

Argonaut Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/ .

2025-26 School Contact Information

School Name	Argonaut Elementary School
Street	13200 Shadow Mountain Road
City, State, Zip	Saratoga, CA 95070
Phone Number	(408) 867-4773
Principal	Dr. Joseph Bosco
Email Address	jbosco@saratogausd.org
School Website	https://www.saratogausd.org/argonaut
Grade Span	K-5
County-District-School (CDS) Code	43696826049068

2025-26 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

2025-26 School Description and Mission Statement

Argonaut Elementary School's Mission Statements

SUSD has built a legacy of academic achievement and student wellbeing. Our exceptional, innovative instruction and collaborative, supportive community empowers all of our students to achieve academic excellence and thrive socially and emotionally. Utilizing an equitable, multi-tiered system of support, we foster future thinkers, community contributors, and compassionate leaders.

Argonaut Elementary School is a school of inspired and passionate learners. Teachers and students are committed to

2025-26 School Description and Mission Statement

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

School Profile

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

Argonaut Elementary School has been a cornerstone of the Saratoga, California, community for 60-plus years, nurturing generations of successful and engaged citizens. Situated in the city's northwestern region, Argonaut serves students from transitional kindergarten through fifth grade, following a traditional academic calendar. In addition to its general education program, the school is home to two Santa Clara County Special Education classes, catering to preschool and K-2 students. At the heart of Argonaut's educational philosophy is the belief that strong teacher-student relationships are vital for fostering deep and meaningful learning. Argonaut teachers are dedicated to establishing these connections from the very first day of school, creating a foundation of mutual respect and trust. In this supportive environment, students are encouraged to take risks and explore new ideas, knowing their voices are valued. Whenever possible, students are given the autonomy to choose topics that captivate their interests, fueling a genuine passion for learning. Challenging and relevant assignments ensure all students are fully engaged and motivated to succeed. The magic of learning truly comes alive through these connections. When students feel heard, inspired, and supported by their teachers and staff, their potential knows no bounds. With families and the broader community as active partners, Argonaut students' imaginations flourish, allowing them to grow as curious and confident individuals. Argonaut's Maker Space—a fully operational Innovation Lab—serves as a hub for creativity and collaboration. Here, TK-5 students design, build, and bring their ideas to life, learning valuable skills that extend far beyond the classroom.

The school's strong sense of community is bolstered by an extensive volunteer program, which enriches the educational experience for all. Parents contribute countless hours each year, taking on roles in classrooms, the office, and the library and organizing and leading various programs. These include the Art Docent Program, Math Olympiad, Robotics Club, Science Fair, Kindness Week, and special events such as the Variety Show, The Musical, and Family Movie Night. Volunteers also chaperone field trips, present guest lessons, and share their unique experiences and career insights with students. Together, Argonaut Elementary School, its families, and the Saratoga community create an environment where academic achievement, creativity, and character development thrive.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	20
Kindergarten	23
Grade 1	45
Grade 2	48
Grade 3	68
Grade 4	69
Grade 5	72
Total Enrollment	367

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
Asian	73.3
Filipino	0.5
Hispanic or Latino	2.5
Two or More Races	3.5
White	10.1
English Learners	13.1
Socioeconomically Disadvantaged	2.5
Students with Disabilities	5.7

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.

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)	16	100	82	96.17	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	3.2	3.82	15831.9	5.67
Total Teaching Positions	16	100	85.3	100	279044.8	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.

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)	15	100	79.9	95.74	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.2	1.5	11746.9	4.23
Unknown/Incomplete/NA	0	0	2.3	2.75	14303.8	5.15
Total Teaching Positions	15	100	83.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	18	100	79.9	93.51	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	1.17	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.5	5.32	13705.8	4.91
Total Teaching Positions	18	100	85.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All instructional materials in the core curriculum of Saratoga Union School District (SUSD) are aligned with the California Content Standards and Frameworks. SUSD adheres to the California Education Code (EC) and AB 1246, which affirms local control over materials selection and requires the implementation of the California Common Core State Standards (CCSS), equal access to current curriculum materials, and the active involvement of classroom teachers in the local adoption process. Sufficiency of Instructional Materials: SUSD ensures that all students, including English Learners (ELs), have access to sufficient, standards-aligned instructional materials, as defined by EC Section 60119(c)(1). Sufficiency means "each pupil... has a standards-aligned textbook or instructional materials, or both, to use in class and to take home." This sufficiency applies to the four core subject areas: English Language Arts (ELA), Mathematics, Science, History-Social Science Hearing and Certification (2025-2026) as required by Education Code § 60119, a Public Hearing for the 2025-2026 Sufficiency of Textbooks and Instructional Materials was held, opening in September 2025 and closing in October 2025. Following the hearing, the SUSD Board of Trustees adopted Resolution 452.9-17, certifying that sufficient textbooks and instructional materials were provided to all students, including English Learners, for use in class and for take-home use. These materials align with the academic content standards and curriculum frameworks in English Language Arts, mathematics, science, and history-social science.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Reading/Writing (Heinemann/Houghton Mifflin Harcourt), Foundations (Wilson Language) 2022	0
Mathematics	Eureka Math: A Story of Units, (Great Minds) 2015	0
Science	Twig Science (2021)	0
History-Social Science	California History-Social Science myWorld (Savvas) 2023	0
Foreign Language		0
Health	Positive Prevention Plus (2023)	
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. Argonaut Elementary School's original facilities were built in 1959; 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 2019. 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 blacktop and playground areas were repaired and re-stripped over the summer of 2022. New outdoor shade structures were also added in 2022. In the summer of 2023 the school received all new roof on every building except the library building which had been completed a few years prior.

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 Argonaut 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

10/6/2025

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	92	86	86	86	47	48
Mathematics (grades 3-8 and 11)	93	92	89	89	35	37

2024-25 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	214	213	99.53	0.47	85.92
Female	98	97	98.98	1.02	85.57
Male	116	116	100.00	0.00	86.21
American Indian or Alaska Native	0	0	0	0	0
Asian	159	158	99.37	0.63	86.71
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	92.31
White	21	21	100.00	0.00	71.43
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	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	62.50

2024-25 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	214	214	100.00	0.00	92.06
Female	98	98	100.00	0.00	89.80
Male	116	116	100.00	0.00	93.97
American Indian or Alaska Native	0	0	0	0	0
Asian	159	159	100.00	0.00	94.97
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	96.15
White	21	21	100.00	0.00	71.43
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	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	81.25

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	86.25	82.89	80.81	79.72	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	76	100.00	0.00	82.89
Female	31	31	100.00	0.00	83.87
Male	45	45	100.00	0.00	82.22
American Indian or Alaska Native	0	0	0	0	0
Asian	55	55	100.00	0.00	87.27
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
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	0	0	0	0	0
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.

2024-25 California Physical Fitness Test Participation Rates

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	96%	96%	94%	94%	97%

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.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school marquee, the school website, and E-News (weekly email every Monday/Friday). Contact the principal, the school secretary, or the administrative assistant at (408) 867-4773 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Room Parent
- PTA Programs and Events
- Project Cornerstone
- Art Docent
- Math Olympiad
- Robotics
- MakerSpace/Innovation Labs
- Musical
- Science / Invention Fair
- Community Service Projects
- Winter Ball
- Variety Show

Committees:

- Parent Teacher Association
- Principal Advisory Committee

School Activities:

- Fall Family Movie Night
- Project Cornerstone
- Science Fair
- Room Parent Meetings
- Book Fair
- Variety Show
- School Musical
- Winter Ball
- Field Day

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	377	376	18	4.8
Female	177	176	11	6.3
Male	200	200	7	3.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	276	276	13	4.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	14	1	7.1
White	38	37	2	5.4
English Learners	49	49	3	6.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	13	13	1	7.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	32	32	2	6.3

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.57	0	0	0.96	0.48	0.12	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
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.

2025-26 School Safety Plan

The Comprehensive School Site Safety Plan (CSSP) was developed for each school in SUSD in collaboration with the staff, Principal Advisory committee, local agencies (sheriff, fire department, and city government), and the district office to fulfill Senate Bill 187 requirements. Components of this plan include information assessing the current status of school crime committed on the school campus and at school-related functions, strategies, and programs that provide or maintain a high level of school safety, procedures for complying with existing laws related to school safety, including child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy.

The school's most recent safety plan was reviewed, updated, and discussed with staff annually at the beginning of the school year. The most current copy of the school plan is available in the school office for public review. For additional information on school safety programs, policies, procedures, and how you may become involved, please contact the school principal.

Focus areas:

Areas of Pride and Strength: (Components 1 & 2)

Argonaut Elementary School's areas of pride and strength are: Safe crosswalks, efficient traffic flow, separate kindergarten drop off/pick up area, Staff uses a Multi-Tiered System of Supports to help students succeed in our school, Toolbox and Project Cornerstone lessons to address social/emotional needs of students, caring culture of staff, students, and parents, and high academic expectations.

Areas to Change: (Components 1 & 2)

Argonaut Elementary School would like to increase parent participation (all parent volunteers must receive clearance via DOJ per SUSD guidelines), student community service opportunities, physical improvements in exterior lighting, maintained gardens, and improved school security.

Generalized statement of goals for 2026-2027- (EC 35294.2(a)(2)(H):Generalized statement of goals for 2026-27 (EC 35294.2(a)(2)(H):

1. People and Programs-Create a Caring and Connected School Climate
2. Safe and Secure Campus-Physical Environment
3. Campus safety – Community Involvement

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.

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	20	2	0	0
1	23	0	2	0
2	38	0	1	1
3	26	0	2	0
4	25	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	0	0	0	0

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
TK	20	1	0	1
K	17	2	0	0
1	22	0	2	0
2	25	0	2	0
3	20	1	2	0
4	22	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	23	0	1	0
K	21		2	
1	23		2	
2	24		2	
3	23		3	
4	23		3	
5	24		3	

2024-25 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

2024-25 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)	1.0
Psychologist	1.0
Social Worker	0.5
Nurse	0.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,863.48	\$666.66	\$11,196.82	\$125,408.67
District	N/A	N/A	\$11,700.48	\$119,079.19
Percent Difference - School Site and District	N/A	N/A	-4.4	5.2
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	0.5	22.5

Fiscal Year 2024-25 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
- Proposition 28: Arts Education Grant
- 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$74,444	\$61,516
Mid-Range Teacher Salary	\$113,805	\$95,479
Highest Teacher Salary	\$144,279	\$125,208
Average Principal Salary (Elementary)	\$187,738	\$152,668
Average Principal Salary (Middle)	\$195,882	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$292,496	\$242,781
Percent of Budget for Teacher Salaries	32.55%	29.76%
Percent of Budget for Administrative Salaries	6.73%	5.74%

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 2025-2026 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:

- * Classroom Supports & Strategies for ADHD
- * Strategies to support English learners
- *K, 1, 2, Science of Reading, DIBELS
- *3-5, Reading/Writing Strategies
- *6-8 ELA, Step-Up-To-Writing
- *Trauma-informed care and Restorative Practice

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 and assess student performance and professional needs.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3