

Saratoga Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Saratoga Elementary School
Street	14592 Oak Street
City, State, Zip	Saratoga, CA 95070
Phone Number	(408) 867-3476
Principal	Kristin Murphy
Email Address	kmurphy@saratogausd.org
School Website	https://www.saratogausd.org/saratoga
Grade Span	TK-5
County-District-School (CDS) Code	4369682604910

2024-25 District Contact Information

District Name	Saratoga Union Elementary School District
Phone Number	(408) 867-3424
Superintendent	Dr. Kenneth Geisick
Email Address	kgeisick@saratogausd.org
District Website	www.saratogausd.org

2024-25 School Description and Mission Statement

Saratoga Elementary School has been a cornerstone of education in the Saratoga community since its founding in 1854, proudly serving generations of students with a commitment to excellence. Our school fosters a nurturing environment where every child's unique needs are supported, inspiring a love of lifelong learning through robust academic programs and diverse enrichment opportunities. We deliver rigorous, standards-based instruction enhanced by data-driven, tiered support systems, ensuring that all students have the tools to thrive. Strong partnerships with parents and the community are at the heart of our mission, creating a collaborative foundation for student success.

2024-25 School Description and Mission Statement

Students at Saratoga Elementary achieve academic excellence through programs like Eureka Math, which strengthens core operational skills while encouraging versatile problem-solving strategies. Our literacy program is anchored by the Lucy Calkins Units of Study in Reading and Writing, bolstered by the Foundations curriculum for Kindergarten through 2nd grade, ensuring that every student becomes a confident and capable reader and writer.

In science, we engage students with the TWIG Science program, aligning learning with the Next Generation Science Standards. Technology integration is a priority, with Chromebooks provided for students in grades K-5, enabling a dynamic and interactive educational experience.

Hands-on learning opportunities abound, with projects in our Makerspace and Science Lab sparking creativity and discovery. The Saratoga Educational Foundation, Saratoga Elementary Parent-Teacher Association, and Project Cornerstone play a pivotal role in enhancing our programs, supporting initiatives such as student enrichment classes, hands-on science labs, fine arts, physical education, library services, and character education.

Our school's legacy of excellence is a testament to the collaborative efforts of students, parents, and staff, who work together to provide a challenging, well-rounded, and supportive educational experience. As we honor our rich history, we remain dedicated to continuing our tradition of nurturing every child in a safe, caring, and inspiring environment at Saratoga Elementary School.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	37
Grade 2	47
Grade 3	45
Grade 4	52
Grade 5	77
Total Enrollment	311

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
American Indian or Alaska Native	0.3
Asian	37.6
Filipino	0.6
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	9.6
White	31.5
English Learners	10
Migrant	0.3
Socioeconomically Disadvantaged	2.9
Students with Disabilities	9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	100.00	82.20	95.47	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	3.80	4.51	18854.30	6.86
Total Teaching Positions	15.00	100.00	86.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	100.00	82.00	96.17	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	3.20	3.82	15831.90	5.67
Total Teaching Positions	14.00	100.00	85.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	100.00	79.90	95.74	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.20	1.50	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	2.30	2.75	14303.80	5.15
Total Teaching Positions	14.00	100.00	83.50	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All instructional materials in the core curriculum of Saratoga Union School District are aligned with the California Content Standards and Frameworks. SUSD adheres to the 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 adoption review process, and classroom teachers will be a major contributor in local adoption processes.

SUSD students have access to standards-based instructional materials, as per EC Section 60119(c)(1), which states that sufficient textbooks or instructional materials mean "each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. This paragraph does not require two sets of textbooks or instructional materials for each pupil." This applies to four subject areas: reading/language arts, mathematics, science, and history-social science.

A Public Hearing for 2024-2025 Sufficiency or Insufficiency of Textbooks and Instructional Materials was opened in September 2024 and closed in October 2024, 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 452.9-17, which 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.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK - 5: Units of Study for Reading/Writing (Heinemann/Houghton Mifflin Harcourt), Foundations (Wilson Language) 2022 6-8: myPerspectives (Pearson) 2016	Yes	0
Mathematics	TK - 5: Engage NY (Eureka) Mathematics (2015) 6-8: Big Ideas California (Houghton Mifflin) (2015 & 2016)	Yes	0
Science	Grades TK-5: Twig Science (2021). Grades 6-8: FOSS Next Generation (Delta Education) 2022	Yes	0

History-Social Science	Grades TK-5: California History-Social Science myWorld (Savvas) 2023r. Grades 6-8: TCI (McGraw Hill) 2017	Yes	0
Foreign Language	6-8: Descubre Spanish (Vista Higher Learning)		0
Health	Positive Prevention Plus (2018)	Yes	0
Visual and Performing Arts	TK - 5 Music: Spotlight on Music published (McGraw Hill) 6-8 Band: Measures of Success Band Method Book (The FJH Music Company) 6-8 Orchestra: Essential Elements/Essential Techniques for Strings (Hal Leonard)		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Saratoga Elementary School's original facilities were built in 1854; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Various improvements are needed throughout the year as identified. The exterior of the school was repainted in the summer of 2021. One-touch faucets were installed in all bathrooms in 2020, hand sanitizers in all classrooms, the school office and in the multi-purpose rooms, and all HVAC filters were changed to MERV 13 filters to address COVID19 safety measures. The playground areas were re-striped in 2021. The main building and classroom wing received all new metal roof replacements in summer of 2022. The remainder of the school roofs were replaced in the summer 2023. Future projects include repair and replacement of the school's asphalt by the summer of 2025.

Annual inspections and tests were completed for the fire alarm/sprinkler/hydrant, fire extinguishers, post indicator valve and backflow, elevator and stage lifts, kitchen hoods and fire systems, bathroom hardware, and preventative maintenance on sewers. Weed abatement and pest control is monitored and performed. Every room receives deep cleaning in the summer. Preventative maintenance is performed on all HVAC units. Playgrounds are inspected annually and any necessary repairs are completed and new sand is applied.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One Day custodian and one evening custodian are assigned to Saratoga Elementary School. The day custodian is responsible for general grounds maintenance, cleaning the restrooms, multi-purpose room, trash removal, and preparing the school for opening. The evening custodian is responsible for cleaning the classrooms and trash removal.

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Year and month of the most recent FIT report

10/7/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:	X			

School Facility Conditions and Planned Improvements

Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	84	85	85	86	46	47
Mathematics (grades 3-8 and 11)	92	89	88	89	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	177	172	97.18	2.82	84.88
Female	86	83	96.51	3.49	89.16
Male	91	89	97.80	2.20	80.90
American Indian or Alaska Native	0	0	0	0	0
Asian	72	71	98.61	1.39	90.14
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	17	16	94.12	5.88	68.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	79.31
White	57	54	94.74	5.26	85.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	21	84.00	16.00	52.38

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	177	172	97.18	2.82	88.95
Female	86	83	96.51	3.49	86.75
Male	91	89	97.80	2.20	91.01
American Indian or Alaska Native	0	0	0	0	0
Asian	72	71	98.61	1.39	97.18
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	17	16	94.12	5.88	62.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	93.10
White	57	54	94.74	5.26	83.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	21	84.00	16.00	61.90

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	78.18	91.03	79.59	80.81	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	78	100.00	0.00	91.03
Female	38	38	100.00	0.00	89.47
Male	40	40	100.00	0.00	92.50
American Indian or Alaska Native	0	0	0	0	0
Asian	33	33	100.00	0.00	96.97
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	100.00
White	23	23	100.00	0.00	82.61
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At Saratoga Elementary School, we deeply value the active involvement of parents in their children's education and recognize the importance of strong partnerships between families and educators. Our school offers a variety of volunteer opportunities that allow parents to make meaningful contributions to our vibrant community. From assisting during the school day to participating in committees, every family has a chance to play a significant role in enriching the school experience.

Parents can volunteer in numerous capacities, such as serving as a Project Cornerstone reader, chaperoning field trips, becoming a room parent, helping in the classroom, or supporting students during lunch and recess. Beyond these roles, parents are encouraged to join committees like our Principal Advisory Committee, which helps shape the school's programs and priorities.

Our Parent-Teacher Association (PTA) serves as the cornerstone of many volunteer-driven events that enhance the school community. Events such as the Family Picnic, Inclusivity Week, International Night, Pumpkin Walk, Book Fair, and Science Fair are cherished traditions and provide meaningful ways for parents to engage and contribute to the school's dynamic culture.

For those interested in exploring these fulfilling volunteer opportunities, we encourage you to contact your child's teacher or the school office at (408) 867-3476. Your involvement is vital to creating a supportive and enriching environment for our students. Together, we can build a strong community that fosters the growth, learning, and success of every child at Saratoga Elementary School.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	324	320	25	7.8
Female	151	149	11	7.4
Male	173	171	14	8.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	124	122	7	5.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	3	8.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	30	2	6.7
White	102	100	9	9.0
English Learners	35	35	4	11.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	13	13	2	15.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	42	41	3	7.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.29	2.17	0.31	1.01	0.96	0.48	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.31	0.00
Female	0.00	0.00
Male	0.58	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our Comprehensive School Site Safety Plan (CSSP) is a collaboratively developed framework designed to ensure a secure and supportive learning environment for all. This plan is created with input from the Principal Advisory Committee, local agencies—including law enforcement, fire departments, and city officials—and the district office.

The CSSP addresses key aspects of school safety, including an evaluation of school-related crime, strategies and programs to sustain a safe campus, and adherence to safety laws. It also outlines disaster response protocols, safe arrival and departure procedures, sexual harassment prevention policies, and dress code guidelines.

To maintain our commitment to safety, the plan is reviewed, updated, and discussed annually at the start of the school year with school staff. The Principal Advisory Committee provides valuable input before the plan is presented for board approval. The most recent version of the CSSP is available for public review in the school office.

For additional information about our safety policies, procedures, and ways to get involved, please contact the school principal. Your participation and support are crucial to fostering a safe and nurturing educational environment for all our students.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	18	2		
2	33		2	
3	21		3	
4	23		2	
5	26		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	1	
1	21		2	
2	36		2	
3	24		2	
4	23		3	
5	26		2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	19	2		
2	24		2	
3	23		2	
4	26		2	
5	26		3	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,777.01	\$963.05	\$9,813.96	\$115,005.94
District	N/A	N/A	\$10,431.73	\$119,079.19
Percent Difference - School Site and District	N/A	N/A	-6.1	-3.5
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-9.3	20.0

Fiscal Year 2023-24 Types of Services Funded

Supplemental financial support for our students comes from:

- Each school site's Parent-Teacher Association
- One-Time Discretionary Funds
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally defined (Parcel Tax and Saratoga Education Foundation)
- Special Education
- Federal Funds (Title I, Title II, Title III English Learner, Title IV)

These funds are used to supplement our general education, early literacy, technology, visual and performing arts, elementary physical education programs, as well as support for students with social, emotional or academic difficulties. We have counseling support to assist with social and behavioral counseling intervention. We also use supplemental funds for additional staff, teacher training and support materials.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$69,250	\$57,839
Mid-Range Teacher Salary	\$105,865	\$90,040
Highest Teacher Salary	\$134,213	\$118,647
Average Principal Salary (Elementary)	\$174,641	\$144,639
Average Principal Salary (Middle)	\$182,216	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$272,089	\$229,986
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Saratoga Union School District's major areas of focus for staff development were selected based on student achievement data, teacher leadership information, curriculum adoption, and alignment with state curriculum initiatives. SUSD has developed a comprehensive curriculum framework to align professional development and curriculum implementation.

Professional learning focus areas in 2024-2025 are:

Health and Safety:

- * Mandatory health and safety training (Bullying: Recognition and Response; Bloodborne Pathogen Exposure Prevention; Sexual Misconduct; Sexual Harassment; Mandated Reporter: Child Abuse and Neglect)
- * Annual mandatory AED (automated external defibrillator) and EpiPen training for all SUSD staff
- * First Aid and CPR training (two-year certification; training is provided annually)
- * Suicide awareness and prevention, gender equity and inclusivity, and comprehensive sexuality education
- * Seizure protocol

Content Standards, Pedagogy, and Curriculum:

- * Strategies to support English learners
- * Trauma-informed care and Restorative Practices

Special Education:

- * Specialized training in a curriculum designed to meet the needs of students with disabilities, including students with dyslexia (Orton-Gillingham)
- * Assistive technology and tools for universal access
- * Classified training to support students with independence and advocacy
- * Supporting parent engagement in the IEP process
- * Mental health training, including strategies for students needing support
- * Guidance on legal issues and compliance training

The SUSD District Leadership Team's (DLT) purpose 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. Elementary grade and middle school department-level representatives on the DLT and Leadership meet to align professional development to content standards, assessed student performance and professional needs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3