) Put everything on a schedule. I.e. check condition of oak trees each year, taking core samples, instead of letting giant oak limbs to fall on the sidewalk endangering student/parent/teacher lives, etc.? I use to buy and change the basketball nets each year. Put it on a schedule, i.e. change basketball nets every 6 or 12 months. Put it on a schedule, i.e. perform touch up paint on interior and exterior.
The school could be better maintained and clean.
Teachers are really hit or miss at Redwood.
Better credentialed teacher, e.g. P.E. major should not teacher Math. And some "tenured teacher" should be reviewed every few years to ensure the teaching quality is good.
Custodial services only vacuum classrooms (they don't pick up large pieces of paper/trash so the teacher has to instead). Dusting is not done regularly and countertops are not cleaned regularly.

District officials and Principals should "sit in" on all classes regularly, and assess objectively if they would be happy if their own child was taught that way - is it adequate, is it engaging, can it be improved, is the teacher the right fit, etc?
do not move to online text books. it is important to provide books, especially for kids who don't have access to the internet or whose parents do no allow of agree with so much screen time for their kids.
Have reading, spelling, and grammar materials adopted by the district and provided to the teachers. Please have clean(er) bathrooms, clean(er) staff rooms, and nice(r) landscaping.
I suggest that all parents be asked to evaluate their child’s teachers to keep those who have proven to be excellent and graciously remove others.
I would like my child to have a Spanish book to use at home.
I would rather have a physical book than try to have my kid have to go to the computer to do the homework. They enough computer time through the day with games and assignments that need to be typed or quizzes that are done on the computer. Also, if assignments are to be typed why has the district not provided instruction in typing ?
Improve quality of instructions
It'll be better if students have textbook for Social Studies.
Language course needs an improvement including grammars and pronunciation.
Maintaining classrooms and hallways. Keeping students accountable to dispose trash accordingly and having a set protocol on trash, recycle, and composting. Our students are not well prepared to take care of this world and teaching them at a younger age will help them make connections to their environment. Learning about proper waste disposal is important to helping children grow in a holistic manner. Classrooms should receive routine maintenance. Countertops should be wiped down as part of weekly to bi-weekly clean ups.
Middle school math teachers, please spend more time preparing kids for tests with exercises, homework, problem sets, etc. Don't surprise them with difficult questions in tests when their practice problems are all easy. Don't make math more challenging and stressful than it should be
More eBooks & interactive lessons, but less video use in classroom
More science labs
my student has concerns about the restrooms (boys) being too dirty to use. I cannot say if it's true, but it's his feeling so I want to pass it on.
Need to have better science education
Offer a math option which is not common core
School bathrooms are absolutely terrible, several classes heating & cooling doesn't work, MPR needs bleachers, the school needs brightening & a coat of paint.
School is NOT well maintained! Many times there are black widow spiders in lockers! Office staff has been told and kids are told to ignore it. I’ve been to school and had to kill the spiders myself!! NOT OK!! This is a health hazard!! Girls tennis shoes thrown away over winter break because teacher told them to put them in the shower to dry since they all got wet on the wet grass- many students had to go buy new shoes after winter because of this! No acceptable!!

Schools could be better maintained/cleaned.
Students should have access to chromebooks outside of class so they can do assigned homework. It would be nice if the library stayed open a bit later in the afternoons (3:30?) so students could access their Google accounts and do work before sports
Students should not have to use online book ONLY, for example history.
Teacher should be reviewed by students and parents. Low performed teacher should be required to improve.
textbooks - 5, appropriate credentialed teachers 5, well maintained schools - I know its hard as the District has to function within a budget, possibly hiring more custodians to help with daily cleaning of classrooms instead of functioning on a rotation schedule of cleaning. - windows, window ledges (inside), vacuuming of classrooms, whiteboard conditioning (Maybe each time as teachers leave on breaks as not to disturb classroom set up/ prep work for next day)
Three of them all.
We need more printers.
We'd like to see phonics being taught to the district students. It is an important part of the language learning. However, so far, we don't see any phonics related topics being taught in the district.
Why is there no district adopted LA programs? How are the teachers able to manage their time while they have to search around for LA materials? Lots of money is being spent on several teachers who are out the classroom and direct contact with students, yet class sizes in some grades have increased. math support 5 days a week is being pulled from the struggling grade level math students. It is hard to watch SUSD cut back on support for grade level students, yet there is SO much time and energy spent on the advanced math pathways. Janitors could be doing a better job.

Developmental Assets:
A Profile of Your 4th and 5th Grade Students

Me and My World

Executive Summary

Saratoga Union School District
Saratoga, CA

Prepared for:
Project Cornerstone
Santa Clara, CA
November 2016

Search Institute
SURVEY SERVICES

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Developmental Assets:
A Profile of Your 4th and 5th Grade Students

Saratoga Union School District

Search Institute's framework of Developmental Assets provides a tool for assessing the health and well-being of upper elementary-age children. The asset framework represents a common core of developmental building blocks crucial for all youth, regardless of community size, region of the country, gender, family economics, or race/ethnicity. This report summarizes the extent to which children in your community experience these assets and how the assets relate to their behavior. These 40 Developmental Assets were assessed in September, 2016 using the survey *Me and My World*.

The following table describes the students in your community who participated in the study.

Demographics of Students Surveyed

		Actual Number of Students	Adjusted Number of Students	Adjusted Percent of Total
Total Sample		344		100
Gender*	Male	176	176	51
	Female	166	166	49
Grade*	4	135	135	39
	5	207	207	61
	6	0	0	0
Race / Ethnicity*	American Indian or Alaska Native	18		5
	Asian	128		38
	Black or African American	3		1
	Hispanic or Latino/Latina	2		1
	Native Hawaiian or Other Pacific Islander	0		0
	White	69		20
	Other	72		21
	Multi-racial	45		13

*Numbers may not sum to "Total Sample" due to missing information. Less than 0.5% rounded to zero.

The Developmental Assets are grouped into two major types (see Figures 1 and 2). **External assets** are the networks of support, opportunities and people that stimulate and nurture positive development in children. **Internal assets** are the young person's own commitments, values, and competencies. Figures 1 and 2 provide the percentage of all students in your study reporting each asset.

Figure 1: External Assets

Percent of Your Students Reporting Each of 20 External Assets

Asset Category	Asset Name	Definition	Percent
Support	1. Family support	Family life provides high levels of love and support.	89
	2. Positive family communication	Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).	70
	3. Other adult relationships	Child receives support from adults other than her or his parent(s).	54
	4. Caring neighborhood	Child experiences caring neighbors.	47
	5. Caring school climate	Relationships with teachers and peers provide a caring, encouraging school environment.	72
	6. Parent involvement in schooling	Parent(s) are actively involved in helping the child succeed in school.	45
Empowerment	7. Community values youth	Child feels valued and appreciated by adults in the community.	29
	8. Children as resources	Child is included in decisions at home and in the community.	61
	9. Service to others	Child has opportunities to help others in the community.	32
	10. Safety	Child feels safe at home, at school, and in her or his neighborhood.	69
Boundaries and Expectations	11. Family boundaries	Family has clear and consistent rules and consequences and monitors the child's whereabouts.	69
	12. School boundaries	School provides clear rules and consequences.	87
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring the child's behavior.	38
	14. Adult role models	Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.	61
	15. Positive peer influence	Child's closest friends model positive, responsible behavior.	95
	16. High expectations	Parent(s) and teachers expect the child to do her or his best at school and in other activities.	94
Constructive Use of Time	17. Creative activities	Child participates in music, art, drama, or creative writing two or more times per week.	84
	18. Child programs	Child participates two or more times per week in cocurricular school activities or structured community programs for children.	64
	19. Religious community	Child attends religious programs or services one or more times per week.	42
	20. Time at home	Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.	37

Figure 2: Internal Assets

Percent of Your Students Reporting Each of 20 Internal Assets

Asset Category	Asset Name	Definition	Percent
Commitment to Learning	21. Achievement motivation	Child is motivated and strives to do well in school.	79
	22. Learning engagement	Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.	63
	23. Homework	Child usually hands in homework on time.	84
	24. Bonding to adults at school	Child cares about teachers and other adults at school.	91
	25. Reading for pleasure	Child enjoys and engages in reading for fun most days of the week.	70
Positive Values	26. Caring	Parent(s) tell the child it is important to help other people.	90
	27. Equality and social justice	Parent(s) tell the child it is important to speak up for equal rights for all people.	77
	28. Integrity	Parent(s) tell the child it is important to stand up for one's beliefs.	86
	29. Honesty	Parent(s) tell the child it is important to tell the truth.	90
	30. Responsibility	Parent(s) tell the child it is important to accept personal responsibility for behavior.	91
	31. Healthy lifestyle	Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.	85
Social Competencies	32. Planning and decision making	Child thinks about decisions and is usually happy with results of her or his decisions.	54
	33. Interpersonal competence	Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.	58
	34. Cultural competence	Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.	78
	35. Resistance skills	Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.	81
	36. Peaceful conflict resolution	Child attempts to resolve conflict nonviolently.	93
Positive Identity	37. Personal power	Child feels he or she has some influence over things that happen in her or his life.	66
	38. Self-esteem	Child likes and is proud to be the person he or she is.	69
	39. Sense of purpose	Child sometimes thinks about what life means and whether there is a purpose for her or his life.	52
	40. Positive view of personal future	Child is optimistic about her or his personal future.	60

Figure 3: Average Number of 40 Assets Your Children Report

Most young people in the United States—regardless of age, gender, or region of the country—experience too few of the 40 assets. Search Institute's research on adolescents consistently has shown a small, but observable, decrease in assets among older adolescents (9th – 12th grade youth) as compared with young adolescents (6th – 8th grade youth). Early research on students in middle childhood suggest that this trend—younger children reporting more assets than older children—continues among 4th – 6th graders. See page 9 of the Full Report for a detailed discussion of this issue. Here is the average number of assets reported by youth in your community at each grade level.

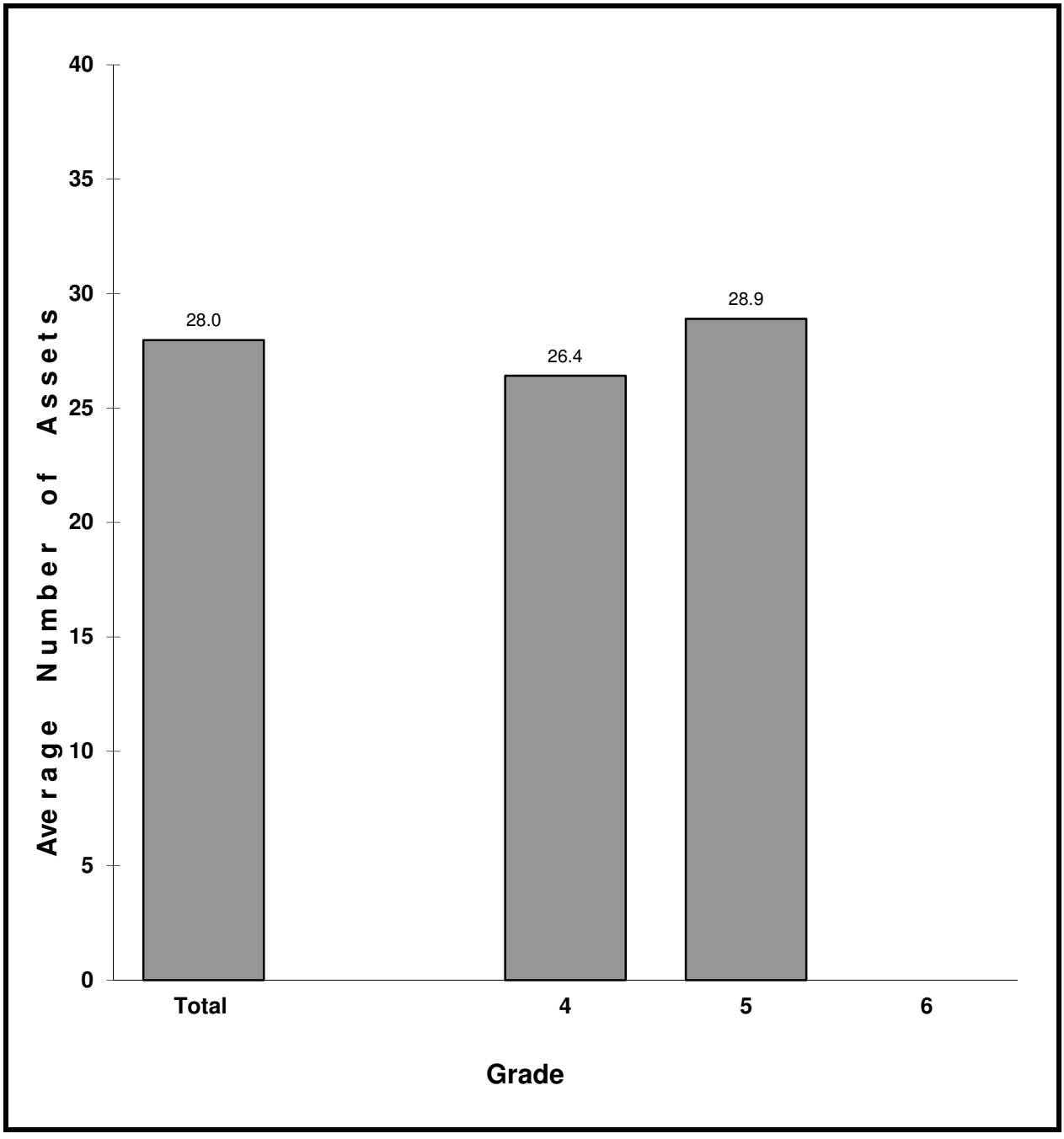
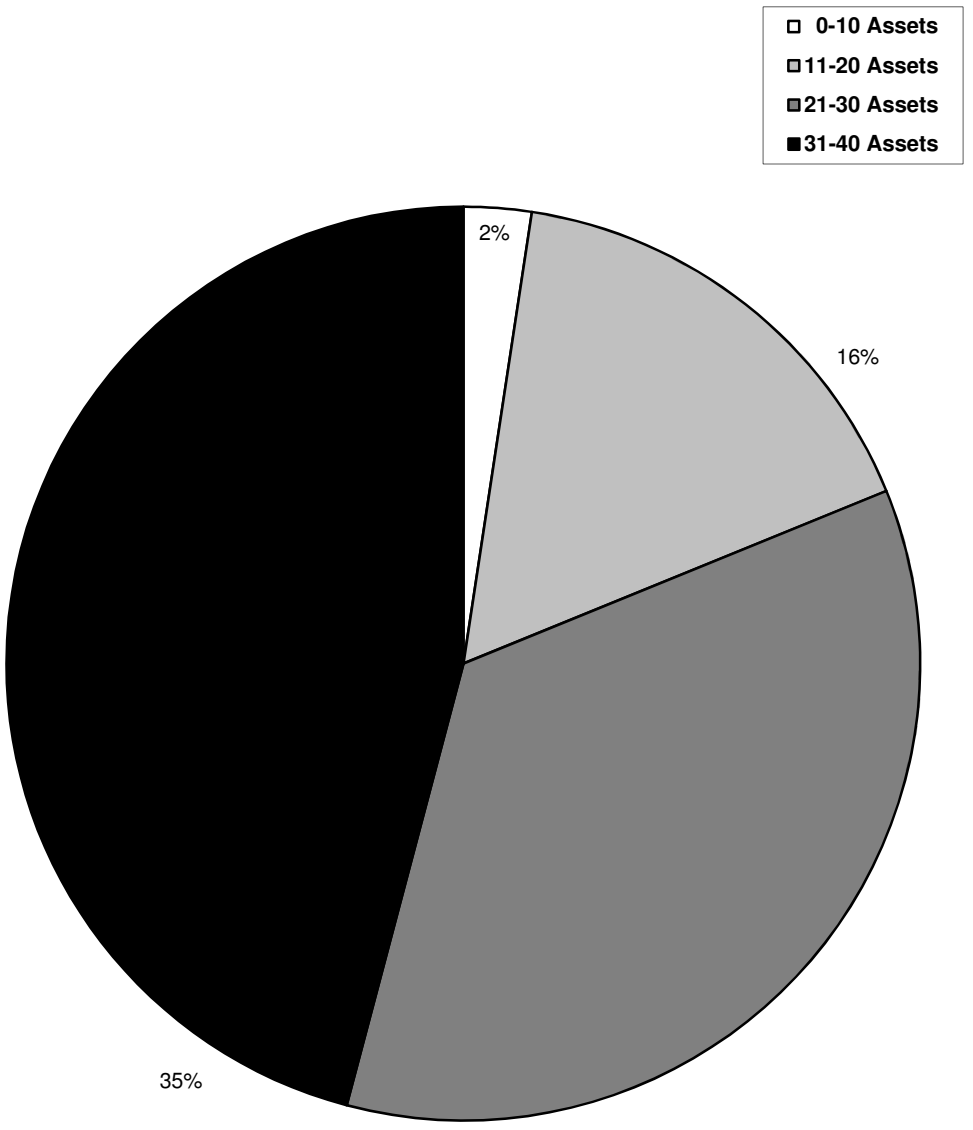


Figure 4: The Challenge for Your Community

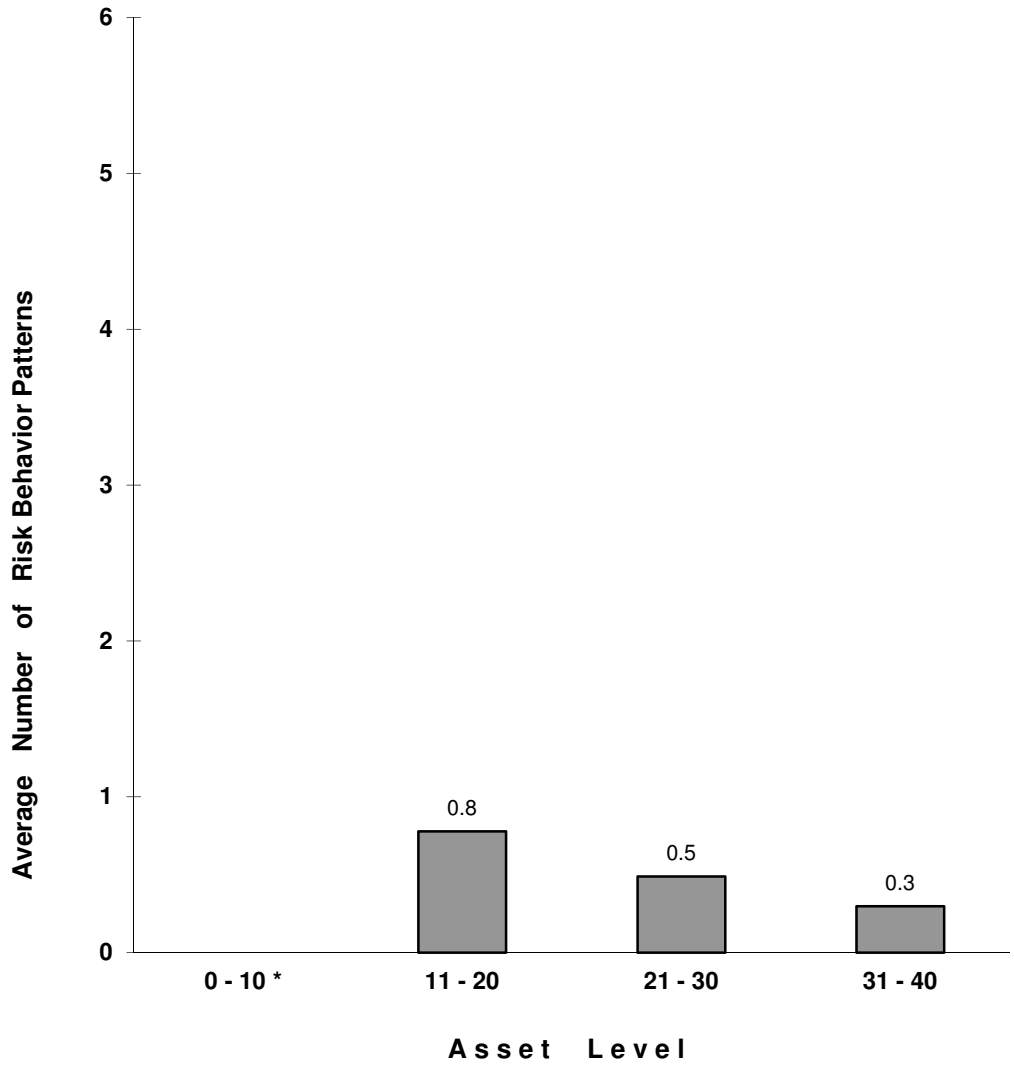
Ideally, of course, all youth would experience 31-40 of these assets. Each community needs to establish a goal for what percentage of youth it seeks to be at this level. This process can provide an important opportunity for creating a community vision for your youth. The figure below shows the percentage of your youth who experience each of four levels of assets: 0-10, 11-20, 21-30, and 31-40.



Note: Percentages may not total to 100% due to rounding.

Figure 5: The Power of Assets to Protect Against Risk Behavior Patterns

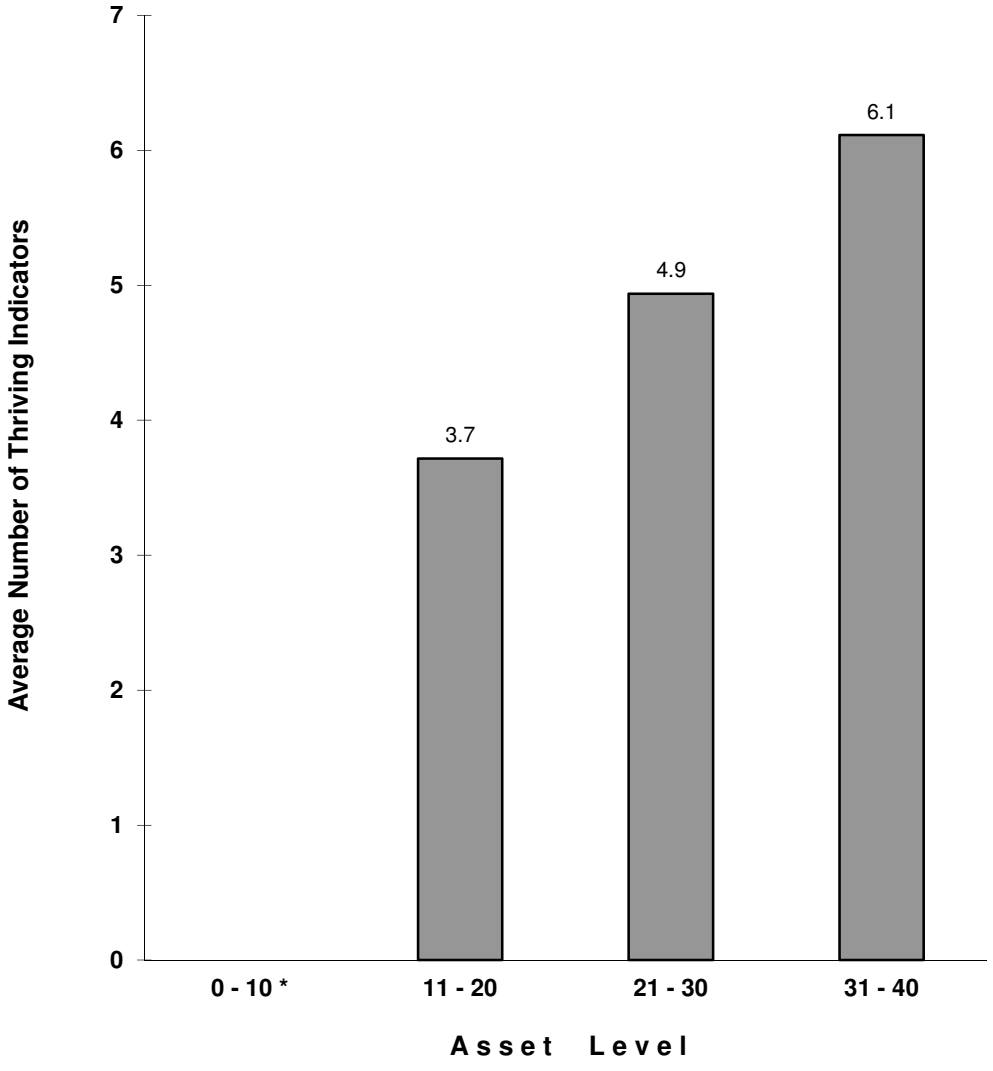
This figure shows the power of assets to protect youth from risk behavior patterns. Search Institute's research consistently shows that youth with higher levels of assets are involved in fewer risk taking behaviors. Each vertical bar shows the *average number of 6 risk behavior patterns among all youth, grouped by asset level (0-10, 11-20, 21-30, and 31-40)*. The 6 risk behavior patterns are: alcohol use, smoking, marijuana use, anti-social behavior, physical agression/violence, and sadness.



* Data are not shown for one or more asset level because fewer than 20 youth represent this asset level, potentially compromising anonymity and yielding unstable results.

Figure 6: The Power of Assets to Promote Thriving Indicators

This figure shows the power of assets to promote thriving indicators among your youth. Search Institute's research consistently shows that youth with higher levels of assets are more likely to report more thriving indicators. Each vertical bar shows the *average number of seven thriving indicators among all youth, grouped by asset level (0-10, 11-20, 21-30, and 31-40)*. The seven thriving indicators are: school success, helps others, values diversity, delays gratification, coregulation, coping, and life satisfaction.



* Data are not shown for one or more asset level because fewer than 20 youth represent this asset level, potentially compromising anonymity and yielding unstable results.

What Next? Moving from Awareness to Action

This report provides insights about the young people in your community and can be a powerful tool for community-wide discussion about how to improve the well-being of your youth. The good news is that everyone—parents, grandparents, educators, neighborhoods, children, teenagers, youth workers, employers, health care providers, coaches, and others—can build assets. Ideally, the whole community is involved to ensure that young people have the solid foundation they need to become tomorrow's competent, caring adults. Here are some suggestions for how to begin strengthening the assets among the youth in your community.

What adults can do . . .

- Smile at every child or adolescent you see.
- Send a "thinking of you" or birthday card, letter, or e-mail message to a child or adolescent.
- Invite a young person you know to do something together, such as playing a game or going to a park.

What young people can do . . .

- Ask your parent(s) to help you take advantage of interesting and challenging opportunities through youth programs, cocurricular activities, and congregational youth programs.
- Find a teacher you like at school and get to know her or him better.
- Find opportunities to build relationships with younger children such as service projects or tutoring.

What families can do . . .

- Model—and talk about—your own values and priorities.
- Regularly do things with your child, including projects around your house, recreational activities, and service projects.
- Talk to your children about assets. Ask them for suggestions of ways to strengthen theirs and yours.

What organizations can do . . .

- Highlight, develop, expand, or support programs designed to build assets, such as mentoring, peer helping, service-learning, or parent education.
- Provide meaningful opportunities for young people to contribute to others in and through your organization.
- Develop employee policies that encourage asset building, including flexible work schedules for parents as well as other employees, so that they can volunteer in youth development programs.

For more information about what you can do to build assets or start an asset-building initiative in your community, call Search Institute at 1 - 800 - 888-7828.

If available, the name and phone number of a local contact person or initiative appears below.

Search INSTITUTE

Discovering what kids need to succeed

Developmental Assets: A Profile of Your Youth

Executive Summary

Results from the Search Institute Survey
Profiles of Student Life: Attitudes and Behaviors

Redwood Middle School
Saratoga, CA
November 2016

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Search Institute will treat this report as ***Confidential***. Because the data upon which this report is based can be used to advance the understanding of adolescent development, Search Institute reserves the right to add the data to its larger Developmental Assets database. This report is based on data from the survey ***Search Institute Profiles of Student Life: Attitudes and Behaviors***, copyright © 2012 by Search Institute. For additional information, contact Search Institute's Survey Services Department at 1-800-888-7828 or www.search-institute.org.

Developmental Assets: A Profile of Your Youth

Redwood Middle School

Over the past 20 years, Search Institute has surveyed over three million youth about how they experience the 40 Developmental Assets—a research-based framework that identifies basic building blocks of human development. We've found clear relationships between youth outcomes and asset levels in both cross-sectional and longitudinal studies.

The results are compelling: The more assets kids have, the better. Youth with high asset levels are less likely to engage in high-risk behaviors (such as violence, sexual activity, drug use, and suicide), and more likely to engage in thriving behaviors (such as helping others, doing well in school, and taking on leadership roles).

Assets are crucial for the healthy development of all youth, regardless of their community size, geographic region, gender, economic status, race, or ethnicity. This report summarizes the extent to which *your* youth experience the Developmental Assets and how the assets relate to their behavior and overall health.

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The Developmental Assets were assessed in your school community in September 2016, using the Search Institute survey *Profiles of Student Life: Attitudes and Behaviors*. Below you'll find a brief summary of demographic data that describes the young people who participated in your study.

Table 1. Youth Who Were Surveyed

		Actual Number of Youth	Adjusted Number of Youth	Adjusted Percent of Total
Total Sample[1]		214		100
Gender[2]	Female	98	98	46
	Male	115	115	54
	Transgender, male-to-female	0	0	0
	Transgender, female-to-male	0	0	0
	Transgender, do not identify as exclusively male or female	0	0	0
	Not sure	0	0	0
Grade[2]	6	0		0
	7	213		100
	8	0		0
	9	0		0
	10	0		0
	11	0		0
	12	0		0
Race/Ethnicity[2]	American Indian or Alaska Native	3		1
	Asian	117		55
	Black or African American	0		0
	Hispanic or Latino/Latina	4		2
	Native Hawaiian or Other Pacific Islander	0		0
	White	49		23
	Other	10		5
	More than one of the above	31		14

[1] Three criteria were used to determine whether individual responses were valid. Survey forms that did not meet one or more of the criteria were discarded. Reasons for survey disqualification include missing data on 40 or more items, pattern filling, and surveys from students in grades other than those intended. See full report for more information.

[2] Numbers may not add up to the "Total Sample" figure due to missing information on individual surveys.

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The Developmental Assets in Your Community

The Developmental Asset framework covers extensive territory, including the experiences of young people and their commitments, values, skills, and identity. Your youth were asked questions about their experience of each of the 40 assets. Their answers form the basis for this report. To grasp the range and depth of concepts measured by the asset framework, we can divide assets into two key areas: external assets and internal assets.

External assets are the positive developmental experiences that families, schools, neighborhoods, community groups, and other youth and family-serving organizations provide young people. These positive experiences are reinforced and supported by the broader efforts of society through government policy, health care providers, law enforcement agencies, civic foundations, and other community institutions.

Table 2. Percent of Your Youth Reporting External Assets

Category	Asset Name	Definition	Percent
Support	1. Family support	Family life provides high levels of love and support.	86
	2. Positive family communication	Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s') advice and counsel.	58
	3. Other adult relationships	Young person receives support from three or more nonparent adults.	56
	4. Caring neighborhood	Young person experiences caring neighbors.	42
	5. Caring school climate	School provides a caring, encouraging environment.	53
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	39
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.	33
	8. Youth as resources	Young people are given useful roles in the community.	43
	9. Service to others	Young person serves in the community one hour or more per week.	30
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	53
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	49
	12. School boundaries	School provides clear rules and consequences.	81
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	47
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	52
	15. Positive peer influence	Young person's best friends model responsible behavior.	97
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	66
Constructive Use of Time	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	51
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	75
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	36
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	88

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Internal assets are the positive commitments, skills, and values that form a young person's inner guidance system. Youth make personal choices and actions based upon the degree to which their internal assets are developed.

Table 3. Percent of Your Youth Reporting Internal Assets

Category	Asset Name	Definition	Percent
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.	88
	22. School engagement	Young person is actively engaged in learning.	49
	23. Homework	Young person reports doing at least one hour of homework every school day.	78
	24. Bonding to school	Young person cares about his or her school.	87
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.	48
Positive Values	26. Caring	Young person places high value on helping other people.	72
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	79
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	76
	29. Honesty	Young person tells the truth even when it is not easy.	81
	30. Responsibility	Young person accepts and takes personal responsibility.	80
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	85
Social Competencies	32. Planning and decision–making	Young person knows how to plan ahead and make choices.	45
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	63
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	59
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	71
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	85
Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."	55
	38. Self-esteem	Young person reports having a high self-esteem.	58
	39. Sense of purpose	Young person reports that "my life has a purpose."	71
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	69

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The External Developmental Assets (Assets 1–20)

Think of *external assets* as positive developmental experiences provided for youth by networks of supportive people and social systems in the community. They offer youth a consistent source of love and respect, opportunities for empowerment, leadership, service, and creativity, safe interpersonal and physical boundaries, and high expectations for personal achievement.

The table below summarizes the extent to which young people in your community experience each of the 20 external Developmental Assets.

Table 4. Percent of Youth Reporting External Assets by Gender and Grade

External Asset	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Support										
1. Family support	86	86	86		86					
2. Positive family communication	58	61	55		58					
3. Other adult relationships	56	55	58		56					
4. Caring neighborhood	42	42	43		42					
5. Caring school climate	53	51	55		53					
6. Parent involvement in schooling	39	36	44		39					
Empowerment										
7. Community values youth	33	29	38		33					
8. Youth as resources	43	42	44		43					
9. Service to others	30	31	29		30					
10. Safety	53	56	48		52					
Boundaries and Expectations										
11. Family boundaries	49	43	56		49					
12. School boundaries	81	81	82		81					
13. Neighborhood boundaries	47	48	47		47					
14. Adult role models	52	43	62		52					
15. Positive peer influence	97	96	99		97					
16. High expectations	66	62	71		66					
Constructive Use of Time										
17. Creative activities	51	43	60		51					
18. Youth programs	75	77	73		75					
19. Religious community	36	31	43		36					
20. Time at home	88	94	81		88					

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The Internal Developmental Assets (Assets 21–40)

The *internal assets* can be thought of as inner characteristics: a young person's motivation and commitment to academic achievement and lifelong learning; his or her positive personal values; social competencies (including relationship and communication skills); and characteristics of personal identity, including an optimistic future outlook and sense of purpose.

The table below summarizes the extent to which young people in your community experience each of the 20 internal Developmental Assets.

Table 5. Percent of Youth Reporting Internal Assets by Gender and Grade

Internal Asset	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Commitment to Learning										
21. Achievement motivation	88	89	88		88					
22. School engagement	49	41	58		49					
23. Homework	78	70	86		77					
24. Bonding to school	87	85	89		87					
25. Reading for pleasure	48	47	49		48					
Positive Values										
26. Caring	72	70	74		72					
27. Equality and social justice	79	77	81		78					
28. Integrity	76	72	81		76					
29. Honesty	81	81	81		81					
30. Responsibility	80	81	79		80					
31. Restraint	85	83	86		85					
Social Competencies										
32. Planning and decision-making	45	39	52		45					
33. Interpersonal competence	63	55	72		63					
34. Cultural competence	59	51	69		60					
35. Resistance skills	71	67	74		70					
36. Peaceful conflict resolution	85	79	92		85					
Positive Identity										
37. Personal power	55	55	55		55					
38. Self-esteem	58	62	55		59					
39. Sense of purpose	71	72	70		71					
40. Positive view of personal future	69	69	69		69					

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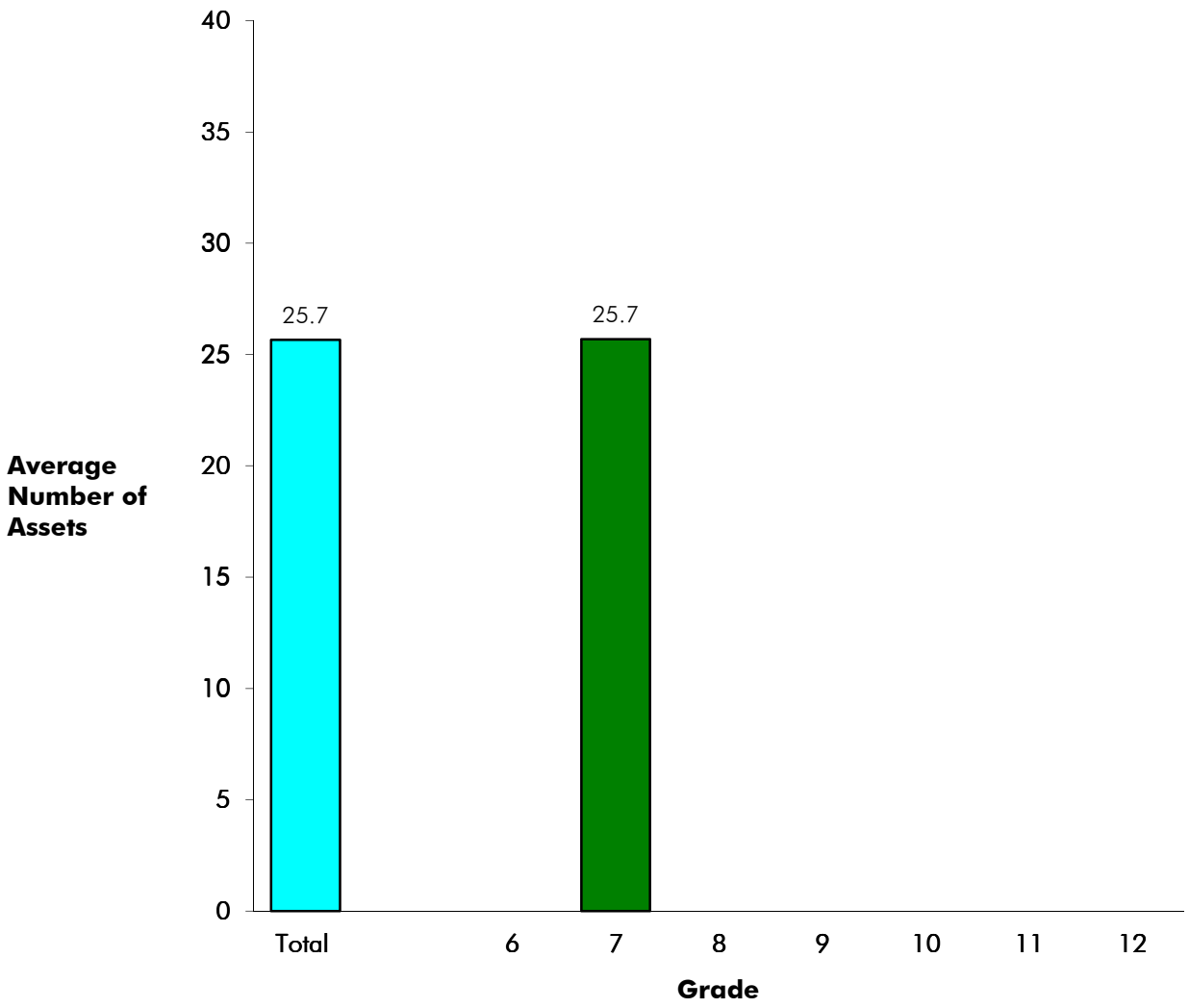
Average Number of Developmental Assets in Your Youth

Search Institute's research on adolescents consistently shows a small but meaningful difference in assets between older youth (grades nine through 12) and younger youth (grades six through eight), with younger youth reporting more assets than older youth. This result has been found in both "snapshot" and longitudinal studies. Regardless of age, gender, economic status, or geographic region, most young people in the United States experience far too few of the 40 Developmental Assets.

If one or more grade levels in your survey sample report particularly low average numbers of assets compared to other grades in your study, you may need to closely examine community conditions that affect asset development at those particular grade levels.

The following figure reflects the average number of Developmental Assets reported at each grade level by youth in your community.

Figure 1. Average Number of Assets Reported by Your Youth

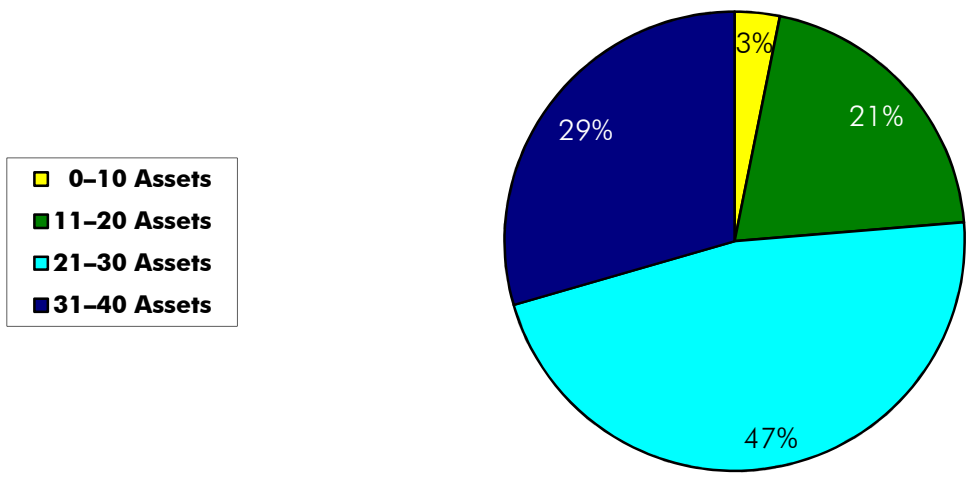


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Your Community's Challenge

For optimal youth outcomes, the more assets youth have, the better. Having 31–40 assets is better than 21–30, which is better than having 11–20, and so on. In an ideal world, communities would strive to ensure that all youth eventually experience between 31 and 40 of the Developmental Assets. In your community, 30 percent of surveyed students report 31 or more of the 40 assets. Below in Figure 2 you'll find the percent of your young people who currently experience Developmental Assets (in asset groups of 10).

Figure 2. The Asset Challenge Facing Your Community



The Asset Challenge for All Communities

The state of Developmental Assets in your community is likely to be similar to the challenging asset pattern found throughout the country. The particular strengths and weaknesses highlighted in this report are a unique reflection of your community, but general patterns (of average numbers of assets, general decreases in asset levels, and relationships between assets and risk behaviors and between assets and thriving behaviors) are typical of other communities that have administered this survey to youth. Search Institute studies have found regardless of town size or geography that youth typically lack support. Communities can draw upon the inherent strengths of youth and adults to increase assets in young people and do the following:

- Give adequate adult support through long-term, positive intergenerational relationships;
- Provide meaningful leadership and community involvement opportunities;
- Engage young people in youth-serving programs;
- Provide consistent and well-defined behavioral boundaries;
- Help youth connect to their community; and
- Create critical opportunities to develop social competencies and form positive values.

Young people may face complex social forces, including:

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- High levels of parental absence;
- Adult silence on positive values and healthy boundaries;
- Fragmented family and community social systems;
- Neighbors who are isolated from one another and separated by age barriers;
- Adult fear of becoming involved and the sense that young people are someone else's responsibility;
- Public disengagement from the important work of building meaningful connections with youth;
- Youth overexposure to media saturated with violence and sexual situations;
- Poverty and lack of access to supportive programs and services;
- Inadequate education and poor economic opportunities that cause families to be unable to provide for their children's needs;
- Schools, religious institutions, and other youth-serving organizations that are not adequately equipped to be supportive, caring, and challenging in a positive way.

By working to eliminate these barriers and conditions, communities can fortify young people against the allure of risk-taking behaviors, negative pressures, and undesirable sources of belonging in order to prepare them to become the next generation of parents, workers, leaders, and citizens. While this combination of social factors suggests that we have much work to do, a concerted effort by all members of the community to build assets in youth can strengthen our capacity to be caring, connected and committed to the common good.

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The Power of Developmental Assets to Promote Thriving in Youth

Youth who report higher levels of assets are not only less likely to engage in risk-taking behaviors, but they are also more likely to consistently report higher numbers of eight thriving indicators, according to Search Institute's research. These indicators offer a brief look at thriving, which is a much more comprehensive concept.[3] Figure 3 reflects the power of assets to promote the eight specific thriving indicators among young people.

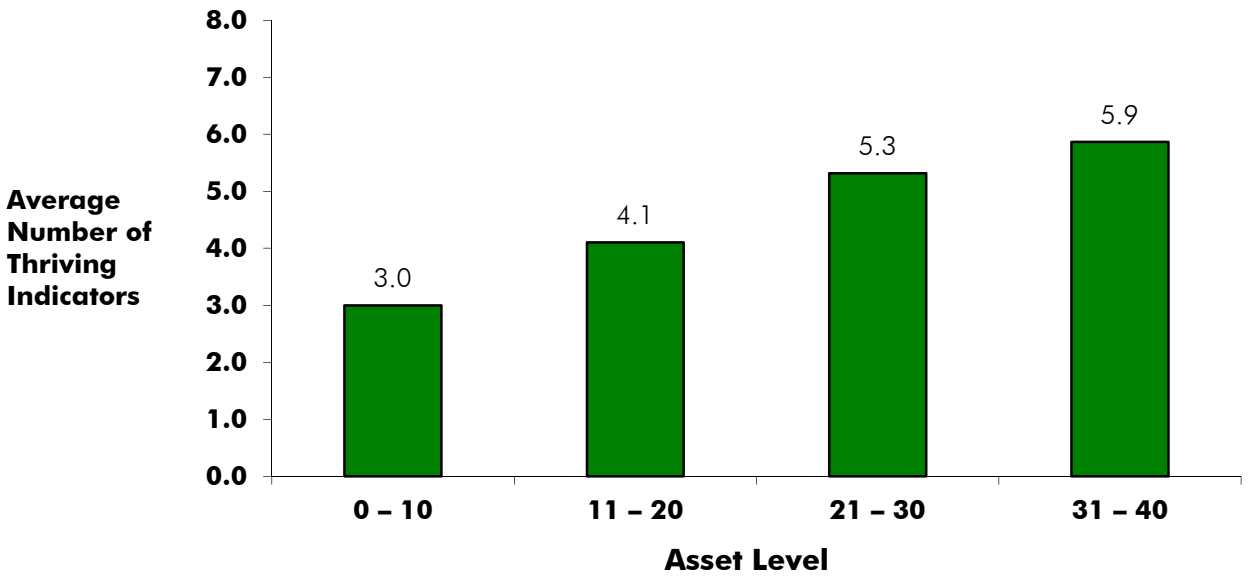
Eight Indicators of Thriving Youth

Youth:

- Experience school success
- Help others informally
- Value diversity
- Maintain good personal health
- Exhibit leadership
- Resist danger
- Controll impulsive behavior
- Overcome adversity

In the figure below, each bar represents a relationship between the average number of thriving indicators reported by your youth and the total number of assets (in asset groups of 10) reported by the same youth.

Figure 3. The Power of Developmental Assets to Promote Thriving Indicators



[3] For more details regarding the definition and measurement of thriving, see *Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers* by Peter L. Benson, Ph.D. (Jossey-Bass, 2008). See also Benson, P. L., & Scales, P. C. (2009). The definition and preliminary measurement of thriving in adolescence. *Journal of Positive Psychology 4*(1), 85-104.

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The Protective Power of Developmental Assets

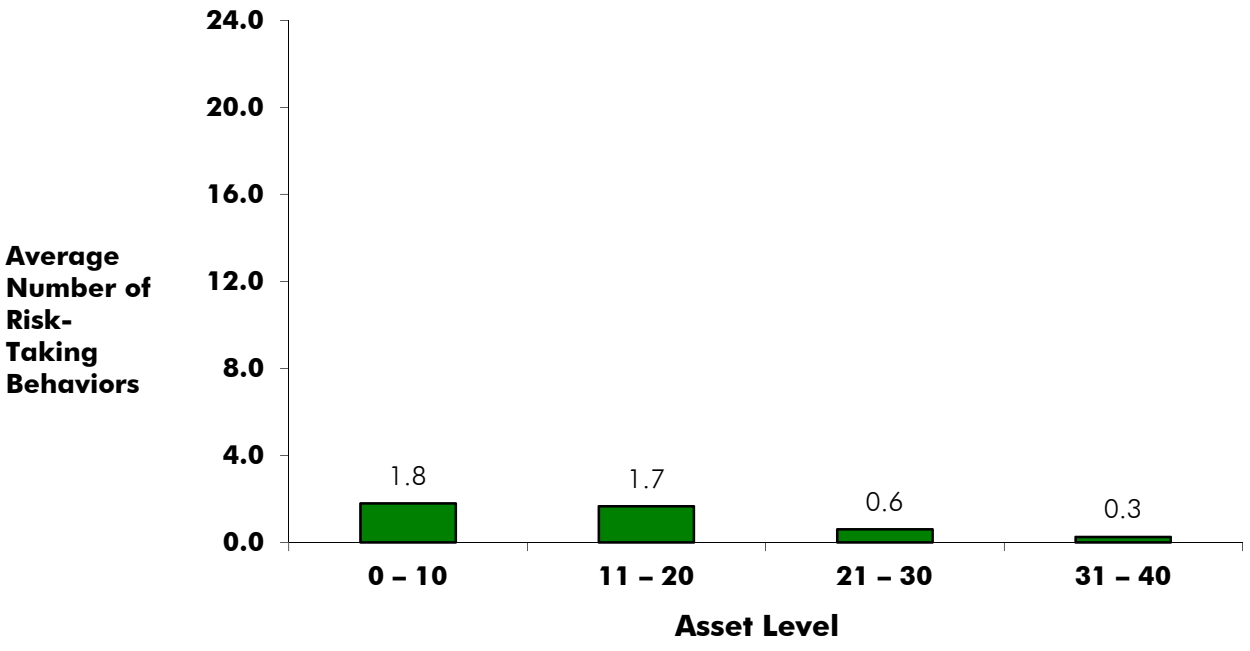
Search Institute's research consistently shows that youth with higher levels of Developmental Assets are involved in fewer risk-taking behaviors and experience higher levels of thriving indicators. Developmental Assets have the power to protect youth from engaging in the following 24 risk-taking behaviors:

Risk-Taking Behaviors

- Alcohol use
- Binge drinking
- Marijuana use
- Smokeless tobacco use
- Illegal drug use
- Driving while drinking
- Early sexual intercourse
- Vandalism
- Inhalant use
- Smoking
- Shoplifting
- Using a weapon
- Eating disorders
- Skipping school
- Gambling
- Depression
- Getting into trouble with police
- Hitting another person
- Hurting another person
- Fighting in groups
- Carrying a weapon for protection
- Threatening to cause physical harm
- Attempting suicide
- Riding with an impaired driver

Each vertical bar in Figure 4 represents the average number of risk-taking behaviors reported by your youth at particular asset levels (in asset groups of 10). *Note the average number of risk-taking behaviors reported by students who experience assets at both the highest and lowest levels.*

Figure 4. The Power of Developmental Assets to Protect Against Risk-Taking Behaviors



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Take Action!

This report provides educators and administrators, parents, neighbors, community members, and leaders with insight into the behaviors, opportunities, and challenges facing young people in your community. Use this information as a powerful basis for ongoing, community-wide discussions about how best to improve the well-being of your youth.

Set a Community-Wide Asset Goal

It is important for each community to establish and work toward the goal of a higher average total number of assets that each of its young people experience. This goal-setting process can provide a critical opportunity for community members to create a shared vision for healthy youth. As you begin your goal-setting process, keep in mind the barriers and challenges noted above, as well as the protective power of Developmental Assets and their power to help youth thrive.

The good news is that everyone—parents, grandparents, educators, neighbors, children, teenagers, youth workers, employers, health care providers, business people, religious leaders, coaches, mentors, and many others—can build Developmental Assets in youth. Ideally, an entire community will become involved in ensuring that its young people receive the solid developmental foundation they need to become tomorrow's competent, caring adults.

Begin With First Steps

As a Neighbor or Caring Adult, You Can . . .

- □ Invite a young person you know to join you in an activity: play a game, visit a park, or go for a walk together.
- □ Greet the children and adolescents you see every day.
- □ Send birthday cards, letters, "I'm thinking of you" notes, or e-messages to a child or adolescent with whom you have a connection.

As a Young Person, You Can . . .

- □ Challenge yourself to develop a new interest on your own, or try a new activity through school, local youth programming, cocurricular activities, or faith community youth program.
- □ Strike up a conversation with an adult you admire, and get to know that person better. See adults as potential friends and informal mentors.
- □ Look for opportunities to build relationships with younger children through service projects, tutoring, or baby-sitting.

As a Parent or Family Member, You Can . . .

- □ Consistently model—and talk about—your family's values and priorities.
- □ Regularly include all children in your family in projects around the house, recreational activities of all kinds, and community service projects that benefit people with needs greater than your own.
- □ Post a list of the Developmental Assets and talk to children about them. Ask teens for suggestions of ways to strengthen their assets as well as yours.

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As an Organization Member and/or Businessperson, You Can . . .

- □ Highlight, develop, expand, and support programs designed to build assets, such as one-on-one mentoring, peer helping, service learning, and parent education.
- □ Provide meaningful opportunities for young people to contribute to the lives of others, in and through your organization.
- □ Develop employee policies that encourage asset building in youth, including flexible work schedules for parents and other employees that allow them to volunteer in youth development programs.

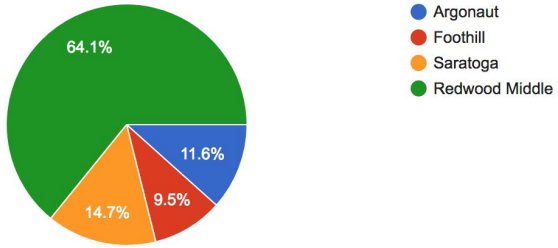
For detailed information about building Developmental Assets or starting an asset-building initiative in your community, visit Search Institute at *www.search-institute.org* or call (800) 888–7828.

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2017-18 SUSD Student LCAP Survey Data

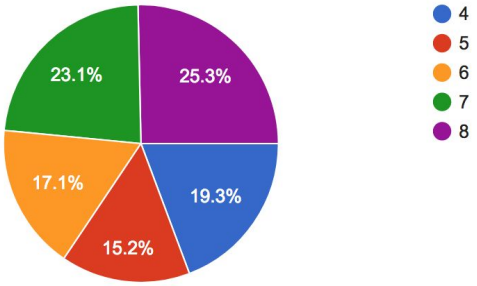
Name of my school

1,085 responses



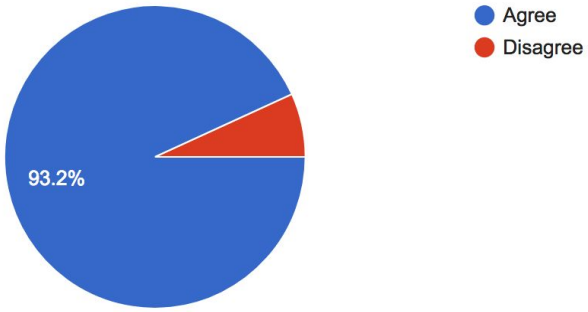
I am in grade

1,085 responses



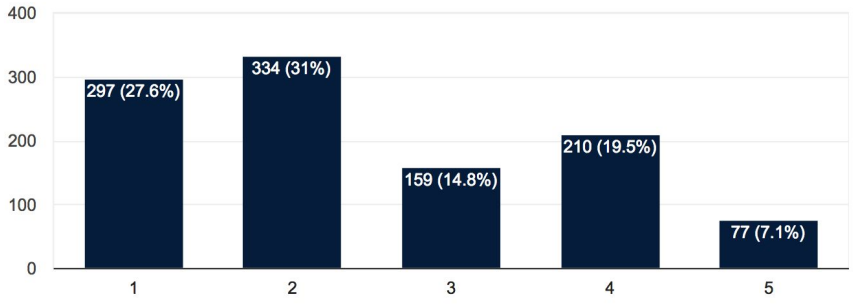
My school provides a good education for students.

1,073 responses



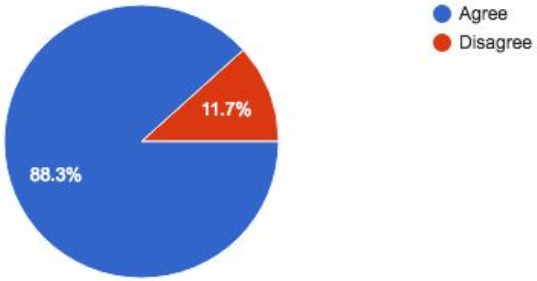
My school provides everything I need to learn while at school.

1,077 responses



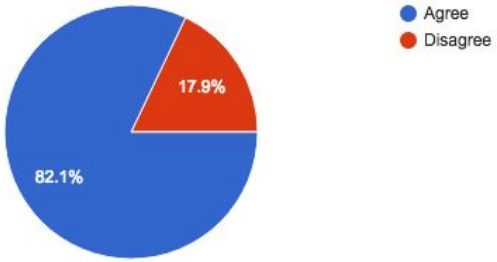
My school provides textbooks and learning materials to challenge and meet the needs of all students.

1,069 responses



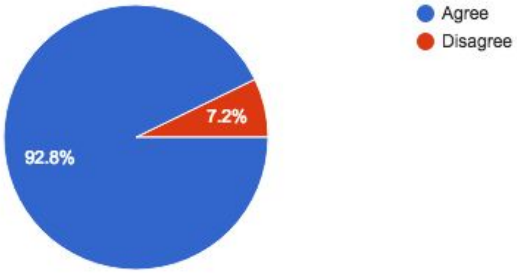
My school prepares students for their future in high school, college, or career.

1,072 responses



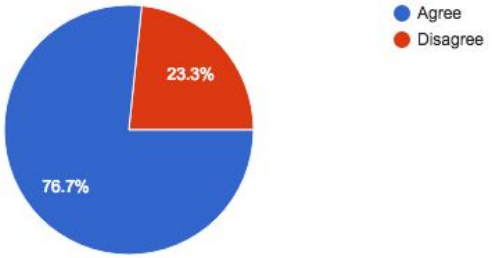
I feel safe while at school.

1,069 responses



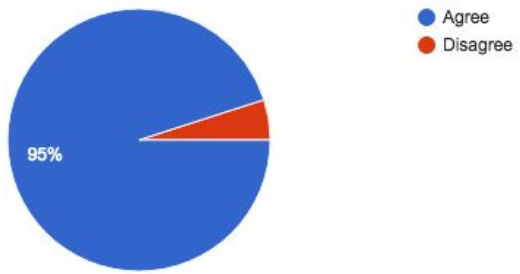
My school works with my parents/guardians to help me do my best in school.

1,071 responses



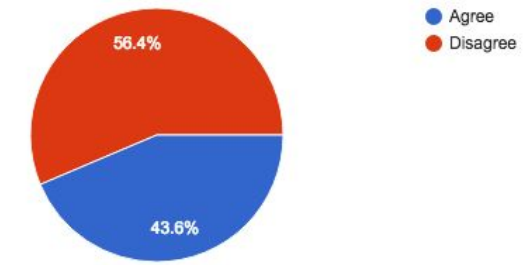
My school provides textbooks and learning materials to meet the needs of all students, including En...ers and students with disabilities.

1,069 responses



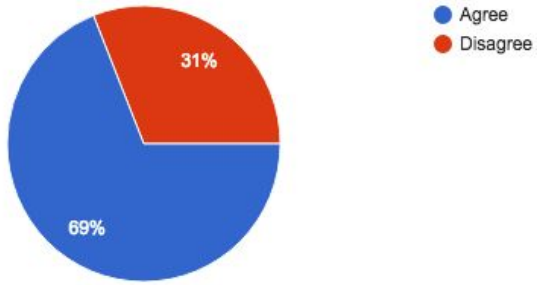
My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

1,068 responses



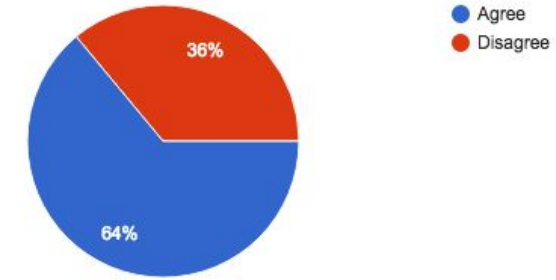
My teacher calls or writes my parents/guardians when I am having trouble learning.

1,061 responses



I look forward to coming to school each day.

1,068 responses



Argonaut Students: What is one thing that the school could do that would help you better achieve all of your goals? Do you have any additional comments about what's going well at school, and what we can do to make it better?

Food Services:

- Nutritious foods and filling in the lunch lines.
- Get better lunch food
- More food options would also be very helpful for many kids, so you can also earn more money, and kids will be happy.

Technology:

- more technology
- I would like more S.T.E.M
- I think that we should have more computer/innovation lab. I love technology soooooo much.

Facilities:

- For them to clean bathrooms (19)
- An additional comment, is that normally, when I go to the bathroom (I am a girl), in one of the stalls, there is waste, that hasn't been flushed, or there is toilet paper on the floor. There also might be muddy floors which makes it look disgusting, and not cleaned.
- I think the school should clean our bathrooms more carefully
- I learn a lot and I like it here but if we can make the bathrooms cleaner because some people don't treat it like a PUBLIC bathroom.
- To make cleaner water fountains (16)
- make the faucets cleaner,
- Do get a better water fountain with clean water
- I don’t really like the water
- We could clean the bathrooms and the cafeteria.
- give us lockers. (4)
- Please don't litter

- Have a watch out for kids who litter
- The bathroom should be cleaner and water fountain should be cleaned everyday so there aren't a lot of germs passing around. We can make the bathrooms (6) and the drinking fountains cleaner. (7)

Curriculum and Instruction:

- I think that there should be more time to complete some projects and not so many tests.
- more science
- social studies and writing is going well
- I am getting writing and social studies but my weak subjects are math and science. I've been trying to get better in math but its not happening. I am improving slightly in science.
- Less Book Reports and projects that don't help people
- other grades/classes should be more independent and not so reliant on their teachers.
- Writing is going well at school and I don't have anything to change.
- Do better at explaining things.
- To study more and learn more things in detail.
- To help me improve, I need a bigger library and more books. Keep the books in the library in good condition
- have more art
- They could teach us a little more music
- I think that schools should have a more rigorous activity level in PE (3)
- less homework (not give THAT much homework over weekends - I have experienced it). (5)
- Help me with my handwriting
- I like the bonus math packets and the computer lab.
- harder work to actually make people improve.
- My English (grammar) 3()
- The school can start teaching real stuff.
- I think that my school can teach some harder topics to prepare for middle school and high school.
- Make bigger space in makerspace, open it more I see a lot of things potential. People can make vending machines if you know what you are doing.

Math:

- Math: Make math easier. (1) Make math harder (9)
- I think we should have a better math program
- The school could let us work at our pace in math
- make the math textbooks harder

- math should be switched to something other than Eureka, one recommendation is Go Math, a good alternative to eureka.
- Stop making us "measure angles with a protractor" or whatever. We all know this, and it's no use making us do useless stuff like this. Algebra is EASY for me and many others, and we're still doing this??!! No criticism, but this is a extremely stupid learning curriculum.

Academic Support:

- Use Khan Academy
- The school can have a teacher that goes around and tests each and every student on subjects such as math, science, writing, social studies, etc.I like how my teacher does study sessions for math but I would also like it if it was like that for other subjects
- Give challenges to the kids that are having trouble and give them hints from time to time.
- The teachers could meet with each student
- Maybe have a separate after school small class to help students who don't understand certain things (4)
- longer lesson learning time to understand better
- Having a small after school study group, for the people who are having trouble with math sometimes.
- Have a day when the teacher in the class works with each student individually and helps them with whatever they need.
- I do good when I have 1 on 1 teaching for example I have a after school math class and on every friday they offer 1 on 1 teaching and it helps me
- split classes into two groups, one is for above grade level
- Find a resource that could help me if I'm having trouble.
- Have some extra challenges for the students that are better at a subject than others.
- i think if our schools had some private classes for learning then it would be better
- I like that my teacher arranges after school sessions, but since I have a driver, it is hard for me to go to it. Sometimes I don't really get the concept that is being taught and I get really stressed because the mid mod will have problems like that. So it would really help if sometime at math time you could ask people who don't get the concept and sort of re-teach it.
- for me what is going well is that the teachers give good amounts of study guides for tests.

Social-Emotional/School Climate:

- No desks put together because everyone is annoying.
- i think we are good at caring for other people and our friends but i think we need to be better at taking care of ourselves
- The school overall is very good, but i think that we could make the school more friendly
- Teach people to be nice to each other (3)
- My school is good at understanding students and appreciating the teachers

- All the friends at school are easy going people.
- GOING WELL: We have a very friendly mini community in Argonaut- everyone participates in school funds, school spirit days, etc. DO BETTER: sometimes students such as myself have difficulty when friends treat one another badly, and don't want to pull attention to it. Teachers saying treat everyone respectfully is not always enough so I think that there should be a certain teacher that students can go to for friendship problems.
- All my teachers are nice.
- Since this is my first year, I feel like I have been here here forever because I am used to the tings we learn and everyone is so kind and caring.
- I have lots of friends and that is well, and what can be better is that people shouldn't be so mean in school and rude.

Engagement:

- I would like more time for independent or group projects. (2)
- maybe you can let students choose to work on school projects alone or with someone let the students choose

Lunch and Recess:

- hire more safety people.

Extracurricular:

- The school should try to incorporate more clubs/after- school activities. They should add more extracurricular programs.
- You can make it so that 4th graders can participate in band
- Everything is good, but maybe more inclusion in clubs\groups in school.
- have a permanent coach for sports.

Miscellaneous:

-
- I love Argonaut school, and I have always liked this school. I think the teachers and everything here is really awesome!
- School is going well and in my opinion, Argonaut is great, apart from all the homework.Help me learn so I can get into the college of my choice
- If I need help with something my teacher should tell my parents to help me
- More encouragement
- I'm learning a lot (which is good) but I believe school should start later and there is WAY too much homework, and we should reduce the amount of homework
- prepare me for middle school
- My school is great the way it is
- provide better learning material, so children can get into good colleges. this material is too easy.

- more freetime
- if we can change seats more often I sometimes have trouble seeing things in the back because a tall person sits in front of me
- Assign less assignments
- I want to be in the guinness world records and maybe school can help to make me be in the book of world records by being smart.
- check in on our goals
- email my parents not to give me extra homework
- Have better supplies, less curricula
- Lighter homework folders
- we can bring our electronics to school about once a month.
- I think that everything else at school is great. We can make school better by doing nothing because my school is already good.
- I think this is school is able help me with a lot of things I need to learn, practice, and help.
- School is good and all of my friends are nice but I notice some people use inappropriate language and the bathrooms and water fountains could be better.
- I don't think my school should change!
- add a choice of different curriculum. My brother is in Redwood, and I wish that Argonaut would prepare us for Redwood.
- We should have a "free" day every month, where for an hour we get to do whatever we want (including electronics, recess, indoor recess etc.)

Foothill Students: What is one thing that the school could do that would help you better achieve all of your goals? Do you have any additional comments about what's going well at school, and what we can do to make it better?

Food Services:

- give better quality of food (4)
- And a drink like orange or apple juice. We could have trays for our food to hold (bigger lunch trays) with at least a appetizer that doesn't smell bad like pizza sauce and a desert and drink
- Make lunch earlier because I am hungry and unfocused before lunch and have trouble learning.
- Serve healthier and more combinations for lunch.
- Have a better hot lunch please
- I think we should have more lunch time.
- bigger variety of food
- You could add a tiny dessert like a cookie to lunches.
- Make food healthier
- ice cream in the school lunch
- improve time to eat lunch and have better vegetarian hot lunch

Technology:

- I would also prefer school papers to be typed on the computers not written down on paper.
- One is to Learn more computer technology
- Use technology more. (4)
- do more learning on the computers and learning more about tech
- What about maker lab opened every day! what about that?
- Do more learning on the computers or any kind of technology and learn more about tech
- Maker Lab open everyday (2)

Curriculum and Instruction:

- A more challenging curriculum

- teach more about history
- cancel writing
- Have more time to work on assignments. (2)
- Not have sooooooooo much homework, and easier writing
- Do more projects with videos or learn about space more.
- I think there should be more field trips.
- Add extra curriculum classes in school,more group and private projects,and give a fun way for us to learn things
- The school could help me writing longer sentences.
- The school should teach preferential music.
- School helped me with science. When I grow up, I want to become a scientist.
- explain more about how electronics work.
- Social studies is doing well now. i am catching up on it .
- I like how we are using both online and book resources. Focus on kids who are having a hard time in school.
- Starting from elementary school, teachers and staff should divide kids in their different skill levels of all subjects, For example, math may be too easy for someone and it may feel like they are learning the same thing twice.
- do more learning such as math or science on computers or any kind of technology and learn more about tech
- I feel like we should have spent a smaller amount of time studying the American Indians because I don't think I will get a chance to use that information in my future
- For one, I'm pretty sure that it doesn't take a whole MODULE to help 5th graders review how to add and subtract fractions. We've all done this a MILLION times before, and I think it's better that the school reviews these things in two days. One for adding fractions, and one for subtracting. I also think that it is better if students can take a mid-module if they want, and if they pass it before any review from the teacher, then they will only participate in the homework, but not the classwork. Maybe they can do Khan Academy during class when the teacher is teaching something that they already know. At least that's what my old teacher did. Over all, school is pretty good, and all the other programs are going just fine for many classmates in my class. I just seemed to notice that some of my classmates get annoyed when they are learning something that they've already learned before!

Social-Emotional/School Climate:

- Be more accepting; Be nicer
- You can make it better by excluding bullies
- I love it how the teachers work hard to improve individual student learning and also I like when the teachers do their best to help the quiet children to make great friends.!!!
- Have teachers put aside bias and review the policies of sexism, dress code, and racism as I feel I have experienced

violations of all of these that have interfered with my learning. Many teachers abuse the privilege of power to favor students over others.
- There is no bullying at our school, which is fantastic

Math:
- Do more advanced math! Calculus; Better math; I think that the school should give harder math. It is too easy.
- I think we should make math more fun by doing word problems like Johny had 5,976 oreos and if he gives 657 to Charles how many does e have left
- The school could make the math level harder.
- They could switch to a different math book. I think we should work more on algorithms and formulas

Engagement:
- Continuing to help me have fun while learning.
- By making learning fun.
- Have more fun activities. Let students have more free time
- Elementary schools should start letting kids choose their own subjects. For example, if you would like to become a lawyer, then you might want to start learning the basics of law.
- Something that the school could do to help me achieve all of my goals is to do less paper pencil and more typing.

Academic Support:
- One thing is that they could take kids out who don't understand what to do and help them.
- I would like if the teachers would explain things more. Have a special class for kids that are struggling with some stuff at school.
- It will help if my school would make a private class for my troubles during school.
- Provide more challenging textbooks/ assignment for students that are in a higher level than average.
- They could explain things more to us children.
- Tell you what's going to happen in middle school.

Facilities:
- Have cleaner bathrooms (4)
- Keeping the water fountains clean (2)
- I think that my school should have toilet seat covers for hygienic reasons.
- t the bathrooms and drinking fountains are very unsanitary.
- Clean the bathrooms and tell students to flush the toilets, wash hands, not pee on the floor, etc. Basically teach kids good bathroom habits.

- You can have cleaner bathrooms and water fountains

Extracurricular:

- have more after school programs such as sports, art theater and more (3)
- I think that we should have clubs.
- bring in hockey sticks to learn hockey.
- have more activities
- More after school programs

Lunch and Recess:

- We have to get more balls or sport balls and activities (((((DODGEBALL)))))))))))))))))))))))))))
- Well, I think we should have more choices at lunch and recess. Other than that, no
- Longer lunchtime (4)
- More recess (3)
- Have longer recess to enjoy more time with friends.
- make lunch and recess like middle school
- well what about longer recess, study show that kids that get their energy out at recess are ready yo learn in class,
- I think that if we had more recess then we could have time to give our minds a rest and then we could learn better.
- Something that makes me achieve my goals better by giving more break, so that I wouldn't be so tired and would be more focused.

Miscellaneous:

- i think the school is great (5)
- Give students free time in class to be creative or catch up.
- start school at 9 am.
- The staff is doing an amazing job.
- I would like for the teachers to tell parents what important things are coming up.
- A little less homework to take some weight off my shoulders. And more color in a classroom to keep people happy.
- Text our parents things that are really important that are coming up.
- Make a rule everyday to do gardening
- classroom dogs to keep people company.
- The teams in PE are unfair and all the good players are on one team.
- Ice cream spirit day

Saratoga Students: What is one thing that the school could do that would help you Do you have any additional comments about what's going well at school, and what better?

Social-Emotional/ School Climate:

- try to check in with the students more.
- Handle drama a little better;
- give us breaks to cool down afterwards a long activity
- It would really help if we had more brain breaks
- wear school uniforms so nobody is bullied
- To listen to students and to not focus on one person only.
- We can have a book to write how you feel and can help you with why you are feeling this way.

Miscellaneous:

- our teachers could be absent less
- 3 days off of school instead of 2
- start school later in the morning around 9:00 am.
- I think that I really like my school but to be even better I think people should help more so then the school would be perfect.
- Less Homework, School opens later, NO GRADES<- MOST IMPORTANT
- I think that maybe the school could split into different smaller levels in one grade.
- cannot think of one, this school is great! (3)
- I don't know it's a really great school.
- to get more school supplies
- give us a little more freedom
- give us less homework
- a vending machine
- Ask what students' goals are and allow them to do it (like drawing)
- The school could have more fundraisers to afford better materials.

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Curriculum:

- A better way for teaching math.
- The school could supply harder math extra sheets and more classroom books.
- other math ways to learn
- earn more harder math like volume(math)
- I think that the math is too easy (3)
- different math ways to learn
- More challenging math
- Teach more cursive.
- Better note taking.
- Harder math class work because it is too easy.
- I think that my school should use textbooks, rather than computers.
- To get text books about writing
- I think they should add more subject that we need to know in the future.
- It would be great to have science everyday. (We only do science sometimes.)
- More science materials, and more computer science projects. Also, more independent projects.
- More science (3)
- make the learning harder
- Teach classes about business; teach us how to sell stuff and marketing skills
- bring back computer lab for 5th graders because replacing it with starting arts was a terrible idea. Computer lab could push students toward a career in computer science. What does art give students? It gives them the idea to fail in life and get a job as an artist.
- Wood Working/Engineering

Academic Support:

- They could make sure that everyone gets taught to their level instead of everyone being taught the same.
- give a study guide 2 or 3 days before a test
- get more personal help
- Homework Club
- for the teacher to explain things more,
- Have personalised learning, so I can strengthen my knowledge, and learn even more.

- I wanted to get better at writing and they helped me to get better
- maybe they could let us have a dedicated time for homework and to catch up on school work. because people have after school activities and don't get a lot of time for homework.

Facilities:

- A cleaner environment and cleaner bathrooms and drinking fountains
- fix the locks in the girls bathroom
- have all water fountains inside
- I think that the bathroom needs to cleaner there's urine all over the floor
- Cleaner bathrooms (4)
- picking up trash after recess

Safety:

- A little more supervision

Lunch and Recess:

- have longer lunch and recess
- make recess 15 minutes longer
- More recess so I can concentrate more (2)
- let everyone play on the playground everyday.

Technology:

- add touchscreen computers
- Do more things on the computer because I like computers in general and it’s more fun learning on the computer.
- engineering class
- Even though we do have computer lab. I think we should have just one extra class to learn how to animate or code.
- Give us personal computers to take home.
- Do All Year Computer Lab Cause It Helps Students Learn About What’s Inside The Computer And Coding
- Personal laptops

Food Services:

- get better hot lunch

Physical Education:

- have more PE to get more exercise (2)
- Having another activity, after lunch, other than running club that get kids moving.

- I think we should have a little more P.E, that way children around the school can have more exercise.
- I think they could have a better physical exercise program, because I feel that everything in P.E is so easy, I need a challenge for once.
- instead of having 2 play times have one long play time
- Play basketball more in P.E
- They can add more P.E. for some kids who don't do activities out of school
- Put more sports in like once or twice a week we would have a soccer game or at least something that's sports
- They could let us have more recess because recess can help you stay more focused

Arts:

- more claywork
- Music because it helps me concentrate. But not classical pop my own
- More plays/musicals
- They could provide art class year round

Engagement:

- Have more group projects.
- Maybe have more work time?

Redwood Students: What is one thing that the school could do that would help yo Do you have any additional comments about what's going well at school, and wha better?

Social-Emotional/ School Climate:

- If there is bullying going on INSIDE the classroom, then maybe the teachers need to know instead of watching it happen. I think that the bullying policy should change because there are many people who suffer from bullying, such as myself, and find it harder to learn because they are trying to be aware of the bully and just want to live.
- I think that there should be a stricter no exclusion policy because I have seen many students be excluded or thought to be weird (like me) during classes and feel lonely and misunderstood. Can you please make it clear? It would help me and hundreds of other students learn better and feel included.
- Have more CASSY class sessions.
- I personally believe that the school is generically a kind community, but I feel like it over teaches certain subjects like bullying, and cyber safety. Students start making fun of these concepts and don't take them seriously. Also, by looking at suicide rates, they have gotten higher in the past decade, and I believe that all of the presentations aren't helping, but making things worse. The school should take on a different approach to handling bullying and cyber bullying. They could maybe open up a club in which they could make friends and be able to talk to a trusted adult about what is bothering them (maybe like an adult specialized in bullying).
- I would feel better if bullying was a zero tolerance at our school.
- I feel that 8th period helps to a certain extend but it also gives some bullies ideas on how to bully.
- the school has a really positive vibe and the students are really nice.
- Allow a designated time in school to talk with teachers about troubles or problems you are having.
- Be less sexist towards girls
- The school needs to better enforce its rules and policies on bullying
- Make it cleaner and less judgy
- I tend to notice (fairly often) that 6th graders never pay attention to the rules. This causes distress and often annoys me.
- Be more fun, so I would look forward to coming to school
- Connect with each student individually more.

- While walking around school I feel safe, but no one the staff is not happy. Smile a little more!
- Encouragement
- Let students have a break sometimes so that they aren't always stressed out.
- The school could try to limit the stress of children by not giving too much homework at night, and not giving too many tests or assignments. *I stayed up till around 12 o'clock last night.
- The students should give more support to the other kids.
- Put less pressure on the kids to do well.
- One thing the school could do better is try and make school more fun for the students who need that break away from home. Somewhere they go everyday where they can enjoy themselves and still continue their dreams
- More encouragement for all students
- Take the time and personally talk to a student and teach his or her the thing that they are not getting in class
- If the school was to provide a more stress-free environment that would not only clear up my head, but give me a be a kid, meaning that I would probably enjoy school more than I do now (not saying that I don't enjoy school)
- Help reduce pressure on students that worry about their parents punishing them when they get bad grades.
- Have a better understanding on the effects that the social aspect of school has on students
- I wish the school would come in contact with the students more and help them with what they need. Also listening to students inputs is very important and something the teachers should work on.
- I like how everyone has a chance to learn here at school.
- I like how our school makes sure to help every student
- I like how the school is running and I look forward to coming to school everyday.
- I like how the school takes care of each student, and doesn't treat them as a whole group.
- I love club 47, and hope to go there more often.
- I love how our school has a friendly environment is and how welcome people are here.
- love that I feel safe at my school and that the students at my school are all polite.

Miscellaneous:

- I don't feel ready for high school or college.
- I know that any answer I will put here will not actually be implemented, so it doesn't matter.
- Allow kids to request teachers at the beginning of year
- A great school!!
- change the bell schedule a little bit
- Explain instructions clearly

- I can't be too dependent on school, but at the same time, I need to use school as a way to my goal. Other than that, it is up to me to achieve my own goals.
- We could have less subs.
- To be honest we seem to be running out of paper, so we should either use less or get more.
- the school could do nothing better to help me achieve all my goals. It's already working hard to challenge me and make sure I learn, as well as my peers, and there's nothing more it could do. The teachers already work hard to make sure everyone understands what they're doing, and the administrators are able to contact are parents if we aren't getting the concept, or misbehaving.
- Looser dress code. I want to be able to wear shorts on a hot day, or be able to wear leggings with a cute top. I'm not distracting anyone anyways.
- I wish the teachers would listen to their students more when they give suggestions or ideas.
- I think the school does a great job at this if anything it would be great for them to have more opportunities for advancement.
- I think that the school could teach us more about "real life".
- I think the school could do a checkup on teachers from students every once in a while.
- Help us understand more than just 'enough' while still not spending a super long time on only that one thing.
- I think that the school is great, and it is very challenging. I think that the school should focus a little more on math and sciences.
- help us prepare for the future not just in educational ways but by helping us learn how to everyday things like handling money or how to repair things
- I think the school should better inform us about what is needed for colleges and high school so we are ready.
- I think the school is doing pretty well right now. (3)
- It might be better if you don't have every subject every day. Because this way you don't have to focus on everything mixed together and rush through the homework to get all done for the next day. Because when you would have lets say a lesson of a certain subject once in 2 days, you will have more time to focus and ask questions about instead of doing it all wrong because you couldn't ask.
- make school start later so we wouldn't be tired during class
- Maybe email the parent and recommend what to do if the child is having trouble.
- At school, I like the way the campus is run.
- Could school be more imaginative and less boring?
- I like redwood the way it is
- I love everything
- Less "babysitting", I'm in middle school, yet I feel like I'm in elementary school, in fact, we had more privileges in elementary

school(in some aspects). I feel restricted when doing some things, from music, to the quad, i guess. I want a little more freedom before high school.
- It would be helpful for the library to be open before school hours
- I think studying at the school is pretty good. If we could add a few more books to the library, that would be great!
- I think that some of the teachers (art) are not getting the money they need for the projects that we do in class.
- I would say that what is happening good: very academic. Needs improvement: to have a longer break
- I would like more celebrations like in elementary school where we have a party every special day
- There are lots of decorations for different holidays, i actually have fun at school

Curriculum and Instruction:

- A different literature textbook/workbook
- Have Textbooks in science
- To have the same textbook we use at school to bring home.
- To have more collaborating activities that allows different classes and grades to work together.
- The science class should have a book for us to study instead of the stem scopes.
- Better science program
- I think we should get updated textbooks especially for science because science changes and we would like to learn what is happening in the current world.
- Spend less on math and music
- One thing the school could do is add some textbooks in some classes because some of my classes don't have textbooks and I think that having them is more effective then just notes on paper.
- The school should invest their money in supplying students with new textbooks instead of Chromebooks. Hard copies can benefit students who may not have the internet at all times.
- One thing that the school could do is revert back to when there wasn't Common Core. This is because Common Core makes students explain rather than practice concepts, which in my opinion, helps one practice better than explaining. Also, harder curriculum would help.
- One thing that I feel would help students is to purchase enough history textbooks for every student to take one home. Both this year and last, we have had to use the online TCI textbook, which is much more difficult to navigate and far less efficient than using a physical textbook.
- Newer textbooks and from different companies. Big Ideas math is not challenging or a good learning tool. Go Math is an outstanding textbook. My perspectives is just busy work that gives questions that don't really make you think and are on the surface.
- Better writing program

- *This is a compilation of multiple comments from several students:* The myperspectives online program is extremely irritating and isn't very user friendly. Besides that, working on myPerspectives is extremely tedious and boring. Please refrain from using myPerspectives in the future. I think My Perspectives is always asking the same question in different words over and over again. Also, I don't really learn from it and when we didn't use my perspectives I learned way more. Get rid of myPerspectives Get a better language arts textbook. I feel like MyPerspectives in language arts is at times very repetitive and boring as to what it offers to the student. At times it can feel like a serious burden rather than knowledge and very hard to keep entertained and encouraged to stay dedicated and working hard on schoolwork. It's so boring and repetitive as we pretty much do the same thing every unit but just with different texts, and at least for me, I feel that its a burden rather than something I should actively acknowledge as work at home after school. I feel I could have a much better use of my time at home with other subjects. It just doesn't actively keep the student engaged and up to par with the curriculum in a fun, interactive way. I dont like my perspectives. I want to just read books and do book groups. I think I would learn more if the school removed the My Perspectives program. It's so repetitive and boring that learning becomes a chore. Now don't get me wrong, I enjoy learning, but not with the My Perspectives book. I can't pay attention to the lesson and honestly learn something new. My Perspectives makes the work we do more of a brainless chore, rather than a job. My Perspectives has some good topics to learn from and further your writing skills, but the analyze the texts and word study stuff are repetitive and un-beneficial. My Perspectives is not a good curriculum. Most of the students complained that it is boring. I feel that it is extremely boring, and most importantly, I did not learn as much as last year, when we had another curriculum. My perspective is boring and does not help us write better. My Perspective is boring and useless. My Perspectives is not very engaging, so having more Makers Space activities would be helpful. I think that we should no longer use My Perspectives because they are big and not really teaching us. They have so much information that we do not learn and it is hard to use especially the online version.(39)
- I think the school should have more interesting and interactive history lessons, and have more hands on projects
- Have a better way to teach students how to approach different types of questions.
- Math courses and school in general is pretty good, but some of the science class's grading could be less strict and for certain assignments they should give more specific instructions to completing the assignment.
- a period once a week to go to the library
- One thing that the school can do to help me better achieve all my goals is to use different resources throughout the year so we will get a variety of material and work to learn from rather than just learning from the same textbook all year.
- Add another language learning elective such as French because I want to learn French but I can't until I get to the high school.
- An easier way to learn a concept
- A period once every two months in core to catch up on certain work we haven't finished

- some teachers can have some more challenging class especially in science
- give separate learning paths so that it easier to work ahead
- I also wish our school would focus more on public speaking and how to be literate not only when writing but speaking.
- Give us more challenging work (4)
- Give us more time to ask questions and allow us more time to study
- Harder classes
- Give us more materials and resources. (3) And a class pet
- The school could make more of the learning less based around the textbook.

Testing and Grading:

- I battle to get good grades. Let me give a metaphor the school is Goliath and I am David. I have to keep fighting in order to not fail. If i stop working I die.
- no grades
- Grade easier
- Teachers can not have tests the same days as each other.
- Prize for good grades, school starts late, no grades.
- a consistent grading system for all teachers.
- Don't assign tests nearly every single week, I think this can put pressure on the students at school and they feel like they never have a chance to relax
- Don't give final exams that count against our grades.
- Give out more extra credit to get my grades up. (7)
- I believe that the school could grade a little easier on certain things.
- I think it would be better if more teachers could give more extra credit, so students could improve their grades.
- I wish the school would have less tests to reduce the amount of stress and actually focus on understanding the material we have learned in class.
- Less stress on grades.
- less tests (3)
- Also, want all the classes to have a bunch of extra credit, so if we are lagging, all we have to do is do the extra credit.

Electives

- 3 electives
- add a cooking elective
- We could add more career-based electives such as Engineering etc.

- More electives choices (19)
- My school could have IL study as not an elective and something that you could go to anytime
- I feel like the school could add more electives to choose from.
- Go deeper into the electives
- Provide more electives, such as home ect
- Have more electives such as drama or woodshop for kids who want to be in that career. Not everything is about math and science.
- A wider variety of electives about different subjects
- Don't have as many programs early in the morning, make them electives or after school.
- Have elective class for preparing high school
- Have more language classes (8)
- I think that for the Spanish program, it would be better if we practiced more Spanish and spoke in Spanish more
- I think there should be more elective choices such as cooking and woodworking but not only things based around math and music
- have electives that help you in the real world. Better electives that don't include math or science like home economics
- Our school electives are mostly about Math, Computers, Engineering and other things along the lines of STEM. There should be more creative electives for though who don't have an interest in that
- I think the school could have more electives for people with different ideas for their futures.
- Better elective classes-- I feel that the Writing for Real Purposes class needs more devolpement and actual writing lessons, not just art projects.
- Having a free period, like tutorial, (not an elective) every student should have this class.
- Languages, I believe that a fundamental part of students' future depends on language. I know that many high schools provide extensive language courses. But, in my opinion, our school lacks this basis of educational language. There is the option of Spanish, but this doesn't appeal every student . By having more language options the student depth and understanding of foreign knowledge would increase.

Homework:

- Every once in a while teachers would make a mistake on powerschool which could affect our grade and could result in a consequence at home. Even if the next day you find out that it was put in wrong the next day, it is not like the treatment would go away, so I think that teachers should hand back the papers/tests before grades are put in.
- Less Homework becuase most 8th graders have a lot of stress
- If core teachers could lighten up the homework that they give daily it would let students sleep early and enjoy life while they can.

- I have to much homework, and just work and general. I usually stay up until 9 or 10 at night, finishing my homework. I also have no time for other activities, and i am under a lot of stress.
- I always have way too much homework and go to bed at 11:30 or 12 (midnight) every night because of my activities during the day and excessive homework. I know some of my teachers try not to have too much, but it piles up with all of the periods.
- No homework (5)
- Overall, less homework. I may spend up to 5 hours on it! I believe that this is NOT right.
- More homework
- They could stop assigning so much homework because it takes a lot of time and I always sleep at 11:00.
- The school should make sure teachers coordinate schedules so that students aren't loaded with homework and have less stress.
- Make the homework load/test more reasonable (7)
- Less Homework to make sure that I understand the material and do better on tests, because I have more time to study.
- give us time to do homework in class because the majority of people have after school activities
- A little less homework. (27)
- Give less homework and work because then you have more time at home to pursue stuff that your interested in and passionate in.
- I think that teachers should read through students' homework more often, not just looking for COMPLETED homework and then just go over it.
- If there was less homework, but questions that required lots of thought, I would be able to answer questions better and more thoughtfully.
- Less homework, i think it stresses kids out and i go to bed really late because of it
- the school could allot time for doing homework as I have many extracurriculars and often find myself swamped with homework and don't have enough time to do my homework or get extra practice on my subjects.

Math:

- Our school focuses to much on mathematics.
- Allow us to skip certain math courses
- I think we need more encouragement in math, because it feels like a competition
- I think the different math levels make it kind of competitive and make it easier to bully people due to their level of math education
- Math is intense.
- The school could be better if they could use more advanced math books.

- Eliminate 6/7A & 7B/8 Math
- They should give everyone a chance to be in the highest level of math by teaching it in school, instead of forcing kids to take classes outside of school in order to get to the highest level.
- Extra math classes
- the math curriculum should give everyone a chance in school for getting into the highest level.
- Textbooks in math for people like me who can't visualize, and be more understanding
- Let some people skip Algebra
- I would like to do better in math class
- I feel like the math I am in is too easy for me.
- Make the math harder so I learn a lot more
- I would like the math curriculum to improve
- Separate the math classes more thoroughly to create a comfortable environment for people actually learning the course (unlike some kids who already took the class over the summer)
- give equal opportunities to all grades for math tracks
- Have a placement test each year for math. This is because kids improved over time and they should not be judged on their ability of learning math when they were in 5th grade if they are now in 7th grade. Many students and parents complain about our system of learning when it comes to math and we should take action immediately and change the system so that kids can be in the level in which they deserve.
- I think that some limitation rules that the district is creating such as limiting 7th graders to Algebra is not helpful for me. I am currently working on very advanced materials, such as Calculus, and do not feel sufficiently challenged. I spend around 6 or 7 hours a day in math, and have won prizes in various prestigious high school math competitions. I know for a fact some other people in this school who are at the same level, so I feel that the district should remove the limitations of math courses, at least for next year. I also feel that the school's math class is not helping me achieve all my goals.
- The school could implement more challenging math material. Though one could skip ahead to another math class(sometimes a hassle), they might skip material that they need to learn. I think that there should be math problems that are trickier, because they help students learn how to think, and they help to challenge the bright students in Saratoga.

Academic Support:

- I think one thing the school could do to help me achieve my goals is to provide more access to teachers who can assist me and answer my questions.
- To pass out more study guides and practice MARS tests.
- I think school work is good, but they should have more material for visual learners.
- To have second chances if you lose an assignment

- They should go deeper into the subject and prepare us more for tests.
- The teachers could try to see what the students are struggling in and then explain it better.
- The teachers could be fair on grading, provide additional resources, give us expectations and goals, and make subjects fun
- the teachers should memorize the bell schedule. they assign homework after the bell rings, which throws a lot of kids off track
- There are children who struggle in different subjects it would be nice if teachers could help them after school, or in school.
- There should be more reading activities
- prepare for the placement test
- They could provide more help or study help for students during school hours or after school hours for students who are having a harder time learning the material.
- My school could maybe analyze my progress and give me feedback on my trajectory.
- My school could be more comprehensive with students having trouble
- More personal teaching
- Prepare us more for Tests and prep us more for high school, not necessarily by assigning us more work but by telling us what the standard are and the expectations.
- More personal check-ins
- I think one thing that the school could do includes that they give some more extra practice so you really know what you are doing and students to do projects that help our education.
- Maybe you could help students be better at organization
- Have office hours for teachers so that students can come and get any help that they might need.
- Take more time studying for quizzes and tests
- The school could work with students to make a personalized curriculum for each one
- Provide more textbooks at the library so all students can study and learn to the best of their abilities.
- Pay more attention to individual student needs
- I wish that the school would have teachers check in on how you are doing in their classes more.
- For a English Learner, I need to find a better way to review what my teacher is teaching about.
- Allow more help for students (4)
- The school should give more online notes and study guides.
- My school could provide more textbooks and try to help people who doesn't have english as their first language besides ELD
- Provide more study guides to prepare for tests.
- One- on-one help from teachers (8)

- Help focus more on students that need more help.
- have people who can come in and help students who are falling behind/having trouble learning
- Have a session to ask questions. (tutorial)
- Help students individually when they have time. (9)
- Allow students to be in more advanced classes.
- Be more clear in what homework is due on a specific day
- Be a bit more open and try to make students move up in level
- Be of better assistance with out-of-school academic programs.
- Being able to bring home textbooks from the library.
- provide help when i am having a hard time understanding something
- better learning materials, actually helping us when we doing poorly in school, learning support groups
- Explain language arts more.
- Explain concepts more
- Help prepare us more for what is coming in the future
- Lessons for students that are behind
- Lessons on how to not procrastinate
- Help all the students when they have trouble reaching their goals.
- Have one on one conferences if needed.
- have an option for advanced courses other than math
- For advanced students, the school should let them do their own assigned work if the teacher approves of it.
- Have different tracks for everything, not just math, since a lot of people are advanced in different things (not just math!)
- Have more one on one time with the teachers that teach the subjects I do not understand fully
- Help you for future life after college so you could achieve what you would like to do in life
- The school could have guidelines as to what to know prior to a unit for better knowledge of subjects, maybe links to independent study programs or websites.

Facilities:

- Just keep an eye (please) on the bathrooms, many of the stalls don't lock. Thank you!
- Also, the bathrooms are sometimes too disgusting to use.
- clean the bathroom because it stinks
- I feel that Redwood has been helping me achieve my goals. One thing that can be improved is the quality of the bathrooms and the water fountains.
- I think Redwood is a pretty good school but it needs to be maintained better.

- I think that the community and family feel to the school is good, but the overall cleanness of the school, for example the water fountains, could be a huge step up.
- Filtered water fountains, remodeled classrooms, cleaner campus, turf grass would be easier to maintain in the hallways and kids could walk on it.
- New water fountains...the ones we have are disgusting
- I would also like it if our school focused and put more money, time, and effort into athletics. Redwood Middle school uses so much money for band and our gym and field are pretty bad.
- Cleaning the bathrooms on a regular basis would be greatly appreciated.
- Flush
- I think you should tell the students to throw your trash in the garbage can not on the floor, I often see a lot of apples and wraps on the floor
- Get new water fountains, the current ones taste like blood.
- I think replacing the water fountains is also a good idea. I think the school should have filtered water.
- Cleaning the boys bathroom, when i go in there it makes my stomach feel uncomfortable.
- the water fountains in classes don't work
- clean the school and upgrade everything
- They could also clean up the bathrooms better so they don't have a certain liquid on the floor all the time, and fix the drinking fountains as some don't work and water is too weak to come out.
- Please have better water; the water in the water fountains is awful. Also, please put ventilation in the girls' bathroom. It smells atrocious sometimes.
- Better bathrooms (5)
- The school could have a more clean environment (bathrooms are NOT clean)
- Get new water fountains.
- They could keep the hallways and stairs (public areas) cleaner and enforce rules.
- One thing that the school could do that would help me achieve my goals better is to provide cleaner bathrooms and drinking fountains.
- I would like cleaner water fountains
- Also maybe they can get better drinking water and make the bathrooms smell a little cleaner as well as having people flush the toilets
- Our school could improve our school facilities. Not only the bathrooms, but also the buildings and running track.
- Get better working water fountains
- would like to see a better campus as ours is not in optimal condition even when we consider it to our Cupertino neighbors.

- Better and cleaner environment (3)
- Clean the bathrooms and flush toilets
- If the lockers were in better condition when we get them, and if the school looked better.
- CLEAN THE BATHROOMS. (32)
- I think the bathrooms are dirty. So you can have someone clean it more often.
- Pins for the PE locker room, instead of locks.
- bathrooms should be kept in better conditions and all drinking fountains should work.
- fix the drinking fountains in the classrooms
- At Redwood Middle School, our water fountains are below adequate in quality. Although it is still operational, the water stations are at time unclean and not enjoyable to drink from. Compared to the ones at Saratoga High School, which are filtered, clean, and healthy to use, our water is not up to par. It may cost a handful, but new, filtered, eco friendly water fountains are needed at our school. There are many benefits to having filtered water stations. Studies show that staying hydrated throughout the day can help improve the mind at relaxation. With so much happening at school, water can ease the stress. One problem many students face is the appearance. The look of the water fountain heavily discourages many of the students. If they had a clean, fresh look, students would be more encouraged to take a sip once in a while. Another reason for a change in water is its effects. If we are striving towards a eco friendly future, then what other than a filtered water station can be do so? Having a “rapid water bottle filling station” will promote the idea of water bottles, and will reduce plastic water bottle production, for at least our school. The water bottle station in mind is quite expensive, but its positive effects are endless.
- Our school could have cleaner facilities
- Fix locks on restrooms mpre basketballs
- better filter for the water
- Maybe better water fountains, sometimes they taste warm and not clean.
- I think my school could be cleaner and be presented better
- Clean the campus, its really gross,
- Have soap in the bathroom at all times. (3)
- Make sure everybody cleans up after themselves.
- Make the campus clean because the classrooms are, but the campus is not.
- I believe the bathrooms could be a bit more sanitary at times.
- Improve the water pressure of water fountains and get better locks for the stalls in the restrooms.
- It could keep the bathrooms etc, cleaner, not that it will help me with my goal it will make me feel better while at school

Safety:

- Having a more safer and secure environment.
- I don't feel protected at school, it worries me that something bad could happen at any time.
- I want to feel more safe and not feel scared to ask a question.
- One thing would be to to provide safer campus.
- I'm not quite sure what we could do much better but I will say that after the number of bomb threats that have come to our school, I can't really feel totally safe.
- Try and keep people's lockers from being broken into.
- Lunch theft
- Maybe add more security cameras to keep an eye on students.

Lunch and Break:

- I wish the school could have longer breaks so we can rest our minds
- I think maybe a longer break.
- If we had a longer lunch, I think it would help us relax and be less stressed
- Longer lunch time
- I would think we could have more time for recess, because sometimes, I (or my friends) can't finish our snack.
- In each period, we should have a 5 minute moving break
- longer recess and longer breaks to not be stressed out.
- More free time such as a 5-10 minute break in between 6th and 7th period.
- They could provide a longer lunch, so we can achieve more work.
- i like all of the leadership things and music in the quad.
- to have better yard duties at lunch nice ones
- I think that sometimes the lunchtimes activities are a little boring.
- I like the leadership activities and the music at lunch.

Technology:

- Better WiFi and internet connection (2)
- Establish a better website blocker that doesn't block science websites or other websites I need to WORK!
- Have better electives(More STEM oriented)
- In STEM in would help me for engineering
- More open options for STEAM, such as more design/modeling challenges
- the school could help with the textbook websites

- One thing the school could do that would help me achieve my goals would be to have faster wifi for my work and more projects.
- I think some of the blocked websites should not be. It was impossible for me to access a e-book because the site was blocked.
- Some informative websites are blocked by the school.
- some sites are blocked that can be used as learning material
- Some websites are blocked and when I need them for research I can't access them.
- You could provide us with our own ipad or our own chromebook that we take everywhere and use at home to get homework done. It would make it much easier to complete assignments while at home on our own device rather than having to use our parents because sometimes our parents have to work and we can't work online without their computer.
- The school should have more online material and notes.
- The school could provide better technology, such as iPads per each student, etc.
- I think that google classrooms is a great way to link students online.

Food Services:

- better school lunches (4)
- better food during lunch and break, water should be cheaper
- According to me school food is quite expensive when it doesn't have to as expensive.
- Get better food (9)
- Better cafeteria food.
- Do not sell expired chips for discounted prices, and have good school lunches with no expired milk
- Food to be better and more variety
- I feel that the school can provide better quality food in the cafeterias. How am I to learn and pay attention when all I had for lunch was some carrots and doritos?
- The school could provide cheaper food items
- The school could improve the hot lunches and snack carts
- I think for lunches they could also include more options and make them better quality.
- Make the snacks and lunch cheaper to buy
- Make the cafeteria food better and cheaper. The fries are overpriced and taste like cardboard.
- Make the cafeteria food better, half of the time I'm not sure what they put in our food. Sometimes I even feel sick after eating cafeteria food.
- Make the food better it’s terrible (4)
- I think that there should be school lunches where cooked vegetables are an options, because not everyone likes salad.

Thus, people who don't like salad might miss out on vegetable nutrition.
- Lower price of small things in the snacks
- ome of the food at lunch should be better, and the prices are a little expensive.

Physical Education:

- Give more time for P.E.
- Get the balls in the ball cart pumped. Because so many kids are playing with flat balls.
- More PE (5)
- Have a baseball team
- set up more sport type of things
- have a better and stronger sports programs
- have a better school soccer team
- Maybe get more equipment for the sport teams too.
- To have a rule on how many people can be on a basketball court at once
- I want to exercise more than just in PE
- Maybe better equipment for sports

Arts:

- more claywork
- Encourage music more!
- Put more funding in Music
- more funds and supplies for the art department.
- More art docents because that is a fun interactive way of learning (3)
- They could invest more in the media arts, and make a program like the high school.
- They could use their money in different places, such as field trips or more art supplies.
- for the orchestra trip, the 8th graders didn't want to sign up again so they canceled because of lack of people. Participation should be graded so people go.

Engagement:

- All of the subjects at school and the teachers who teach it are great, but some of the subjects they teach are ridiculous and has nothing to do with my future, you could teach more things that could prepare us for the future, for example, how to pay taxes.At my school the education is very good and the teachers are good too, this isn't too much we can do to make it better.
- I think that sometimes, the class is boring, so they could make it more fun with some trivia or something. Also, we should

have more fun assembiies, because they are very fun to be at, and it allows the people to interact with the students.

- I think that there are great teachers in each subject that teach their subjects well, and if they engage their students more then the classes will be more interesting.
- At school I have to do things like language arts which is completely useless to me
- All the teachers are very nice and help you get educated. Nothing really should be changed because they do everything very well
- Kids are creative here, and they can express it, but there should be more opportunity in class to express it.
- Teach us HOW we use what we learn in school and WHY we need it instead of just teaching us the thing. It would make school more interesting and not seem as boring.
- We should be able to do more things with teamwork. We should also be able to eat because its not good to study and think with an empty stomach
- I think one thing that could be improved is making lessons more interesting, and slowing down a little bit. I noticed that some teachers go quite fast, and this can be slightly unsettling.
- This school isn't challenging ENOUGH. If you want to challenge a student, you don't give them material that they've already learned for the past two to three years. You bring up concepts based on the review and emphasize from there.
- Get to choose what courses I want to do
- Give more feedback
- The school could raise more awareness to pollution so that there wouldn't be so much trash around.
- Teach kids about business.
- more hands-on learning such as Makers space and science labs
- Make some of the classes be more engaging and fun, and not have such a big workload.
- Make learning more fun, interactive (5)
- I would want the teachers to teach in a more fun way that grabs students attention so that they want to learn.
- I wish the school would teach things that I can use outside of my school life too.
- think that the school could make some classes more engaging to provoke questions and thought.
- teach more than giving worksheets
- Give advice about college and what types of jobs will suit you best
- Focus more on electives and interests
- Teach us how to do tasks such as taxes or money management.
- Teach us about taxes and other things we might come across in the world.
- Teach a class about life, such as like how to write a check or how to mortgage a house.

- Schools should teach kids life skills, like cooking, cleaning, and solving problems, like broken plumbing pipes, or something that affects your daily life.
- More outside activities to engage the student
- I think the school should have us doing a lot more hands on things so we can learn in different ways.
- Do more hands on projects (9)
- Don't focus on making students memorize information and make learning more fun with videos and games.
- find more interactive ways to help you learn and assign less homework
- Get more and fun classes that are electives that can make the kids learn more about the things that the Saratoga High School provides for the electives because right now the electives that we have are not that much which constricts and restricts the learning of the kid at the school.
- have slightly higher standards
- more field trips. More educational field trips (7)
- Instead of classes where a teacher just teaches something, it could be more of an interactive class. Especially like classes that are like science, we should have more of an educational foundation rather than copy stuff down from textbook to the notebook. We should be learning and implementing facts in projects, but instead we just copy and learn almost close to nothing.
- Provide better learning material, make it more interesting, and I don't know maybe teach us how to PAY OUR TAXES.
- Have more discussion time about things in certain classes
- Have more fun things to do. (19)
- learn survival skills
- The school could talk about other topics in our world, such as current events and how we can fight against what we believe is wrong.
- Teach us about stuff we don't understand; banking, savings, etc.
- Maybe have more projects than just paperwork
- Maybe teach things that we will be doing in the future, life skills and real life things (18)
- Have more hands on and visual projects
- have more interactive lessons with the students
- help teach how to better understand what we learn and how it affects us
- I think it should let students who excel in one type of subject move up to a more advanced class so they can learn without limits.
- WE SHOULD BE ABLE TO EAT IN CLASS AND PHONES OUT AND LISTEN TO MUSIC!!!!!!
- we should be able to eat in class and listen to music while running or doing work

Extracurricular:

- Have more electives clubs and extracurricular activities in the arts as well as sports such as dance, drama...etc
- I also wish our students had more ways to be involved with our school.
- If student could have a little more room to have fun it would be better. Since the only things that are "fun" are after school dances and student vs staff. Other than that you just hangout with you friends.
- Make it so that students can come after school.
- More fun dances and activities (4)
- Open more after school activities that are educational and fun.
- I think the activities we do in school are good but I think we can do more.

Schedule:

- Start later in the day, and extend later into the afternoon, with each period longer.
- Start later so I can get more rest (2)
- Push back the start time to allow more sleep. (4)
- Start later. Getting up at 6 is not sustainable.
- Start later, so that I could get more sleep. More sleep would then help me focus better in school.
- We could have a longer lunch, so we don’t have to think so much
- make passing longer so I don't have to run to some classes
- I only not look forward to school because I hate getting up from bed, so it's not really a school thing. Making the school start a bit later wouldn't hurt.



SUSD Education Acronyms and Their Meanings

Acronym	Title	Brief Description
ALD	Achievement Level Descriptors	Also known as standard-setting, is the process for establishing one or more threshold scores on an assessment, making it possible to create categories of performance.
AMAO	Annual Measurable Objectives	A performance objective, or target, that the district receiving Title III funds must meet each year for its English learners.
AMO	Annual Measurable Objectives	A school must demonstrate a minimum percentage of its students scoring proficient or above on a standards-based assessment in English language arts and math.
Argo	Argonaut Elementary School	
BTSA-SVSCNTP	Beginning Teacher Support and Assessment – Silicon Valley Santa Cruz New Teacher Project	A statewide funded program to engage preliminary credentialed teachers in a job-embedded formative assessment system of support and professional growth to fulfill the requirements of their obtaining their credential.
CAA	California Alternate Assessment	An alternate assessment for students who have a significant cognitive disability in grades 3 –8 and 11. The test utilizes computer-based technology and is aligned with the CCSS.
CAASPP	California Assessment of Student Performance and Progress	California's new statewide student assessment system established January 1, 2014.
CALPADS	California Longitudinal Pupil Achievement Data System	The California Longitudinal Pupil Achievement Data System (CALPADS) is the foundation of California's K-12 education data system that allows for tracking a student's academic performance over time.
CAPA	California Alternate Performance Assessment	An alternate assessment for science for students in grades 5, 8, and 10 who have an individualized education program and who have a significant cognitive disability
CCSS	Common Core State Standards	Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace
CDE	California Department of Education	Oversees the state's diverse and dynamic public school system that is responsible for the education of more than seven million children and

		young adults in more than 9,000 schools.
CELDT	California English Language Development Test	A required state test of English language proficiency that must be given to students whose primary language is not English.
CMA	California Modified Assessment	An alternate assessment of CA content standards for students with disabilities who have an IEP. The CMA has been replaced by the SBAC for ELA and Math. CMA for students in 5, 8 and 11 in Science will continue until a successor test is developed.
CSH - CDC	Coordinated School Health – Center for Disease Control	A coordinated and collaborative approach to assessing an organization's strengths and opportunities for growth in the areas of health education, physical education, health services, nutrition, counseling and social services, healthy and safe school environments, health promotion for staff, and family/community involvement.
CSSP	Comprehensive School Safety Plan	All CA schools and districts are required by Education Code to develop/revise a CSSP by March 1st each year which includes procedures and policies related to safety, emergencies, and disaster preparedness and preparation.
CST	California Standards Test	CST for Science for students in grades 5, 8, and 10. The CSTs are multiple choice tests and are written to assess students' achievement of CA;s academic content standards in science.
DELAC	District English Learner Advisory Committee	A district with 51 or more English learners must have a functioning DELAC in which at least 51% of the members are parents of English learners. A DELAC has the responsibility to advise the governing board on the development of the District's master plan for educational programs and services to English learners.
DADT	District Administrators Directors Team	SUSD Team of district office administrators and principals which meets monthly to discuss district business.
DLT	District Leadership Team	K-8 District Leadership Team which is a vehicle for teacher input on district decisions to ensure and facilitate articulation among school sites, grade levels, departments, and establish long and short term professional development goals based upon district goals and administrator, teacher, and student need.
DOK	Depth of Knowledge	A way to think about content complexity, not content difficulty.
DRA	Diagnostic Reading Assessment	A standardized reading test used to determine a student's instructional level in reading.
ELs	English Learners	Students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved CELDT test, have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading and writing necessary to succeed in the school's regular instructional programs
ELA	English Language Arts	Content area of English Language reading, writing, speaking and listening.
ELPAC	English Language Proficiency Assessments for California	New English language assessment for ELs which will tentatively replace CELDT in 2016-2017.
FH	Foothill Elementary School	
FY	Foster Youth	Students who have been displaced from family and school.

GATE	Gifted and Talented Education	Special practices, procedures, and theories used in the education of children who have been identified as gifted and talented.
HLS	Home Language Survey	The state requires the district to collect a Home Language Survey for every new student. This information is used to count the students whose families speak a language other than English at home. It also helps to identify the students who need to be assessed for English language proficiency.
IEP	Individualized Education Plan	An Individualized Education Program (*IEP*) is a written education plan designed to meet a child's learning needs.
LCAP	Local Control and Accountability Plan	Under the LCFF all LEAs are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address identified state and local priorities.
LCFF	Local Control Funding Formula	Formula to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students.
LEA	Local Education Agency	The term LEA is used to define a school district.
LI	Low Income	Students that meet income eligibility requirements for free or reduced-price meals under the National School Lunch Program.
LEAP	Local Education Agency Plan	A written plan that includes specific descriptions and assurances to meet the requirements of No Child Left Behind. The local board and the state board of education must approve this plan. The LEAP specifically addresses how all students will reach proficiency or better in reading and mathematics, by 2013-14.
MARS	Mathematics Assessment Resource Collaborative	Math performance assessments
NGSS	Next Generation Science Standards	A multi-state effort to create new education standards that are rich in content and practice, arranged in a coherent manner across disciplines and grade to provide all students an internationally benchmarked science education.
PD	Professional Development	Specialized training or learning to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.
PE	Physical Education	Instruction in the development and care of the body that encourages psychomotor learning in a play or movement setting to promote health.
PLTW	Project Lead the Way	Interactive, hands-on, problem and project-based STEM curriculum for elementary, middle, and high school, and also professional development for teachers.
PTA	Parent Teacher Association	An organization of teachers and parents that works for the improvement of the school and the benefit of the students in SUSD.
RFEP	Reclassified Fluent English Proficient	When an EL meets criteria for proficiency in English language and content standards, their identification becomes RFEP.
RMS	Redwood Middle School	
SAC	Superintendent's Advisory Council	The SUSD Superintendent meets four times a year with leaders of SEF and SSC, and PTA from each school site to discuss school and district issues.

SARC	School Accountability Report Card	Each school in California is required to publish a school accountability report card that includes information such as student achievement; number of NCLB compliant/highly qualified teachers, safe school trends, and graduation rates.
SBAC	Smarter Balanced Assessment (Collaborative)	Computer adaptive tests and performance tasks that allow students to show what they know and are able to do, based on CCSS for ELA and Mathematics.
SCA	Saratoga Classified Association	Employee organization/bargaining representative for all classified employees in SUSD.
SCCOE	Santa Clara County Office of Education	County office which supports all school districts, including SUSD, in the county
SEF	Saratoga Education Foundation	A parent organization that raises money to improve the education experiences of students in SUSD.
SEL	Social Emotional Literacy	Ability to understand emotions, have a sense of literacy, learn to manage emotions, and maintain emotional interactivity.
SES	Saratoga Elementary School	
SLCT	Staff Learning & Collaboration Time	SUSD staff collaboration and professional development to meet the needs of our students.
SPSA	Single Plan for Student Achievement	A plan that requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies; and ongoing monitoring of results. The plan provides a structured means to enhance the planning and implementation process for improving student academic performance at each school.
SSC	School Site Council	The SSC is a body authorized by Education Code 52852 and is charged with developing plans and proposing expenditures in the SPSA.
SST	Student Study Team	A positive school-wide early identification and early intervention process. A team (student, parent, teachers, and administrators) identify the student's strengths and assets upon which an improvement plan can be designed.
STA	Saratoga Teachers' Association	Employee organization/bargaining representative for all certificated employees in SUSD.
STEM/STEAM	Science Technology Engineering (Art) & Math	Refers to the academic disciplines of science, technology, engineering, (arts), and mathematics.
SUSD	Saratoga Union School District	
SVMI	Silicon Valley Math Initiative	A comprehensive effort to improve mathematics instruction and student learning, and is based on high performance expectations, ongoing professional development, examining student work, improved math instruction, and a formative and summative performance assessment system.
SwD	Students with Disabilities	Students who have an Individualized Education Program (IEP).
TK	Transitional Kindergarten	A school grade that serves as a bridge between preschool and kindergarten, functioning to provide students with time to develop fundamental skills needed for success in school in an age- and developmentally-appropriate setting.

Saratoga Union Elementary

Fall 2017 Dashboard Report

https://caschooldashboard.org/#/Details/43696820000000/3/EquityReport

Equity Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	0
English Learner Progress (1-12)		1	0
English Language Arts (3-8)		6	0
Mathematics (3-8)		6	0

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

Saratoga Union Elementary - Santa Clara County

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Grade Span: K-8 **Charter School:** No

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The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.6%	Maintained 0%
English Learner Progress (1-12)		Very High 95.2%	Declined -2.1%
English Language Arts (3-8)		Very High 85.8 points above level 3	Declined -6.8 points
Mathematics (3-8)		Very High 106.9 points above level 3	Maintained +1.3 points

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

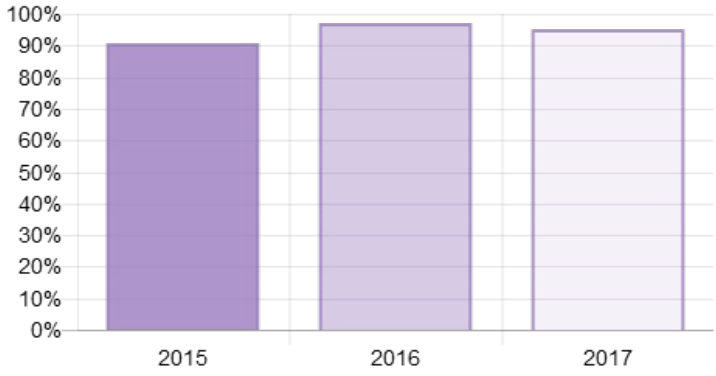
Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

State Indicators

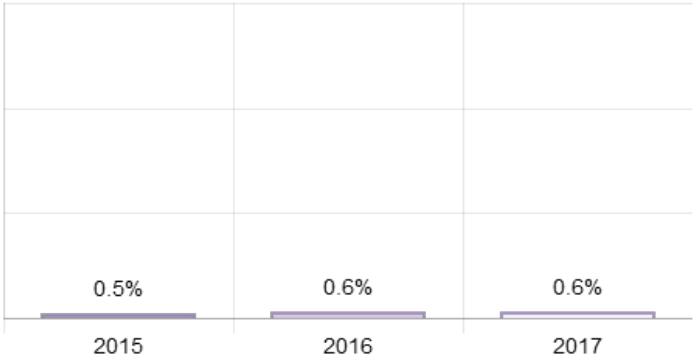
English Learner Progress Indicator (Grades K-12)



2015	2016	2017
90.5%	97.2%	95.2%

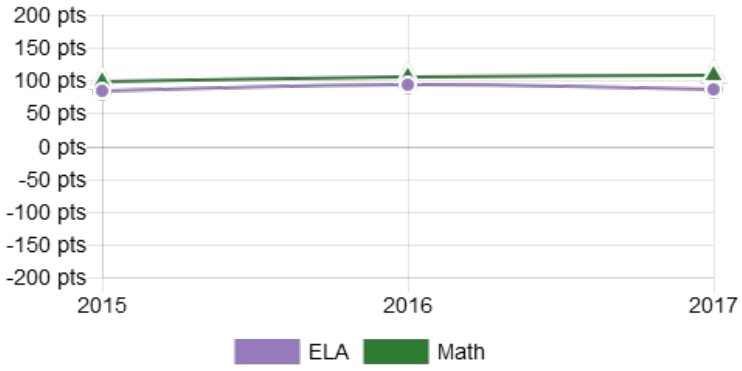
The percent of English Learners who made progress towards English proficiency.

Suspension



2015	2016	2017
0.5% (11)	0.6% (12)	0.6% (11)

Academic Indicators (Grades 3-8): Distance from Level 3



	2015	2016	2017
ELA	84.8 pts	92.5 pts	85.8 pts
Math	97.4 pts	105.6 pts	106.9 pts

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Grade Span:** K-8 **Charter School:** No

Dashboard Release:
Fall 2017

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			*	*	*		*	*		*		*		
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			*	*	*		*	*		*		*		
Mathematics (3-8)			*	*	*		*	*		*		*		

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspension Rate Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		1,952	Low 0.6%	Maintained 0%
English Learners		131	Very Low 0%	Maintained 0%
Foster Youth		0	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		29	Very Low 0%	Maintained 0%
Students with Disabilities		254	Medium 1.6%	Declined Significantly -2%
African American		3	*	*
American Indian		1	*	*
Asian		1,096	Very Low 0.2%	Declined -0.3%
Filipino		11	Very Low 0%	Maintained 0%
Hispanic		72	Very Low 0%	Maintained 0%
Pacific Islander		2	*	*
Two or More Races		147	Low 1.4%	Increased +0.7%
White		572	Low 1.2%	Increased +0.4%

Performance Levels:



An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

Student Performance	Number of Students	Status	Change
All Students	0	*	*
English Learners	0	*	*
Foster Youth	0	*	*
Homeless	0	*	*
Socioeconomically Disadvantaged	0	*	*
Students with Disabilities	0	*	*
African American	0	*	*
American Indian	0	*	*
Asian	0	*	*
Filipino	0	*	*
Hispanic	0	*	*
Pacific Islander	0	*	*
Two or More Races	0	*	*
White	0	*	*

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

College/Career Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	0	*	N/A
English Learners	N/A	0	*	N/A
Foster Youth	N/A	0	*	N/A
Homeless	N/A	0	*	N/A
Socioeconomically Disadvantaged	N/A	0	*	N/A
Students with Disabilities	N/A	0	*	N/A
African American	N/A	0	*	N/A
American Indian	N/A	0	*	N/A
Asian	N/A	0	*	N/A
Filipino	N/A	0	*	N/A
Hispanic	N/A	0	*	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	0	*	N/A
White	N/A	0	*	N/A

Assessment Performance Results	Number of Students	Status	Change

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Language Arts Assessment Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		1,404	Very High 85.8 points above level 3	Declined -6.8 points
English Learners		173	High 43.1 points above level 3	Declined -8.2 points
Foster Youth		0	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		19	Medium 1.4 points above level 3	Increased Significantly +34.6 points
Students with Disabilities		184	Medium 5.6 points above level 3	Increased +5.7 points
African American		2	*	*
American Indian		1	*	*
Asian		813	Very High 104.6 points above level 3	Declined -6.6 points
Filipino		3	*	*
Hispanic		44	High 27.3 points above level 3	Maintained +0.3 points
Pacific Islander		2	*	*
Two or More Races		119	Very High 82.3 points above level 3	Declined -5.9 points
White		412	Very High 57.7 points above level 3	Declined -6.6 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	142	Very High 57.8 points above level 3	Declined -4.2 points
EL - EL Only	31	Low 24.3 points below level 3	Increased Significantly +35.2 points
English Only	753	Very High 80.8 points above level 3	Declined -8.9 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	18	11.1%	55.6%	33.3%

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Math Assessment Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		1,404	Very High 106.9 points above level 3	Maintained +1.3 points
English Learners		173	Very High 87.5 points above level 3	Increased +6.1 points
Foster Youth		0	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		19	High 22.7 points above level 3	Increased Significantly +52.9 points
Students with Disabilities		184	High 16.7 points above level 3	Increased +6.2 points
African American		2	*	*
American Indian		1	*	*
Asian		813	Very High 136.7 points above level 3	Maintained +1.4 points
Filipino		3	*	*
Hispanic		44	High 22.8 points above level 3	Increased Significantly +15.7 points
Pacific Islander		2	*	*
Two or More Races		119	Very High 99.2 points above level 3	Increased +6.8 points
White		412	Very High 62.2 points above level 3	Maintained -0.2 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	142	Very High 95.6 points above level 3	Increased +3.5 points
EL - EL Only	31	Very High 50.4 points above level 3	Increased Significantly +79.1 points
English Only	753	Very High 94.1 points above level 3	Maintained -0.8 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	18	50%	33.3%	16.7%

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

All Students Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.6%	Maintained 0%
English Language Arts (3-8)		Very High 85.8 points above level 3	Declined -6.8 points
Mathematics (3-8)		Very High 106.9 points above level 3	Maintained +1.3 points

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		Very High 95.2%	Declined -2.1%
English Language Arts (3-8)		High 43.1 points above level 3	Declined -8.2 points
Mathematics (3-8)		Very High 87.5 points above level 3	Increased +6.1 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Socioeconomically Disadvantaged Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		Medium 1.4 points above level 3	Increased Significantly +34.6 points
Mathematics (3-8)		High 22.7 points above level 3	Increased Significantly +52.9 points

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Students with Disabilities Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.6%	Declined Significantly -2%
English Language Arts (3-8)		Medium 5.6 points above level 3	Increased +5.7 points
Mathematics (3-8)		High 16.7 points above level 3	Increased +6.2 points

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

American Indian Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for American Indian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Asian Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for Asian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.2%	Declined -0.3%
English Language Arts (3-8)		Very High 104.6 points above level 3	Declined -6.6 points
Mathematics (3-8)		Very High 136.7 points above level 3	Maintained +1.4 points

Performance Levels:



An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

African American Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Filipino Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for Filipino on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Pacific Islander Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for Pacific Islander on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Two or More Races Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1.4%	Increased +0.7%
English Language Arts (3-8)		Very High 82.3 points above level 3	Declined -5.9 points
Mathematics (3-8)		Very High 99.2 points above level 3	Increased +6.8 points

Performance Levels:



An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

White Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1.2%	Increased +0.4%
English Language Arts (3-8)		Very High 57.7 points above level 3	Declined -6.6 points
Mathematics (3-8)		Very High 62.2 points above level 3	Maintained -0.2 points

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Hispanic Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		High 27.3 points above level 3	Maintained +0.3 points
Mathematics (3-8)		High 22.8 points above level 3	Increased Significantly +15.7 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Foster Youth Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for Foster Youth on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Homeless Student Group Report

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

This report shows the performance levels for Homeless on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 1 (Basics)

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This page displays the information submitted by the local educational agency on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

[LEA Submission] *0*

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

[LEA Submission] *0*

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies):

[LEA Submission] *0*

Additional Comments (Optional Box Completed by Saratoga Union Elementary)

[LEA Submission] *SUSD takes great pride in its efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. All SUSD teachers are appropriately assigned, and all students have access to curriculum-aligned instructional materials.*

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 2 (Implementation of Academic Standards)

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This page displays the information submitted by the local educational agency on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 1: Narrative Summary (Completed by Saratoga Union Elementary)

The narrative summary below identifies the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and describes why the local educational agency chose the selected measures or tools.

In addition, the local educational agency was asked to summarize it's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

[LEA Submission] *SUSD annually measures its progress implementing state academic standards and reports the results to the governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public. All instructional materials in the core curriculum in Saratoga Union School District are aligned to the California Content Standards and Frameworks. SUSD adheres to CA Education Code and AB 1246, which gives school districts freedom, decision making, and choice in selecting instructional materials, and requires: Implementing the California Common Core State Standards; Equal access to current curriculum materials; Change in the adoption cycle; Local school districts can choose their own adoption review process; and Classroom teachers will be a major force in local adoption processes. A Public Hearing for 2017-2018-Sufficiency or Insufficiency of Textbooks and Instructional Materials was opened on September 7, 2017 and closed on September 28, 2017 as required by Education Code 60119. The purpose of the public hearing is to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 452.9-17which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. Summary of progress in implementing academic standards: English Language Arts – Common Core State Standards for English Language Arts: Full Implementation and Sustainability (TK-3 Guided Reading: full implementation; TK-5 Writing Workshop: Implementation year 2; 6-8: Pearson myPerspectives curriculum) English Language Development (Aligned to Common Core State Standards for English Language Arts): TK- 8: initial to full implementation Mathematics – Common Core State Standards for Mathematics: TK-5: year 3 of implementation; 6-8: full implementation Next Generation Science Standards: TK-3: Exploration and Research Phase; 4-5: Beginning Development; 6-8: Initial Implementation History-Social Science: Exploration and*

Research Phase Health Education Content Standards: Exploration and Research Phase (piloting in 2017-18) Physical Education Model Content Standards: TK-8: Full Implementation and Sustainability Visual and Performing Arts: TK-8: Full Implementation and Sustainability World Language (Spanish): 6-8: Implementation Year 3

Performance Levels:



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Local Data Submitted for Priority 3 (Parent Engagement)

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

The local educational agency administered a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), and was asked to summarize the following:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] *Saratoga Union School District (SUSD) has a very involved and dedicated parent community. Many parents generously contribute their valuable time, energy, and financial resources in order for our district to provide a stellar learning environment for our students. Our partnership with parents and the community translates into enriching learning opportunities and activities that set our district apart. The richness of the programs in Saratoga Union School District (SUSD) is made possible by the strong partnership between the schools, parents and the community-at-large. The structure for parent involvement includes committees at both the district and site levels comprised of a cross-section of parents representing English learners, students with disabilities, low-income families, and all students. The committees also include stakeholders from the certificated and classified bargaining units, as well as site and district administrators. Summary of 2017 LCAP survey results given to all parents related to Goal 2: continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members); maintain positive communication forums and initiatives to inform parents of Saratoga Union School District's (SUSD)'s successes and failures, and to foster partnerships between home and school; grow membership in District English Learner Advisory Committee (DELAC) for more representation from each school site and increase participation and attendance of English learner parents at District English Learner Advisory Committee (DELAC) meetings; coordinate regular opportunities for parents to learn about Common Core State Standards (CCSS) instruction and how to support their children with homework; increase number of parent workshops and guest speaker presentations, which focus on curriculum, social-emotional issues, and parenting issues; continue to provide opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision making process by providing input and feedback. Summary of 2017 LCAP survey results related to Goal 3: improve social emotional literacy training for staff and parents; continue to evaluate the efficacy of our social emotional literacy programs and make adjustments based on student needs; research metrics and surveys to obtain data on students' social emotional needs and plan programs and services accordingly; continue Counseling and Support Services for Youth (CASSY) services at Redwood Middle School (RMS); continue laser focus on safety, emergency preparedness, and training/drills at school and district level; compliance with AB1266 (Gender Equity) and AB 329 (CA Healthy Youth Act); Comprehensive Sexual Education Working Group will continue to ensure process for stakeholder input and consultation on mandatory comprehensive sexual health education instructional materials.*

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 6 (Local Climate Survey)

Saratoga Union Elementary - Santa Clara County

Enrollment: 1,906 **Socioeconomically Disadvantaged:** 1.3% **English Learners:** 6.1% **Foster Youth:** 0% **Dashboard Release:** Fall 2017

Grade Span: K-8 **Charter School:** No

Optional Narrative Summary (Completed by Saratoga Union Elementary)

Our 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.

School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and he public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

*[**LEA Submission**] In the fall of 2016, the Project Cornerstone Developmental Assets Survey was administered to 344 4th and 5th graders: these students had an average of 28 Developmental Assets. 3% of fourth and fifth grade students had 0-10 assets; 20% had 11-20 assets; 45% of students had 21-30 assets; and 32% had 31-40 Developmental Assets. 30 percent of surveyed students report 31 or more of the 40 assets (31 is the hinge-point for students to thrive). Fourth and fifth graders' highest External Assets were "Family Support" and "School Boundaries". Their lowest External Asset was "Time at Home". The elementary students highest Internal Assets were "Caring" and "Honesty", and their lowest internal asset was "Planning and Decision Making". In the fall of 2016, 214 seventh grade students participated in the survey: these students had an average of 25.7 Developmental Assets. 3% of seventh grade students had 0-10 assets; 21% had 11-20 assets; 47% of students had 21-30 assets; and 29% had 31-40 Developmental Assets. 30 percent of surveyed students report 31 or more of the 40 assets (31 is the hinge-point for students to thrive). Seventh graders' highest External Assets were "Time at Home" and "Family Support". Their lowest External Asset was "Community Values Youth". Seventh graders' highest internal assets were "Achievement Motivation" and "Bonding to School". Their lowest Internal Asset was "Reading for pleasure".*

Performance Levels:



An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Saratoga Union Elementary School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name	Suspension Rate	English Learner Progress	English Language Arts	Mathematics	Graduation Rate
Saratoga Union Elementary					
Argonaut Elementary					
Foothill Elementary					
Redwood Middle					
Saratoga Elementary					

Performance Levels:



An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.