Saratoga Union School District

Local Control and Accountability Plan

2016 – 2017

Saratoga Union School District's Local Control and Accountability Plan (LCAP) and annual update provide details regarding actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

Approved by the
SUSD Board of
Education on
6/28/2016

Saratoga Union School District Local Control Accountability Plan

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Saratoga Union School District Local Control and Accountability Plan
2016 – 2017 Executive Summary

The Saratoga Union School District has a rich tradition of active involvement of parents, community members, and employees. This 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).

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. 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 form the community, four goals were developed:

1. All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.
2. Our District and school sites will maintain effective communication, provide authentic processes to include input from all stakeholders, and engage families.
3. Our students will be educated in a safe environment that ensures physical safety, integrates social-emotional literacy and engages students and stakeholders at all levels.
4. Our District will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), the infusion of technology, and consistent STEAM2 (Science, Technology, Engineering, Arts, Math, and Music) integration across disciplines.

Our goals are shared with parent leaders, administrators, teacher leaders, 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 subgroups: 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:

- High quality professional development and collaboration for SUSD teachers
- High quality CCSS- and NGSS- instructional materials
- Diagnostic, formative, interim, and summative assessments to inform instruction
- Consistent and clear communication with the community and meaningful opportunities for parent involvement and input
- Implementation of social-emotional literacy programs, such as Project Cornerstone
- Increase social-emotional supports for all students
- Increase in number of technology devices for purposeful student use during instruction and assessment
- Implementation of STEAM^2 (Science, Technology, Engineering, Arts, Math, and Music)

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.

Saratoga Union School District
2016 - 2017
Local Control and Accountability Plan

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2014 – 2017 Saratoga Union School District Strategic Plan

MISSION:

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.

Innovation

A new way of doing things that is transformational, original, and creative so it inspires others to learn.

VISION

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.

Academics

Support differentiated Instruction where students need it; teachers inspire change in curriculum and methods of delivery.

Student Well-Being

Foster a positive physical, social, and emotional learning environment to allow students to thrive, flourish, and learn.

Community

Engage the community to build ongoing, permanent relationships so that a common vision is shared and implemented.

Professional Development

Engage in learning opportunities to grow professionally so that it affects continuous improvement and refinement of learning, teaching and processes.

SUSD Local Control Accountability Plan

Introduction:

LEA: Saratoga Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Nancy Johnson, Superintendent, njohnson@saratogausd.org, (408) 867-3424
LCAP Year: 2016- 2017

Local Control and Accountability Plan and Annual Update Template

Saratoga Union School District Local Control and Accountability Plan 2016 – 2017 Executive Summary

The Saratoga Union School District has a rich tradition of active involvement of parents, community members, and employees. This 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).

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Our goals are shared with parent leaders, administrators, teacher leaders, 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 subgroups: English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities.

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

** Consistent and clear communication with the community and meaningful opportunities for parent involvement and input*

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

** Increase social-emotional supports for all students*

** Increase in number of technology devices for purposeful student use during instruction and assessment*

** Implementation of STEAM 2 (Science, Technology, Engineering, Arts, Math, and Music)*

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.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	**Impact on LCAP**
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	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.

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 (STEAM2) Team;
Next Generation Science Standards (NGSS) Strategic Leadership Team;
Saratoga Union School District (SUSD) Staff (management, classified and certificated);
School Site Councils (SSCs);
Superintendent's Advisory Council (SAC) comprised of leaders of each site's School Site Council (SSC), Parent Teacher Association (PTA), Saratoga Education Foundation (SEF), and other parent volunteer organizations;
Wellness Committee;
Emergency Preparedness Committee;
Saratoga Education Foundation (SEF);
District Management Team (DMT);
Principals and Directors Team;
and most importantly, our students.

Several themes from Saratoga Union School District (SUSD) stakeholder (staff, students, parents, and community members) consultation (surveys, meetings, presentations) emerged around the State Priorities:

1. Conditions of Learning (Implementation of Common Core State Standards, Basic Services, Course access):

* intense focus on professional development in Next Generation Science Standards (NGSS) (especially middle school), writing (especially K-5), math (K-8), and social-emotional literacy

* development of a valid and reliable assessment system to place students in middle school math courses and pathways

* addition of Science, Technology, Engineering, Arts, Math (STEM/STEAM) program and curriculum at all levels, beginning with Project Lead the Way (PLTW) in sixth grade

* more hands-on science, technology instruction, more elective options (foreign language, shop class)

* offer team projects, public speaking, study skills and time management support, school clubs

* coordination of cohesive and clearly communicated instructional strategies; curriculum; and formative, interim, and summative assessments in all curriculum areas and all grade levels

* teach keyboarding skills to students beginning in 3rd grade (typing and computer skills needed for Smarter Balanced Assessment Consortium (SBAC) test

* increased laptops and/or chromebooks available for each class, department, or grade level for instruction and assessment

* more online access to assignments in textbooks and more access to library (middle school)

Refer to Local Control and Accountability Plan (LCAP) Meeting Matrix in the Appendix for a detailed list of meetings, number of participants, and outcomes. 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. 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 was open for six weeks, and several reminders were sent: 426 parents, employees, and community members participated. The survey questions address the 8 State Priorities, such as student achievement/engagement, transition to 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). 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: 419 students participated. 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	* attract and retain high quality teachers and administrators * clean classrooms and bathrooms, water fountains 2. Pupil Outcomes (Pupil achievement, Other pupil outcomes) * establishment of baseline achievement levels on Smarter Balanced Assessment Consortium (SBAC) test in Math and English Language Arts (ELA) for students in grades 3-8 * establishment of baseline data for district benchmark assessments * establishment of assessment protocol for local assessments, including calibration of scoring, reporting of scores, and using data to inform instruction and provide differentiated instruction * more rigorous curriculum and instruction, writing and critical thinking * differentiated curriculum, challenging material and academic enrichment programs 3. Engagement (parental involvement, pupil engagement, school climate) * improve communication with English Learner (EL) families * survey parents more often * increased communication from elementary and middle school teachers teachers about behavior, student performance, activities, student progress * maintain school attendance rates * maintain suspension rates and 0 expulsion rate

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 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, 2016, 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, 2016. The Local Control and Accountability Plan (LCAP) and the district budget were adopted at the same meetings on June 28, 2016, with the Local Control and Accountability Plan (LCAP) being adopted prior to the budget per California (CA) Education Code 52062.2. Meeting Dates for Parent/ Teacher/ Community/ Stakeholder Engagement,	* consider consistent communication platform * increase proactive support for students' social-emotional well-being * increase safety and emergency drill trainings for staff and students * continue to work on social emotional literacy programs to support students in all areas; teach stress management, coping skills for anxiety and pressure * ensure "balance"; build character, grit, motivation, and determination * "de-emphasize" math achievement * more yard duty supervision on elementary campuses * teach specific problem solving /communication skills * zero tolerance for bullying , Playground Pals, "no kids eat alone" policy, parents and teachers serve as role models for kindness * maintain focus on high quality arts education, in particular art and music education for ALL students Impact of Input to Local Control and Accountability Plan (LCAP): * online, adaptive, personalized learning; consistent supplementary materials in content areas * parent informational meetings about Common Core State Standards (CCSS) and how to help children with homework * consistent access to uniform programs and instructional materials, texts, and manipulatives in grade levels across district

Information and Input/Consultation:

District Leadership Team (DLT) - includes grade level representative teachers, Principals, Redwood Middle School (RMS) Dean of Students, Tech Teacher on Special Assignment (TOSA), Literacy Coach, Director of Special Education, Director of Educational Services.

2015-16 Meeting dates: 9/14/15, 10/19/15, 11/16/15, 12/14/15, 1/11/16, 2/8/16, 3/21/16, 4/18/16, 5/16/16

Topics: overview of Local Control and Accountability Plan (LCAP), review of quantitative and qualitative data, and discussion of Goal 1 (formerly Goals 1, 2, 3, 4).

Input from District Leadership Team (DLT) is noted on "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

2015-16 Meeting dates: 9/17/15, 11/19/15, 2/11/16, 3/10/16, 4/21/16, 5/19/16
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 (formerly Goal 4).

Input from DELAC is noted on "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

2015-16 Meeting dates: 10/22/15, 1/21/16, 3/10/16

Topics: Overview of Local Control and Accountability Plan (LCAP), review of qualitative data, and discussion of Goal 2 (formerly Goal 5)

Input from Superintendent's Advisory Council (SAC) is noted on "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

2015-16 Meeting dates: 9/24/15, 11/3/15, 1/28/16, 3/24/16

Topics: overview of Local Control and Accountability Plan (LCAP) and discussion of Goal 3 (formerly Goal 6)

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

Wellness Committee - includes District Psychologist, Counselors, District Nurse, Director of Educational Services, Principals, and parent and staff representatives from school sites.

2015-16 Meeting dates: 10/22/15, 3/1/16, 3/22/16, 4/28/16

Topics: overview of Local Control and Accountability Plan (LCAP) and discussion of Goal 6

Input from Wellness Committee is noted on "Impact to Local Control and Accountability Plan (LCAP)".

Principals' Meetings:

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 - 7

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

2015-16 Meeting dates: 10/16/15, 11/12/15, 1/15/16, 3/4/16, 4/22/16

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

School Site Councils (SCCs):
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.

Parent/Community Survey:
email link sent out by principals to community; email link sent out by District Communication Coordinator, and link on website: available to parents April - May 2016

(see survey questions and general feedback data in Appendix)

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

Staff Survey:
email link sent out by Director of Educational Services and link on website: available to staff April - May 2015

(see survey questions and general feedback data in Appendix)

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

Student Survey:
principals administered to Student Council representative students in grades 3 - 8

(see survey questions and general feedback data in Appendix)

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

Science, Technology, Engineering, Arts, Math and Music (STEAM2) Team: The purpose of the Saratoga Union School District (SUSD) Science, Technology, Engineering, Arts, Math and Music (STEAM2) Team is to: partner with local business, non-profit organizations, and Saratoga High School to expose students to Science, Technology, Engineering, Arts, Math and Music (STEAM2) experiences; provide in-school and after-school Science, Technology, Engineering, Arts, Math and Music (STEAM2) engagement opportunities for all students; align Science, Technology, Engineering, Arts, Math and Music (STEAM2) 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 Science, Technology, Engineering, Arts, Math and Music (STEAM2) courses; ensure Science, Technology, Engineering, Arts, Math and Music (STEAM2) professional development to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects

2015-16 Meeting dates: 3/15/16, 4/20/16, 5/23/16

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

Next Generation Science (NGSS) Strategic Leadership Team: Purpose is to integrate middle and elementary scope and sequence and learning progressions; budget and resource alignment; Local Control and Accountability Plan (LCAP) alignment; communication with community; partnerships with higher education and industry

2015-16 Meeting dates: 3/30/16, 5/5/16 Input from Staff and Community Survey is noted on "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).	
Annual Update: Suggestions, comments, and input emanating from discussions in consultation with our stakeholders regarding the 2014-15 Local Control and Accountability Plan (LCAP): Goal 1 (Professional Development, Instructional Materials, Assessment): STRENGTHS (EVIDENCE): * Special Education teachers incorporate Common Core State Standards (CSCC) into curriculum, i.e. depth of knowledge (Redwood) * Prof Development Wed (F) (A) * Collaboration time Wed (F) (A) * High performing students in Saratoga Union School District (SUSD)! * Students Ready to learn * Lots of enrichment opportunities (i.e. Learnstorm, Student2Student Conference, Science Fair, Khan Academy, etc.) * Updated math pathways and placement process * Common Core State Standards (CCSS) aligned curricula adopted * Statewide assessments are in place * Smarter Balanced Assessment Consortium (SBAC) is very organized, good communication and planning * Good formative assessments in math	**Annual Update:** Changes we are making to our Local Control and Accountability Plan (LCAP) as a result of the discussions this year in consultation with our stakeholders: Changes in 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 subgroup level. 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. District benchmark assessments in math, reading, and writing will be identified at each grade level. Teachers will discuss results and use to plan instruction. 3. 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,

* Diagnostic Reading Assessment (DRA) great tool: consistent, comprehensive, useful for teaching * We don't over-assess * Lucy Calkins upper grades: formative assessments * Summer School Data Wall allows for data-driven conversations to meet students' needs OPPORTUNITIES/CHALLENGES / NEXT STEPS * Special Education staff develop ways to make Common Core State Standards (CCSS) accessible * Clearly defined Common Core State Standards (CCSS) instructional practices * need Professional Development (PD) for subs * need Professional Development (PD) for classified staff * Use of interim assessments (challenge) * Question: Science Fairs at all elementary * Tailored and differentiated Professional Development (PD) for teachers * Leveled book rooms * Choice of supplemental materials * Robust Professional Development (PD) calendar * Differentiated practices * Grade-level planning and collaboration time * time for vertical articulation between elementary-middle- and high school * Common Core State Standards (CCSS) writing curriculum and training for 3, 4, 5 – Lucy Calkins * Common Core State Standards (CCSS) – English Language Arts/English Language Development (ELA/ELD) pilots of different publishers * More focus on formative assessments * A more district-wide "agreement" on assessments * need for interim assessments * need for systematic way to report, access, and analyze assessments * need accountability of teachers to administer assessments in a timely way and report scores in data management system so they are available * Online parent resources need work * Resources to help parents help their children with homework and learning English games, websites, strategies * Bring guest speakers for parents to help children with reading and homework	including special education. 4. Teachers and administrators will receive ongoing training and support on our data management system for analysis of student academic performance and impact on instruction. 5. Multi-year comprehensive Professional Development (PD) Plan will be developed. 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. 6. Review English Language Development (ELD) instructional materials and pilot in elementary and middle school. 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, including Rosetta Stone. 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. 7. Identify supplemental instructional materials, including digital curriculum, in all subject areas. 8. 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 in teacher professional development to meet the

* When parents get California English Language Development Test (CELDT) reports, how does it translate to what books to give your child – align to California English Language Development Test (CELDT) levels (basic ranges) Diagnostic Reading Assessment (DRA)-Lexile alignment - what do the scores mean? * Need more accurate translation of eNews communications – events and activities so English Learner (EL) parents know what is going on * Rosetta Stone: provide guidelines for staff on how to use it, translated directions for how to use at home * Professional Development (PD): best practices for staff when working with English Learner (EL) students * new-comer support for new English Learner (EL) students and parents to make them feel welcome Refer to Local Control and Accountability Plan (LCAP) Survey Summary in Appendices for additional input and comments related to Goal 1.	needs of all levels of learners. 9. TK - 5 progress updates/report cards will be reviewed and revised, as needed. Teachers will calibrate and align criteria for performance expectations in all curricular areas. 10. Formative assessment practices will be researched and integrated in professional development. The Smarter Balanced Assessment Consortium (SBAC) Digital Library will be explored. 11. Interim assessments will be researched and integrated in professional development. The Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Block assessments will be explored. 12. Math diagnostic, placement assessment system for course placement in middle school will be refined as needed. 13. The Saratoga Union School District (SUSD) Next Generation Science Standards (NGSS) Strategic Leadership Team will continue to coordinate the transition to Next Generation Science Standards (NGSS) in the 2016-17 school year in elementary and middle school. 14. The Science, Technology, Engineering, Arts, Math and Music (STEAM2) Team will continue to coordinate the integration of science, technology, engineering, arts, math, and music in Saratoga Union School District (SUSD). 15. English Language Arts/English Language Development (ELA/ELD) instructional materials curriculum programs will be researched and piloted at Redwood Middle School (RMS). 16. Physical education training for elementary teachers will be provided. 17. Arts education will be integrated in content areas. Professional development will include visual and performing arts connections to core curriculum, when possible. 18. 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. 19. The District 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). 20. Eureka Math (Engage NY) training, resources, and support will be provided to elementary teachers. Big Ideas Math (Algebra and Geometry) training, resources and support will be provided to middle school math teachers. 21. Educational technology tools training (Google Apps for Education, supplemental digital curriculum, etc) will be provided for all Saratoga Union School District (SUSD) teachers and staff.
Goal 2 (Communication and Family Engagement) STRENGTHS (EVIDENCE): • District website (S) (indepth info!) • School eNews (S) • School goals/Parent Teacher Association (PTA) (S) • Messenger • Friday Notes • Parent Teacher Association (PTA) / Saratoga Education Foundation (SEF) meetings • Board office hours • Weekly principal newsletter (A) • Multiple ways of communicating • From the desk of principal news & updates * Board meeting summary on Friday * Improved school and district web site * eNews/ weekly news from principal (elementary) provides useful info * electronic communication is streamlined * phone calls to new families at Foothill (FES) * Effort to reduce/eliminate paper in Thurs folder	Goal 2 (Communication and Family Engagement): Changes in 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. 2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services. 3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members). 5. 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. 6. Continue coordination of Single Plans for Student Achievement (SPSAs), Local Control and Accountability Plan (LCAP), and the Saratoga Union School District (SUSD) Strategic Plan vision, mission, goals, actions, and services.

* Foothill (FES): from the desk of Joe Bosco is student-focused and very informative
* Broadcast good news, positive messages, celebrate successes, and acknowledge failures
* Build authenticity, facts, and provide truthful information.
* Science, Technology, Engineering, Math (STEM) = Science, Technology, Engineering, Arts, Math and Music (STEAM 2)
* Saratoga Music Boosters (SMB), Saratoga Education Foundation (SEF)
* District and teacher relationships – make tighter, engender trust
* Teacher communication to families is most effective, Teachers can help connect parents to district, Teacher communication is most important, teacher communication makes a difference, Connection to bigger picture – power of teachers!
* New parents perceive kid/teacher relationship is of the utmost importance
* More involved community, families have hard time seeing beyond the teachers' arena
* Digital inbox – comments, safe place to share opinions and feedback
* Who owns information- checks and balances
* Parents may not feel like their comments go anywhere
* Perception/fear of retribution for those who speak up, need to improve/build trust
*Need to eliminate "parking lot" discussions
* Avoid "Too Long Didn't Read" style: bullet points with link
* Use Google forms!

OPPORTUNITIES/CHALLENGES / NEXT STEPS

* Clarity - one voice
* Multiple channels: social media, most effective tools
* Parent Teacher Association (PTA) events!
* More materials translated (Mandarin)
* District Leadership Team (DLT)
* DELAC (District English Learner Advisory Committee)
* School Site Council (SCC)
* Surveys
* Parent Teacher Association (PTA) Events
* Project Cornerstone

7. 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.

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

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

10. 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, 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.

11.Analyze the quantitative and qualitative metrics used to review progress toward goals in this area.

12.Increase efforts 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.

13. Incorporate input and feedback from stakeholder meetings and carry over to 2016-17 Local Control and Accountability Plan (LCAP).

14. Conduct Local Control and Accountability Plan (LCAP) needs assessment and survey of all staff and community. Updated Local Control and Accountability Plan (LCAP) will include stakeholder input.

* Parent Workshops Series * Need a consistent platform for communication so we don't have to recreate the wheel. * School Site Councils (SCCs) need more parent input, more quick input * Parent Teacher Associations (PTAs) need more volunteers * Redwood Middle School (RMS) eNews: should be more like Saratoga High School's Week at a Glance, Redwood Middle School (RMS) eNews too rigid – only send once a week * Class level communication is not consistent * Need a consistent way for teachers to communicate. * Ways of getting feedback - More quick, targeted surveys * Need more consistent class level/grade level communication, things we are doing * Follow up phone calls to new parents * Language difference awareness * Creating opportunities for face to face meetings and conversations * How do we reach parent who speak other languages? * Better search function on websie * Communication with board stilted at meetings * Parents not always sure how to effect change * Not all teachers have websites. * eNews – do people read it? Is it effective communication? * eNews: week at a glance, include all groups * Highlight kid accomplishments * Too much put in the hands of room parents/volunteers – we would like a central place where everyone can go. Refer to Local Control and Accountability Plan (LCAP) Survey Summary in Appendices for additional input and comments related to Goal 2.	15. Increase parent participation and attendance at district Wellness, Emergency Preparedness, Next Generation Science Standards (NGSS) Strategic Leadership Team, Science, Technology, Engineering, Arts, Math and Music (STEAM2) Team, and other district committees. 16. Update district website to improve the user's experience.
Goal 3 (Safety): STRENGTHS (EVIDENCE): * Tons of new bollards! (Argonaut) * Project Cornerstone (Argonaut) * Comprehensive school safety plan (Argonaut)	Goal 3 (Safety): Changes in actions, services and expenditures that will be made as a result of reviewing past progress and/or changes: 1. Continue to improve the alignment of actions, services and expenditures.

- * Project Cornerstone (Foothill)
- * Playground Pals (Foothill)
- * Safety Plan (Foothill)
- * Counseling (Foothill)
- * Home/school communication (Foothill)
- * Increased social emotional support - psychs, counselors
- * Disaster prep materials/supplies
- * 8th period activities related to asset building ®
- * Student2Student Conference
- * Transgender restrooms at RMS (Redwood)
- * Recently added Counseling and Support Services for Youth (CASSY) support (Redwood)
- * “Walk In Our Shoes” assembly (Redwood)
- * Mental health awareness (Redwood)
- * Access to campuses is a plus and is also a liability, ie parents walking on campus
- * Signing-in is beneficial for accountability
- * Ongoing training through scenarios, "sand-tables", simulations
- * Adult supervision is adequate at middle school
- * Need crossing guard at Allendale crosswalk
- * We completed our Comprehensive School Safety Plan (CSSP) for each site and District Office (DO) by the March 1st deadline
- * Safety Plan binder for each teacher (summary and succinct version of Comprehensive School Safety Plan (CSSP)
- * What good is a binder if there’s a gun at your head?
- * Need to do train subs for emergencies!
- * Lockdown training at Redwood Middle School (RMS) went well, learned a lot
- * Need more emergency drills and simulations, repetition
- * Subs – need a one pager for quick reference
- * Need to have a system for replenishing emergency supplies annually

OPPORTUNITIES/CHALLENGES / NEXT STEPS

- * Develop way to address school refusal
- * Consider student interest/passions in curriculum
- * Attendance process/School Attendance Review Board (SARB) process
- * Student awareness/education on digital safety (Redwood)

2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services.

3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members)

4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures.

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

6. Continue to discuss Whole Child, Whole School, Whole Community (WCWSWC) model and implement action plan (Wellness Committee).

7. Improve social emotional literacy training for staff and parents.

8. Continue to evaluate the efficacy of our social emotional literacy programs and make adjustments based on student needs.

9. Research metrics and surveys to obtain data on students' social emotional needs and plan programs and services accordingly. Administer Project Cornerstone's Developmental Assets Survey to fifth and seventh graders.

10. Increase the quantitative and qualitative metrics used to review progress toward goals in this area.

11. Incorporate feedback and input from stakeholder input meetings and carry over to 2016-17 Local Control and Accountability Plan (LCAP).

12. Counseling and Support Services for Youth (CASSY) services will continue at Redwood Middle School (RMS). Evaluate program and make refinements as needed.

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

Refer to Local Control and Accountability Plan (LCAP) Survey Summary in Appendices for additional input and comments related to Goal 3.	14. Compliance with AB1266 (Gender Equity) and AB 329 (CA Healthy Youth Act). 15. Create task force to ensure process for stakeholder input and consultation on mandatory comprehensive sexual health education instructional materials.
Goal 4 (Innovation, Technology, and 21st Century Learning Skills): STRENGTHS (EVIDENCE): * Students utilizing technology in English Language Arts (ELA) for work production (student portfolios RMS) * Smart boards and ipads for math (classroom walk-throughs Redwood Middle School) * Access to tech (media arts, budget increase) * Increase in tech training for teachers (workshop, educator effectiveness, presentation tech use) * Improved communication with community (shelter in place info) * More middle school and elementary classes using Schoology for classroom uses (5th grade) * Help desk follow up * Peer sharing of educational technology tools * Google transition to mail * Hardware/technology spending process is streamlines * Common planning time- Wednesday Professional Development (PD) * Supplemental materials software * Middle school special education teachers collaborating on ways to incorporate common core * Site tech budget has allowed for pursuit of site tech goals/needs * Addition of Chromebooks and carts has increased the use of tech in classes! * Griffin News Network (GNN) * Leadership Class * Google Drive * Learn Storm * Schoology * Khan Academy * Dreambox	Goal 4 (Innovation, Technology, and 21st Century Learning Skills): Changes in 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. 2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services. 3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members) 4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures. 5. Continue to implement criteria, procedures and protocol for Technology Device Management 6. Continue to ensure equitable and consistent access to technology devices and online digital resources. 7. Establish plan for digital communication and collaboration. 8. Continue focus on educational technology integration plan. 9. Continue to embed technology into professional development plan. 10. Establish student projects integrating 4Cs. 11. Coordinate and implement Science, Technology, Engineering, Math (STEM)

OPPORTUNITIES/CHALLENGES / NEXT STEPS * Explore tech to support Special Education students - organization, output, communication * Limited access to technology teacher Professional Development (PD) & support/access * Students can be part of the solution * Change existing practice * Communication staff & parents * Time to research tech to support special needs * Many glitches with online Progress Updates causing strife * Explore technology for accommodations/compensatory strategies * Student well-being: more integration of tech in classroom – inconsistent * Digital citizenship workshops for students, internet etiquette for students - ongoing training * More Training on Google drive for teachers * Improve Technology spending process * Help desk follow up * Coaching * More communication re: assessment with the community Refer to Local Control and Accountability Plan (LCAP) Survey Summary in Appendices for additional input and comments related to Goal 4.	programs at all grade levels. 12. Coordinate and implement Project Lead the Way (PLTW) Gateway program in sixth grade on the Exploratory Wheel and robotics and automation elective course. 13. Increase the quantitative and qualitative metrics used to review progress toward goals in this area. 14. Incorporate input and feedback from stakeholder engagement meetings and carry over to 2016-17 Local Control and Accountability Plan (LCAP). 15. Continue Science, Technology, Engineering, Arts, Math and Music (STEAM2) Team to identify strengths and opportunities to improve integration and innovation in our district.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service**:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service**:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

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 teacher professional development.

Related State and/or Local Priorities:
1 _ 2 X 3 X 4 _ 5 _ 6 _ 7 _ 8 _

COE only: 9 _ 10 _

Local : Specify

Identified Need :

Need:
Refine ELA and Math Common Core State Standards (CCSS)- and Next Generation Science Standards (NGSS)- aligned professional development, instructional materials, instruction, and formative, interim and summative assessments.

Metrics (refer to baseline metrics in Annual Update section):
- California Assessment of Student Performance and Progress (CAASPP) results - Smarter Balanced Assessment Consortium (SBAC) test, California Standards Test (CST), California Alternate Assessment (CAA), California English Language Development Test (CELDT)
- Local assessment results - Diagnostic Reading Assessment (DRA), writing assessments
- English Learner (EL) Reclassification rates
- Professional Development (PD)calendar and plan

District Leadership Team (DLT)Minutes, Agendas and outcomes
- Next Generation Science Standards (NGSS) Strategic Implementation Plan agendas, minutes, and outcomes
- Science, Technology, Engineering, Arts, Math and Music (STEAM2) agendas and minutes, and specific actions taken
- Technology Committee agendas, minutes, and specific actions taken
- Single Plans for Student Achievement (SPSA) goals, actions, and services
- Professional Development (PD) Needs Assessments
- Annual Local Control and Accountability Plan (LCAP) survey for students, parents, and staff
- Agendas & evaluations of trainings
- Classroom observations and "walk-throughs"
- Williams Report
- School Accountability Report Cards (SARC)
- Multi-Tier Support System and Supplemental Instructional Materials list
- Science, Technology, Engineering, Arts, Math and Music (STEAM2) Multi-year Plan

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All students, including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	1. Smarter Balanced Assessment Consortium (SBAC) Achievement Level Descriptors (ALD) for all students on Math and English Language Arts (ELA), including sub-group achievement data. 2. Achievement on district benchmark assessments for all students - Diagnostic Reading Assessment (DRA), writing 3. Refine 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. 4. Equitable availability and use of Common Core State Standards (CCSS) English Language Arts (ELA) & Math and Next Generation Science Standards (NGSS) core and supplemental instructional materials and digital resources, training for teachers, and parent education. 5. Successful Smarter Balanced Assessment Consortium (SBAC) implementation in grades 3 - 8. 6. Revise Common Core State Standards (CCSS)-aligned Progress Updates (report cards) in TK - 5. 7. Research, field test, and administer consistent formative, interim, diagnostic, placement, and summative assessments which yield actionable data to meet the needs of all Saratoga Union School District (SUSD) students. 8. Implementation of Next Generation Science Standards (NGSS) and integrated Science, Technology, Engineering, Arts, Math and Music (STEAM2) instruction and project-based learning. 9. Successful implementation of the Academic Summer School Program for students in grades K - 8. 10. Differentiated instructional strategies available to all students in Math, English Language Arts (ELA), Science, and Social Studies.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1.1 Saratoga Union School District (SUSD) teachers will participate in high quality, consistent, and cohesive professional development and structured collaboration for Saratoga Union School District (SUSD) teachers in Math & English Language arts (ELA) state standards, and Next Generation Science Standards (NGSS) Science with a focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to meet the needs of all Saratoga	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1.1 Professional Development (PD) / Educator Effectiveness (TBD) [Educator Effectiveness 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $161,952.52 1.1.2 Subs for Professional Development (PD) / Educator Effectiveness [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Educator Effectiveness see 1.1.1

Union School District (SUSD) students. 1.1.2 Subs for release days for Professional Development (PD)			
1.2 Saratoga Union School District (SUSD) students will be provided with high quality and consistent English Language Arts (ELA), Math and Next Generation Science Standards (NGSS)-aligned state standards instructional materials, including digital resources. Supplementary instructional materials will be identified to supplement the core curriculum and provide differentiation when needed. English Language Arts (ELA) instructional materials pilot will occur in 2016-17. 1.2.1 English Language Arts (ELA) Instructional materials pilot process 1.2.2 Dreambox math supplemental online instructional program for TK - 5th grade. 1.2.3 Khan Academy math supplemental online instructional program for 3 - 8 grade 1.2.4 Ensure access to supplemental resources to support Next Generation Science Standards (NGSS) implementation. Gizmos (Explore Learning) for 6-8 online science instructional materials. 1.2.5 Eureka (Engage New York) printed instructional math materials (Teacher modules and student math) 1.2.6 NGSS instructional materials review and pilot at RMS	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.2.1 English Language Arts (ELA) Instructional Materials [One Time Discretionary Funds 010-0000-002000] 4000-4999: Books And Supplies Other $45,000 1.2.2 Dreambox [One Time Discretionary Funds 010-0000-002000] 4000-4999: Books And Supplies Other $15,000 1.2.3 Khan Academy - no additional expenditures anticipated 0000: Unrestricted 0 1.2.4 Gizmos Science online instructional materials [One Time Discretionary Funds 010-0000-002000] 4000-4999: Books And Supplies Other $6,000 1.2.5 Eureka Math instructional materials 4000-4999: Books And Supplies One-Time Discretionary $50,000 1.2.6 NGSS instructional materials - TBD at RMS [One Time Discretionary Funds 010-0000-002000] 4000-4999: Books And Supplies One-Time Discretionary TBD
1.3 Saratoga Union School District (SUSD) teachers and administrators will consistently use a data management tool to access student data to target students' instructional needs in Math and Literacy.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	1.3 Data Management System (TBD) [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,500

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.4.1 The Saratoga Union School District (SUSD) District Literacy Coach and Reading Recovery Teacher provide coaching, consultation and training for all teachers to support academically underperforming students with differentiated support in reading and writing, and will provide instruction for struggling readers at all three elementary schools. 1.4.2 Saratoga Union School District (SUSD) Reading Recovery teacher will provide instruction for struggling readers at Saratoga Elementary. 1.4.3 Reading Recovery Professional Development (PD) 1.4.4 Reading Recovery supplies	Elementary Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) English Learners	1.4.1 1.0 FTE Literacy Coach (LB) [Parcel Tax: 040-0000-003300] 1000-1999: Certificated Personnel Salaries Parcel Tax $137,458 1.4.2 .5 FTE Reading Recovery Teacher (GJ) [Title 1: 060-3010-030100] 1000-1999: Certificated Personnel Salaries Title I $67,107 1.4.3 Reading Recovery Professional Development (PD) [Title 2: 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $1,100 1.4.4 Reading Recovery Supplies and Leveled Readers [Lottery 060-6300-063000] 4000-4999: Books And Supplies Lottery $1,000
1.5 New Saratoga Union School District (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).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5 Santa Cruz Silicon Valley New Teacher Project ($5200 per teacher - 2 teachers anticipated) [General Fund: 060-9010-072720] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,400
1.6.1 Saratoga Union School District (SUSD) teachers and administrators will identify and use effective Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) diagnostic, formative and interim assessment tools. These data will inform targeted 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.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.6.1 No additional costs anticipated; embedded in core program 0 1.6.2 Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) math online computer adaptive test [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $4020 1.6.3 Interim Assessment Blocks Performance Tasks (subs

1.6.2 Identify math placement assessments for rising 6th and 7th graders. 1.6.3 Identify Common Core State Standards-English Language Arts (CCSS-ELA) and Common Core State Standards (CCSS)-Math formative and interim assessments. Explore California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) Interim Block Assessments. 1.6.3 Analyze results of Smarter Balanced Assessment Consortium (SBAC) summative assessments to drive instruction. 1.6.4 Support middle school math, core, and science teachers to utilize Common Core State Standards (CCSS)- and Next Generation Science Standards (NGSS)- aligned/designed embedded and formative assessments.			for handscoring- projected) [Testing: 010-0000-003160] 1000-1999: Certificated Personnel Salaries Basic Aid $2,250 1.6.4 Formative Assessments - no additional costs anticipated 0
1.7 Saratoga Union School District (SUSD) teachers, administrators, and classified staff will coordinate successful Smarter Balanced Assessment Consortium (SBAC) implementation. Teachers will prepare 2 - 8 grade students for annual summative Smarter Balanced Assessment Consortium (SBAC) by providing practice opportunities. The Smarter Balanced Assessment Consortium (SBAC) Implementation team will train teachers and administrators to administer Smarter Balanced Assessment Consortium (SBAC) to students.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7 No additional expenditures anticipated; embedded in core program 0
1.8 Saratoga Union School District (SUSD) TK - 5 teachers will utilize Common Core State Standards (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 the Progress Update.	Elementary Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.8 No additional expenditures anticipated; embedded in core program 0
1.9.1 Saratoga Union School District (SUSD) teachers will have access to Silicon Valley Math Initiative (SVMI)	LEA	X All OR:	1.9.1 Silicon Valley Math Initiative (SVMI) [Testing: 010-0000-003160]

professional development resources and formative math performance assessments to assess students' problem-solving and conceptual understanding of Common Core State Standards (CCSS) Math. 1.9.2 Subs for PD		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5000 1.9.2 Subs for teachers to attend Silicon Valley Math Initiative (SVMI) Professional Development (PD). [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Other see 1.1.1
1.10.1 The English Language Arts/English Language Development (ELA/ELD) Teacher on Special Assignment (TOSA) (new position) will provide support for all TK-8 grade teachers in implementation of English Language Arts (ELA) Common Core State Standards (CCSS) and instructional technology, as well as coordination of professional development and instructional materials. 1.10.2 The Math Teacher on Special Assignment (TOSA) (new position) will provide support for all TK-8 grade teachers in implementation of Math Common Core State Standards (CCSS) and instructional technology, as well as coordination of professional development and instructional materials.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.10.1 1.0 FTE English Language Arts/English Language Development (ELA/ELD) Teacher on Special Assignment (TOSA) - MD [General Fund: 010-0000-002110] 1000-1999: Certificated Personnel Salaries Basic Aid $145,675 1.10.2 1.0 FTE Math Teacher on Special Assignment (TOSA) TBD [General Fund: 010-0000-002110] 1000-1999: Certificated Personnel Salaries Basic Aid $143,452
1.11 Saratoga Union School District (SUSD) special education staff will participate in Professional Development (PD) to address implementation of English Language Arts (ELA) and Math Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Special Needs	1.11 No additional expenditures; embedded in core program 0
1.12 Saratoga Union School District (SUSD) will support English Learners (ELs). 1.12.1 English Learner (EL) teachers and instructional assistants will participate in Professional Development (PD) on English Learner Development (ELD) standards and effective pedagogical practices for English Learner (EL) students.	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups:	1.12.1 English Language Development (ELD) Professional Development (PD) - expenditures included in Goal 1.1.1 0 1.12.2 No additional expenditures; embedded in core program 0

1.12.2 Literacy Coach/Reading Specialist will provide reading and writing support to all elementary English Learners. 1.12.3 Each Elementary School will provide (English Learner) EL intervention support during the school day for English Learners (ELs) 1.12.4 Provide Rosetta Stone online program for English Learners (ELs) to use at school and at home. 1.12.5 Provide English Learner (EL) program to support English Learners (ELs) in an English Learner Designated (ELD) class at Redwood Middle School (RMS). 1.12.6 Administer California English Language Development Test (CELDT) test annually to all English Learners (ELs). 1.12.7 Supplemental digital instructional materials for English Learners (ELs) and Immigrant students 1.12.8 Review and pilot of English Language Arts/English Language Development (ELA/ELD) instructional materials for middle school		(Specify)	1.12.3 English Learner (EL) Intervention Support (Part-Time classified staff x3) [General Fund: 010-0000-070900] 2000-2999: Classified Personnel Salaries Basic Aid $40,229 1.12.4 Rosetta Stone [Title 3 LEP: 060-4203-042030; Title 3 Immigrant: 060-4201-042010] 4000-4999: Books And Supplies Title III $6,000 1.12.5 Certificated Salary of .33 Full-time Equivalent (FTE) at Redwood Middle School (RMS) [General Fund: 010-0000-070900] 1000-1999: Certificated Personnel Salaries Basic Aid $49,036 1.12.6 California English Language Development Test (CELDT) - no additional expenditures; embedded in core program 0 1.12.7 Achieve 3000 for ELD at RMS and Achieve 3000 Summer Solution (summer school program and English Language Development (ELD) program for middle school) - TBD, if academic summer school is held [Title 3 LEP 060-4203-042030; Title 3 Immigrant 060-4201-042010] 5800: Professional/Consulting Services And Operating Expenditures Title III $7504 1.12.8 English Language Arts/English Language Development (ELA/ELD) Instructional Materials - refer to Goal 1.2.1. See 1.2.1
1.13 Saratoga Union School District (SUSD) teachers will participate in a "Data Wall" data-driven collaboration to identify students for academic summer school. 1.13.1 Our district will implement an academic summer school program for underperforming K - 8 grade students in literacy and math. English Learner (EL) students will receive intervention support services. 1.13.2 Summer school supplies	LEA	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Special Needs	1.13.1 Salary for two Summer School English Learner (EL) Certificated Teachers and Literacy Coach (additional teacher salaries paid by Los Gatos-Saratoga Recreation Dept) - if held [Title 3 Limited English Proficient (LEP) 060-4203-042030] 1000-1999: Certificated Personnel Salaries Title III $13,500 1.13.2 Supplies and instructional materials for Academic Summer School - if held [General Fund: 010-0000-018180] 4000-4999: Books And Supplies Basic Aid $1200
1.14 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	Redwood Middle School	X All OR: _ Low Income pupils _ English Learners	1.14 District contribution to Silicon Valley Education Foundation (SVEF) for Elevate Math and Elevate Math Plus program at RMS [General Fund 010-0000-001860]

and confidence in Algebra. Our district will coordinate with Silicon Valley Education Foundation (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.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Basic Aid $5000
1.15 Our district will 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. 1.15.1 Project Lead the Way (PLTW) Teacher 1.15.2 Project Lead the Way (PLTW) Supplies	Redwood Middle School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.15.1 Project Lead the Way (PLTW) .67 Full-time Equivalent (FTE) Teacher [General Fund Middle School Staffing: 010-0000-001820] 1000-1999: Certificated Personnel Salaries Basic Aid $97,635 1.15.2 Project Lead the Way (PLTW) Supplies and Equipment [General Fund: 010-0000-002000] 4000-4999: Books And Supplies Basic Aid $45,000
1.16 Saratoga Union School District (SUSD) will implement the Saratoga Union School District (SUSD) Next Generation Science Standards (NGSS) Implementation Plan (Refer to 2014 - 2019 Saratoga Union School District (SUSD) Next Generation Science Standards (NGSS) Implementation Plan). District Next Generation Science Standards (NGSS) Strategic Leadership Team will plan for professional learning, exploration of instructional resources, form community and business partnerships, and align Next Generation Science Standards (NGSS) implementation with other initiatives. 1.16.1 Hands-on Science Aides for elementary school	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.16 no additional expenditures anticipated; embedded in core program 0 1.16.1 Hands-on Science Aides [Saratoga Education Foundation (SEF): 060-9010-095713] 2000-2999: Classified Personnel Salaries Education Foundation $70,154
1.17 All elementary teachers will implement the Lucy Calkins Units of Study Writers' Workshop	Elementary	X All OR:	1.17.1 Pure Literacy Writing Consultant (Writing Workshop) [Educator Effectiveness: 060-6264-062640]

program.Teachers will use the curriculum consistently with students and will participate in ongoing support and training.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness see 1.1.1 1.17.2 Subs for Professional Development (PD) - Writing Workshop [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Educator Effectiveness see 1.1.1
1.18 Art and music teachers will have access to high quality, standards-based professional development, to integrate Science, Technology, Engineering, Art, Math, and Music (STEAM2) in their content.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.18 Professional Development [Educator Effectiveness: 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness see 1.1.1
1.19 Physical Education PD for elementary and middle school teachers	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Rhythm & Moves [Educator Effectiveness: 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness See 1.1.1

LCAP Year 2: 2017 - 2018	
Expected Annual Measurable Outcomes:	1. SBAC Academic Level Descriptors (ALD) for all students on Math and ELA, including sub-group achievement data. 2. Achievement on district benchmark assessments (DRA, writing) for all students. 3. Refine a cohesive and strategic Professional Development plan to address CCSS ELA & Math and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and Science which is consistent with our LCAP and Strategic Plan. 4. Equitable availability and use of CCSS ELA & Math and NGSS core and supplemental instructional materials and digital resources, training for teachers, and parent education. 5. Successful SBAC implementation in grades 3 - 8. 6. Revise CCSS-aligned Progress Updates (report cards) in TK - 5. 7. Research, field test, and administer consistent formative, interim, diagnostic, placement, and summative assessments which yield actionable data to meet the needs of all SUSD students. 8. Implementation of NGSS and integrated STEAM2 instruction and project-based learning. 9. Successful implementation of the Academic Summer School Program for students in grades k - 8. 10. Differentiated instructional strategies available to all students in Math, ELA, Science, and Social Studies.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1.1 SUSD teachers will participate in high quality, consistent, and cohesive professional development and structured collaboration for SUSD teachers in Math & English Language arts (ELA)state standards, and Next Generation Science Standards (NGSS) Science with a focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to meet the needs of all SUSD students. 1.1.2 Subs for release days for Professional Development	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1.1 Professional Development (TBD)/ Educator Effectiveness [Educator Effectiveness 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $161,952.52 1.1.2 Subs [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Educator Effectiveness $10,000

1.2 SUSD students will be provided with high quality and consistent ELA, Math and NGSS-aligned state standards instructional materials, including digital resources. Supplementary instructional materials will be identified to supplement the core curriculum and provide differentiation when needed. ELA instructional materials pilot will occur in 2016-17. 1.2.1 ELA Instructional materials pilot process 1.2.2 Dreambox math supplemental online instructional program for TK - 5th grade. 1.2.3 Khan Academy math supplemental online instructional program for 3 - 8 grade 1.2.4 Ensure access to supplemental resources to support NGSS implementation. Gizmos (Explore Learning) for 6-8 online science instructional materials. 1.2.5 Eureka (Engage New York) printed instructional math materials (Teacher modules and student math	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.2.1 ELA Instructional Materials [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $45,000 1.2.2 Dreambox [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $15,000 1.2.3 Khan Academy - no additional expenditures anticipated 0000: Unrestricted 0 1.2.4 Gizmos Science online instructional materials [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $6,000 1.2.5 Eureka Math instructional materials 4000-4999: Books And Supplies One-Time Discretionary $50,000
1.3 SUSD teachers and administrators will consistently use a data management tool to access student data to target students' instructional needs in Math and Literacy.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3 Data Management System (TBD) [Testing: 010- 0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,500
1.4.1 The SUSD District Literacy Coach and Reading Recovery Teacher provide coaching, consultation and training for all teachers to support academically underperforming students with differentiated support in	Elementary Schools	_ All OR: X Low Income pupils X English Learners	1.4.1 1.0 FTE Literacy Coach (LB) [Parcel Tax: 040-000-003300] 1000-1999: Certificated Personnel Salaries Parcel Tax $137,458

reading and writing, and will provide instruction for struggling readers at all three elementary schools. 1.4.2 SUSD Reading Recovery teacher will provide instruction for struggling readers at Saratoga Elementary. 1.4.3 Reading Recovery PD 1.4.4 Reading Recovery supplies		X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) English Learners	1.4.2 .5 FTE Reading Recovery Teacher (GJ) [Title 1: 060-3010-030100] 1000-1999: Certificated Personnel Salaries Title I $67,107 1.4.3 Reading Recovery PD [Title 2: 060-4305-043050] 5800: Professional/Consulting Services And Operating Expenditures Title II $1,100 1.4.4 Reading Recovery Supplies and Leveled Readers [Lottery 060-6300-063000] 4000-4999: Books And Supplies Lottery $1,000
1.5 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).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5 Silicon Valley New Teacher Project ($5200 per teacher - 2 teachers anticipated) [General Fund: 060-9010-072720] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,400
1.6.1 SUSD teachers and administrators will identify and use effective CCSS and NGSS diagnostic, formative and interim assessment tools. These data will inform targeted 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. 1.6.2 Identify math placement assessments for rising 6th and 7th graders. 1.6.3 Identify CCSS-ELA and CCSS-Math formative and interim assessments. Explore CAASPP SBAC Interim Block Assessments. 1.6.3 Analyze results of Smarter Balanced (SBAC) summative assessments to drive instruction. 1.6.4 Support middle school math, core, and science teachers to utilize CCSS- and NGSS- aligned/designed embedded and formative assessments.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.6.1 No additional costs anticipated; embedded in core program 0 1.6.2 NWEA MAP math online computer adaptive test [Testing: 010- 0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $4020 1.6.3 Interim Assessment Blocks Performance Tasks (subs for handscoring- projected) [Testing: 010-0000-003160] 1000-1999: Certificated Personnel Salaries Basic Aid $2,250 1.6.4 Formative Assessments - no additional costs anticipated 0

1.7 SUSD teachers, administrators, and classified staff will coordinate successful SBAC implementation. Teachers will prepare 2 - 8 grade students for annual summative SBAC by providing practice opportunities. The SBAC Implementation team will train teachers and administrators to administer SBAC to students.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7 No additional expenditures anticipated; embedded in core program 0
1.8 SUSD TK - 5 teachers will utilize 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 the Progress Update.	Elementary Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.8 No additional expenditures anticipated; embedded in core program 0
1.9.1 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. 1.9.2 Subs for PD	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.9.1 Silicon Valley Math Initiative [Testing: 010- 0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5000 1.9.2 Subs for teachers to attend SVMI PD. [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Other $2250
1.10.1 The ELA/ELD Teacher on Special Assignment (TOSA) (new position) will provide support for all TK-8 grade teachers in implementation of ELA CCSS and instructional technology, as well as coordination of professional development and instructional materials. 1.10.2 The Math Teacher on Special Assignment (TOSA) (new position) will provide support for all TK-8 grade teachers in implementation of Math CCSS and instructional technology, as well as coordination of professional development and instructional materials.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.10.1 1.0 FTE ELA/ELD TOSA 1000-1999: Certificated Personnel Salaries Basic Aid $145,675 1.10.2 1.0 FTE Math TOSA 1000-1999: Certificated Personnel Salaries Basic Aid $143,452

1.11 SUSD special education staff will participate in Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Special Needs	1.11 No additional expenditures; embedded in core program 0
1.12 SUSD will support English Language Learners. 1.12.1 EL teachers and instructional assistants will participate in Professional Development on English Learner Development (ELD) standards and effective pedagogical practices for EL students. 1.12.2 Each school will offer a before or after school intervention class for English Language Learners during the school year. 1.12.3 Each Elementary School will provide EL intervention support during the school day for English Learners 1.12.4 Provide Rosetta Stone online program for English Learners to use at school and at home. 1.12.5 Provide EL program to support underperforming English Learners in EL class at RMS. 1.12.6 Administer CA English Language Development Test (CELDT) test annually to all English Learners. 1.12.7 Supplemental digital instructional materials for English Learners and Immigrant students 1.12.8 Review and pilot of ELA/ELD instructional materials for middle school	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.12.1 English Language Development Professional Development - expenditures included in Goal 1.1.1 1.12.2 EL Intervention Before/After School Classes with certificated staff [Title 3 LEP: 060-4203-042030] 1000-1999: Certificated Personnel Salaries Title III 1.12.3 EL Intervention Support (PT classified staff x3) [General Fund: 010-0000-070900] 2000-2999: Classified Personnel Salaries Basic Aid $40,229 1.12.4 Rosetta Stone [Title 3 LEP: 060-4203-042030; Title 3 Immigrant: 060-4201-042010] 4000-4999: Books And Supplies Title III $6,000 1.12.5 Certificated Salary of .33 FTE at RMS [General Fund: 010-0000-070900] 1000-1999: Certificated Personnel Salaries Basic Aid $49,036 1.12.6 CELDT Test - no additional expenditures; embedded in core program 0 1.12.7 Achieve 3000 (summer school program and ELD program for middle school) - TBD, if academic summer school is held 1.12. 8 ELA/ELD Instructional Materials - refer to Goal 1.2.1.
1.13 SUSD teachers will participate in a "Data Wall"	LEA	_ All	1.13.1 Salary for two Summer School EL Certificated

data-driven collaboration to identify students for academic summer school. 1.13.1 Our district will implement an academic summer school program for underperforming K - 8 grade students in literacy and math. EL students will receive intervention support services. 1.13.2 Summer school supplies		OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Special Needs	Teachers and Literacy Coach (additional teacher salaries paid by LGSR) - if held [Title 3 LEP 060- 4203-042030] 1000-1999: Certificated Personnel Salaries Title III $13,500 1.13.2 Supplies and instructional materials for Academic Summer School - if held $1200
1.14 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' mathematical proficiency and confidence in Algebra.	Redwood Middle School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.14 District contribution to SVEF for Elevate Math and Elevate Math Plus program at RMS {010-0000-001860} 5000-5999: Services And Other Operating Expenditures Other $5000
1.15 Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School. The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW will collaborate with the RMS math, science, and elective teachers. Middle school teachers will collaborate and plan instructional integration across disciplines. Provide professional learning on science integration instruction. 1.15.1 PLTW Teacher 1.15.2 PLTW Supplies	Redwood Middle School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.15.1 PLTW .67 FTE Teacher [General Fund Middle School Staffing: 010-0000-001820] 1000-1999: Certificated Personnel Salaries Basic Aid $97,635 1.15.2 PLTW Supplies and Equipment [General Fund: 010-0000-002000] 4000-4999: Books And Supplies Basic Aid $45,000
1.16 SUSD will implement the SUSD NGSS Implementation Plan (Refer to 2014 - 2019 SUSD NGSS Implementation Plan). District NGSS Strategic Leadership Team will plan for professional learning, exploration of instructional resources, form community and business partnerships, and align NGSS implementation with other initiatives.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	1.16 no additional expenditures anticipated; embedded in core program 1.16.1 Hands-on Science Aides [Saratoga Education Foundation 060-9010-095713] 2000-2999: Classified Personnel Salaries Education Foundation $70,154

1.16.1 Hands-on Science Aides for elementary school		_ Other Subgroups: (Specify)	
1.17 All elementary teachers will implement the Lucy Calkins Units of Study Writers' Workshop program.Teachers will use the curriculum consistently with students and will participate in ongoing support and training.	Elementary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.17.1 Pure Literacy Writing Consultant (Writing Workshop) [Educator Effectiveness: 060-6264-062640]] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $9,000 1.17.2 Subs for PD - Writing Workshop [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Educator Effectiveness $4500
1.18 Art and music teachers will have access to high quality, standards-based professional development, to integrate STEAM2 (science, technology, engineering, art, math, and music) in their content.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.18 Professional Development [Educator Effectiveness: 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Other $2500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. SBAC Academic Level Descriptors (ALD) for all students on Math and ELA, including sub-group achievement data. 2. Achievement on district benchmark assessments (DRA, writing) for all students. 3. Refine a cohesive and strategic Professional Development plan to address CCSS ELA & Math and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and Science which is consistent with our LCAP and Strategic Plan. 4. Equitable availability and use of CCSS ELA & Math and NGSS core and supplemental instructional materials and digital resources, training for teachers, and parent education. 5. Successful SBAC implementation in grades 3 - 8. 6. Revise CCSS-aligned Progress Updates (report cards) in TK - 5. 7. Research, field test, and administer consistent formative, interim, diagnostic, placement, and summative assessments which yield actionable data to meet the needs of all SUSD students. 8. Implementation of NGSS and integrated STEAM2 instruction and project-based learning. 9. Successful implementation of the Academic Summer School Program for students in grades k - 8. 10. Differentiated instructional strategies available to all students in Math, ELA, Science, and Social Studies.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1.1 SUSD teachers will participate in high quality, consistent, and cohesive professional development and structured collaboration for SUSD teachers in Math & English Language arts (ELA)state standards, and Next Generation Science Standards (NGSS) Science with a focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to meet the needs of all SUSD students. 1.1.2 Subs for release days for Professional Development	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1.1 Professional Development (TBD)/ Educator Effectiveness [Educator Effectiveness 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $161,952.52 1.1.2 Subs [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Educator Effectiveness $10,000

1.2 SUSD students will be provided with high quality and consistent ELA, Math and NGSS-aligned state standards instructional materials, including digital resources. Supplementary instructional materials will be identified to supplement the core curriculum and provide differentiation when needed. ELA instructional materials pilot will occur in 2016-17. 1.2.1 ELA Instructional materials pilot process 1.2.2 Dreambox math supplemental online instructional program for TK - 5th grade. 1.2.3 Khan Academy math supplemental online instructional program for 3 - 8 grade 1.2.4 Ensure access to supplemental resources to support NGSS implementation. Gizmos (Explore Learning) for 6-8 online science instructional materials. 1.2.5 Eureka (Engage New York) printed instructional math materials (Teacher modules and student math	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.2.1 ELA Instructional Materials [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $45,000 1.2.2 Dreambox [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $15,000 1.2.3 Khan Academy - no additional expenditures anticipated 0000: Unrestricted 0 1.2.4 Gizmos Science online instructional materials [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $6,000 1.2.5 Eureka Math instructional materials 4000-4999: Books And Supplies One-Time Discretionary $50,000
1.3 SUSD teachers and administrators will consistently use a data management tool to access student data to target students' instructional needs in Math and Literacy.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3 Data Management System (TBD) [Testing: 010- 0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,500
1.4.1 The SUSD District Literacy Coach and Reading Recovery Teacher provide coaching, consultation and training for all teachers to support academically underperforming students with differentiated support in	Elementary Schools	_ All OR: X Low Income pupils X English Learners	1.4.1 1.0 FTE Literacy Coach (LB) [Parcel Tax: 040-000-003300] 1000-1999: Certificated Personnel Salaries Parcel Tax $137,458

reading and writing, and will provide instruction for struggling readers at all three elementary schools. 1.4.2 SUSD Reading Recovery teacher will provide instruction for struggling readers at Saratoga Elementary. 1.4.3 Reading Recovery PD 1.4.4 Reading Recovery supplies		X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) English Learners	1.4.2 .5 FTE Reading Recovery Teacher (GJ) [Title 1: 060-3010-030100] 1000-1999: Certificated Personnel Salaries Title I $67,107 1.4.3 Reading Recovery PD [Title 2: 060-4305-043050] 5800: Professional/Consulting Services And Operating Expenditures Title II $1,100 1.4.4 Reading Recovery Supplies and Leveled Readers [Lottery 060-6300-063000] 4000-4999: Books And Supplies Lottery $1,000
1.5 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).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5 Silicon Valley New Teacher Project ($5200 per teacher - 2 teachers anticipated) [General Fund: 060-9010-072720] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,400
1.6.1 SUSD teachers and administrators will identify and use effective CCSS and NGSS diagnostic, formative and interim assessment tools. These data will inform targeted 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. 1.6.2 Identify math placement assessments for rising 6th and 7th graders. 1.6.3 Identify CCSS-ELA and CCSS-Math formative and interim assessments. Explore CAASPP SBAC Interim Block Assessments. 1.6.3 Analyze results of Smarter Balanced (SBAC) summative assessments to drive instruction. 1.6.4 Support middle school math, core, and science teachers to utilize CCSS- and NGSS- aligned/designed embedded and formative assessments.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.6.1 No additional costs anticipated; embedded in core program 0 1.6.2 NWEA MAP math online computer adaptive test [Testing: 010- 0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $4020 1.6.3 Interim Assessment Blocks Performance Tasks (subs for handscoring- projected) [Testing: 010-0000-003160] 1000-1999: Certificated Personnel Salaries Basic Aid $2,250 1.6.4 Formative Assessments - no additional costs anticipated 0

1.7 SUSD teachers, administrators, and classified staff will coordinate successful SBAC implementation. Teachers will prepare 2 - 8 grade students for annual summative SBAC by providing practice opportunities. The SBAC Implementation team will train teachers and administrators to administer SBAC to students.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7 No additional expenditures anticipated; embedded in core program 0
1.8 SUSD TK - 5 teachers will utilize 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 the Progress Update.	Elementary Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.8 No additional expenditures anticipated; embedded in core program 0
1.9.1 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. 1.9.2 Subs for PD	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.9.1 Silicon Valley Math Initiative [Testing: 010- 0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5000 1.9.2 Subs for teachers to attend SVMI PD. [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Other $2250
1.10.1 The ELA/ELD Teacher on Special Assignment (TOSA) (new position) will provide support for all TK-8 grade teachers in implementation of ELA CCSS and instructional technology, as well as coordination of professional development and instructional materials. 1.10.2 The Math Teacher on Special Assignment (TOSA) (new position) will provide support for all TK-8 grade teachers in implementation of Math CCSS and instructional technology, as well as coordination of professional development and instructional materials.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.10.1 1.0 FTE ELA/ELD TOSA 1000-1999: Certificated Personnel Salaries Basic Aid $145,675 1.10.2 1.0 FTE Math TOSA 1000-1999: Certificated Personnel Salaries Basic Aid $143,452

1.11 SUSD special education staff will participate in Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.	LEA		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Special Needs	1.11 No additional expenditures; embedded in core program 0
1.12 SUSD will support English Language Learners. 1.12.1 EL teachers and instructional assistants will participate in Professional Development on English Learner Development (ELD) standards and effective pedagogical practices for EL students. 1.12.2 Each school will offer a before or after school intervention class for English Language Learners during the school year. 1.12.3 Each Elementary School will provide EL intervention support during the school day for English Learners 1.12.4 Provide Rosetta Stone online program for English Learners to use at school and at home. 1.12.5 Provide EL program to support underperforming English Learners in EL class at RMS. 1.12.6 Administer CA English Language Development Test (CELDT) test annually to all English Learners. 1.12.7 Supplemental digital instructional materials for English Learners and Immigrant students 1.12.8 Review and pilot of ELA/ELD instructional materials for middle school	LEA		_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.12.1 English Language Development Professional Development - expenditures included in Goal 1.1.1 1.12.2 EL Intervention Before/After School Classes with certificated staff [Title 3 LEP: 060-4203-042030] 1000-1999: Certificated Personnel Salaries Title III 1.12.3 EL Intervention Support (PT classified staff x3) [General Fund: 010-0000-070900] 2000-2999: Classified Personnel Salaries Basic Aid $40,229 1.12.4 Rosetta Stone [Title 3 LEP: 060-4203-042030; Title 3 Immigrant: 060-4201-042010] 4000-4999: Books And Supplies Title III $6,000 1.12.5 Certificated Salary of .33 FTE at RMS [General Fund: 010-0000-070900] 1000-1999: Certificated Personnel Salaries Basic Aid $49,036 1.12.6 CELDT Test - no additional expenditures; embedded in core program 0 1.12.7 Achieve 3000 (summer school program and ELD program for middle school) - TBD, if academic summer school is held 1.12. 8 ELA/ELD Instructional Materials - refer to Goal 1.2.1.
1.13 SUSD teachers will participate in a "Data Wall"	LEA		_ All	1.13.1 Salary for two Summer School EL Certificated

data-driven collaboration to identify students for academic summer school. 1.13.1 Our district will implement an academic summer school program for underperforming K - 8 grade students in literacy and math. EL students will receive intervention support services. 1.13.2 Summer school supplies		OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Special Needs	Teachers and Literacy Coach (additional teacher salaries paid by LGSR) - if held [Title 3 LEP 060- 4203-042030] 1000-1999: Certificated Personnel Salaries Title III $13,500 1.13.2 Supplies and instructional materials for Academic Summer School - if held $1200
1.14 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' mathematical proficiency and confidence in Algebra.	Redwood Middle School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.14 District contribution to SVEF for Elevate Math and Elevate Math Plus program at RMS {010-0000-001860} 5000-5999: Services And Other Operating Expenditures Other $5000
1.15 Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School. The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW will collaborate with the RMS math, science, and elective teachers. Middle school teachers will collaborate and plan instructional integration across disciplines. Provide professional learning on science integration instruction. 1.15.1 PLTW Teacher 1.15.2 PLTW Supplies	Redwood Middle School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.15.1 PLTW .67 FTE Teacher [General Fund Middle School Staffing: 010-0000-001820] 1000-1999: Certificated Personnel Salaries Basic Aid $97,635 1.15.2 PLTW Supplies and Equipment [General Fund: 010-0000-002000] 4000-4999: Books And Supplies Basic Aid $45,000
1.16 SUSD will implement the SUSD NGSS Implementation Plan (Refer to 2014 - 2019 SUSD NGSS Implementation Plan). District NGSS Strategic Leadership Team will plan for professional learning, exploration of instructional resources, form community and business partnerships, and align NGSS implementation with other initiatives.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	1.16 no additional expenditures anticipated; embedded in core program 1.16.1 Hands-on Science Aides [Saratoga Education Foundation 060-9010-095713] 2000-2999: Classified Personnel Salaries Education Foundation $70,154

1.16.1 Hands-on Science Aides for elementary school		_ Other Subgroups: (Specify)	
1.17 All elementary teachers will implement the Lucy Calkins Units of Study Writers' Workshop program.Teachers will use the curriculum consistently with students and will participate in ongoing support and training.	Elementary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.17.1 Pure Literacy Writing Consultant (Writing Workshop) [Educator Effectiveness: 060-6264-062640]] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $9,000 1.17.2 Subs for PD - Writing Workshop [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Educator Effectiveness $4500
1.18 Art and music teachers will have access to high quality, standards-based professional development, to integrate STEAM2 (science, technology, engineering, art, math, and music) in their content.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.18 Professional Development [Educator Effectiveness: 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Other $2500

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

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.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify
Identified Need :	Need: Our students' educational experiences will be enriched when our district engages families and strives for clear and consistent communication. Metric: • Frequency and content of School and District newsletters and emails (e-News) • Number of parent informational meetings and trainings; participation • Schoolwires website analytics • Constant Contact email marketing platform analytics • Survey results and participation rates of students, staff, and parents/community	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	1. General fund budget aligned to LCAP and SPSAs. 2. SPSAs aligned with LCAP and updated annually with stakeholder input. 3. LCAP updated annually with stakeholder input (meetings and surveys) 4. Maintain effective communication plan with stakeholders, including up-to-date website, use of social media, and e-News. 5. Coordination of frequent opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision making process by providing input and feedback. 6. Exhibitions and opportunities for students to showcase their achievements, learning, and endeavors with peers, parents, and the community. 7. Number of meetings and documents translated into Mandarin (or other languages as needed).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Coordinate quarterly DELAC meetings for parents of EL students. Coordinate opportunities for parents and community members to provide input and participate in decision-making processes (STEAM2 Team, Emergency Committee, Wellness Committee, Superintendent's Advisory Committee, PTA, SSC).	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional expenditures required; embedded in core program 0
2.2 Maintain LCAP portal on SUSD website.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional expenditures required; embedded in core program. 0
2.3 SUSD will maintain timely, effective and consistent	LEA	X All	2.3.1 School Messenger

communication via School Messenger, Power School, school and district newsletters, School Wires (BlackBoard) district and school websites, and social media. Provide translated communications when possible.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify)	[General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5,500 2.3.2 Power School (licensing and hosting) [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $17,242 2.3.3 School Wires/Black Board General Fund [010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $12,000 2.3.4 Power School customizations [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $2500
2.4 SUSD will develop and implement a cohesive, clear, and comprehensive communication plan for information about CAASPP student results, the new accountability system, and Common Core State Standards to SUSD staff, parents, and the community.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify)	2.4 no additional expenditures anticipated; embedded in core program 0
2.5 Continue coordination and alignment of school site SPSAs, LCAP, and the SUSD Strategic Plan. Adhere to compliance standards (template, timeliness, content) for each accountability plan. Publish accountability plans on website for accessibility by community. Translate accountability plans into Mandarin, when possible. 2.5.1 DTS documents translated into Mandarin	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify)	2.5.1 Document Tracking Services (DTS) [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $1250 2.5.2 DTS Translation [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $1285
2.6 Facilitate exhibitions and opportunities for students to showcase their achievements, learning, and endeavors with peers, parents, and the community.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	2.6 no additional expenditures; embedded in core program. 0

		_ Other Subgroups: (Specify)	
2.7 Communication with stakeholders: survey and newsletter communication tools (Constant Contact, Bright Bytes, etc.)	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.7.1 Communication Tools 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $1500 2.7.2 Bright Bytes [General Fund IT: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Basic Aid $5,500

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes:	1. General fund budget aligned to LCAP and SPSAs. 2. SPSAs aligned with LCAP and updated annually with stakeholder input. 3. LCAP updated annually with stakeholder input (meetings and surveys) 4. Maintain effective communication plan with stakeholders, including up-to-date website, use of social media, and e-News. 5. Coordination of frequent opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision making process by providing input and feedback. 6. Exhibitions and opportunities for students to showcase their achievements, learning, and endeavors with peers, parents, and the community. 7. Number of meetings and documents translated into Mandarin (or other languages as needed).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Coordinate quarterly DELAC meetings for parents of EL students.	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups:	No additional expenditures required; embedded in core program 0

		(Specify)	
2.2 Maintain LCAP portal on SUSD website.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional expenditures required; embedded in core program. 0
2.3 SUSD will maintain timely, effective and consistent communication via School Messenger, Power School, school and district newsletters, district and school websites, and social media. Provide translated communications when possible.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.3.1 School Messenger [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5,500 2.3.2 Power School [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $17,242 2.3.3 School Wires General Fund [010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid
2.4 SUSD will develop and implement a cohesive, clear, and comprehensive communication plan for information about CAASPP student results, the new accountability system, and Common Core State Standards to SUSD staff, parents, and the community.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.4 no additional expenditures anticipated; embedded in core program 0
2.5 Continue coordination and alignment of school site SPSAs, LCAP, and the SUSD Strategic Plan. Adhere to compliance standards (template, timeliness, content) for each accountability plan. Publish accountability plans on website for accessibility by community. Translate accountability plans into Mandarin, when possible. 2.5.1 DTS documents translated into Mandarin	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	2.5.1 Document Tracking Services (DTS) [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $1250 2.5.2 DTS Translation [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating

		(Specify)	Expenditures Basic Aid $1285
2.6 Facilitate exhibitions and opportunities for students to showcase their achievements, learning, and endeavors with peers, parents, and the community.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.6 no additional expenditures; embedded in core program.

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. General fund budget aligned to LCAP and SPSAs. 2. SPSAs aligned with LCAP and updated annually with stakeholder input. 3. LCAP updated annually with stakeholder input (meetings and surveys) 4. Maintain effective communication plan with stakeholders, including up-to-date website, use of social media, and e-News. 5. Coordination of frequent opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision making process by providing input and feedback. 6. Exhibitions and opportunities for students to showcase their achievements, learning, and endeavors with peers, parents, and the community. 7. Number of meetings and documents translated into Mandarin (or other languages as needed).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Coordinate quarterly DELAC meetings for parents of EL students.	LEA	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional expenditures required; embedded in core program 0

2.2 Maintain LCAP portal on SUSD website.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional expenditures required; embedded in core program. 0
2.3 SUSD will maintain timely, effective and consistent communication via School Messenger, Power School, school and district newsletters, district and school websites, and social media. Provide translated communications when possible.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.3.1 School Messenger [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5,500 2.3.2 Power School [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $17,242 2.3.3 School Wires General Fund [010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid
2.4 SUSD will develop and implement a cohesive, clear, and comprehensive communication plan for information about CAASPP student results, the new accountability system, and Common Core State Standards to SUSD staff, parents, and the community.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.4 no additional expenditures anticipated; embedded in core program 0
2.5 Continue coordination and alignment of school site SPSAs, LCAP, and the SUSD Strategic Plan. Adhere to compliance standards (template, timeliness, content) for each accountability plan. Publish accountability plans on website for accessibility by community. Translate accountability plans into Mandarin, when possible. 2.5.1 DTS documents translated into Mandarin	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5.1 Document Tracking Services (DTS) [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $1250 2.5.2 DTS Translation [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $1285

2.6 Facilitate exhibitions and opportunities for students to showcase their achievements, learning, and endeavors with peers, parents, and the community.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.6 no additional expenditures; embedded in core program.

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Students' emotional and physical safety is of the utmost importance. Fostering an appreciation of student diversity within our community is of equal importance. Metric: • Number of students served by School Counselors, including Counseling and Support Services for Youth (CASSY) counselor at Redwood Middle School (RMS) • Student mindfulness training • Staff wellness survey • Developmental Assets indicators on Cornerstone survey when administered (2016) • Attendance rates • Suspension and expulsion rates • Number of emergency drills (Emergency Drill Compliance Report) • First Aid/CPR training for staff • Education Code 51210.1 requirement of physical education minutes • Number of Wellness, Emergency, and Health Education committee meetings: agendas, minutes, and outcomes • Formation of Human Growth and Development Task Force • Decrease in reports of bullying at each school site. • Compliance with AB1266 and AB329

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All students, including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	1. Developmental Assets indicators on Cornerstone survey data (when administered) and action plan. 2. Improved attendance rate for all students and adherence to attendance policies and protocol, including SARB. 3. Annual decrease in suspensions (and expulsions when indicated). 4. Maintain 0% middle school drop out rate. 4. Focus on "Whole Child, Whole School, Whole Community" integrated wellness plan . 5. Review and revise Comprehensive School Safety Plans; train all staff and students. 6. Human Growth and Development task force, curriculum implementation and parent education.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Saratoga Union School District (SUSD) will provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1 1.0 Full-time Equivalent (FTE) elementary counselor and 2.0 FTE middle school academic counselors; 1.0 FTE Behavioral Specialist; 4.0 FTE Psychologists [General Fund 010-0000-002130; 080-6500-003050] 1000-1999: Certificated Personnel Salaries Basic Aid $1,055,849
3.2 Our district and schools will implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC (Asset Building Champion) Readers, professional development for teachers, training for noon duty supervisors, and Take it Personally workshop for parents. 3.2.1 Project Cornerstone Developmental Assets Survey	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.2 Project Cornerstone [General Fund 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,000 3.2.1 Project Cornerstone Developmental Assets Survey [General Fund 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $900
3.3 Saratoga Union School District (SUSD) teachers will have opportunities to learn and implement social emotional literacy and mindfulness programs.	LEA	X All OR: _ Low Income pupils	3.3 No additional expenditures anticipated; embedded in core program

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0
3.4 Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.	LEA	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 No additional expenditures anticipated; embedded in core program 0
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).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.5 Refer to Goal 2.5 - Document Tracking System (DTS); No additional expenditures anticipated; embedded in core program 0
3.6 Wellness Committee will complete the Whole Child, Whole School, Whole Community Modules (Nutrition Services and Health Education) and implement resulting action plan.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.6 No additional expenditures anticipated; embedded in core program 0
3.7 Conduct social emotional literacy, digital safety, and parent effectiveness training for parents.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	3.7 No additional expenditures anticipated; embedded in core program 0

		English proficient _ Other Subgroups: (Specify)	
3.8 The Emergency Committee will maintain sufficient emergency supplies at each school site and district office. Saratoga Union School District (SUSD) will maintain emergency radio devices for emergency purposes, which includes annual maintenance.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.8 Emergency supplies and emergency radio maintenance [General Fund: 010-0000-008400] 4000-4999: Books And Supplies Basic Aid $12,000
3.9 Physical Activity: As per Education Code, all TK-5 grade students will have 200 minutes of structures physical activity every two weeks. 3.9.1 Rhythm & Moves will provide weekly physical activity classes to fulfill a portion of the required minutes.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.9.1 Rhythm & Moves [Saratoga Education Foundation (SEF): 060-9010-095713] 5000-5999: Services And Other Operating Expenditures Education Foundation $159,848
3.10 SUSD will create a Human Growth & Development Task Force to plan for health education for fifth graders and middle school, as per the California Healthy Youth Act of 2015 (AB 329), which ensures that students receive sex education that is accurate, comprehensive, medically accurate, age-appropriate and inclusive. .	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.10 no additional expenditures; embedded in core program. 0
3.11 Saratoga Union School District (SUSD) will partner with 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	RMS	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.11 Counseling and Support Services for Youth (CASSY) counseling support services [State Mental Health: 080-6512-065120] 5800: Professional/Consulting Services And Operating Expenditures Other $65,000 3.11 Counseling and Support Services for Youth (CASSY) counseling support services [General Fund: 010-0000-002130]

			5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,000
3.12 Saratoga Union School District (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.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.12 no additional expenditures; embedded in core program. 0
3.13 Saratoga Union School District (SUSD) will adopt processes and protocols to ensure the safety of students in regards to volunteers in the instructional program. Volunteers will be required to be fingerprinted and undergo a criminal background check, as well as to have a Tuberculosis (TB) test (Board Policy (BP) and Administrative Regulation (AR) 1240)	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.13 Volunteer Fingerprint and Background Checks [General Fund IT: 010-0000-007400] 5000-5999: Services And Other Operating Expenditures Basic Aid $6,000
3.14 Saratoga Union School District (SUSD) will ensure the safety of students by implementing safety protocol for field trips and the transportation of students to off campus trips during the instructional day (Board Policy (BP) and Administrative Regulation (AR) 6153 and 3541).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.15 All students will sign a Responsible Use of Technology Policy to ensure that each student's interactions with technology contribute positively to the learning environments both at school and in the community, and that each student exhibits proper and safe use of technology. All Saratoga Union School District (SUSD) staff will sign an Acceptable Use of Technology Policy to ensure that each staff member accepts responsibility for abiding by the District'a acceptable use of technology, as defined in	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

the Saratoga Union School District (SUSD) Staff Acceptable Use of Technology Policy.			
3.16 Saratoga Union School District (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).	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.16 GoGuardian [General Fund IT: 010-0000-00770] 5000-5999: Services And Other Operating Expenditures Basic Aid $5,304.00

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes:	1. Developmental Assets indicators on Cornerstone survey data (when administered) and action plan. 2. Improved attendance rate for all students and adherence to attendance policies and protocol, including School Attendance Review Board (SARB). 3. Annual decrease in suspensions (and expulsions when indicated). 4. Maintain 0% middle school drop out rate. 4. Focus on "Whole Child, Whole School, Whole Community" integrated wellness plan . 5. Review and revise Comprehensive School Safety Plans; train all staff and students. 6. Human Growth and Development task force, curriculum implementation and parent education.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 SUSD will provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1 1.0 FTE elementary and 2.0 FTE middle school counselors; 1.0 FTE Behavioral Specialist; 4.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Basic Aid

3.2 Our district and schools will 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. 3.2.1 Project Cornerstone Developmental Assets Survey	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.2 Project Cornerstone [General Fund 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,000 3.2.1 Project Cornerstone Developmental Assets Survey [General Fund 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $900
3.3 SUSD teachers will have opportunities to learn and implement social emotional literacy and mindfulness programs.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 No additional expenditures anticipated; embedded in core program 0
3.4 Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.	LEA	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 No additional expenditures anticipated; embedded in core program 0
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).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.5 Refer to Goal 2.5 (DTS); No additional expenditures anticipated; embedded in core program 0
3.6 Wellness Committee will complete the Whole Child,	LEA	X All	3.6 No additional expenditures anticipated; embedded in core

Whole School, Whole Community Modules (Nutrition Services and Health Education) and implement resulting action plan.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	program 0
3.7 Conduct social emotional literacy, digital safety, and parent effectiveness training for parents.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.7 No additional expenditures anticipated; embedded in core program 0
3.8 The Emergency Committee will maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio devices for emergency purposes, which includes annual maintenance.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.8 Emergency supplies and emergency radio maintenance [General Fund: 010-0000-008400] 4000-4999: Books And Supplies Basic Aid $12,000
3.9 Physical Activity: As per Education Code, all TK-5 grade students will have 200 minutes of structures physical activity every two weeks. 3.9.1 Rhythm & Moves will provide weekly physical activity classes to fulfill a portion of the required minutes.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.9.1 Rhythm & Moves [SEF: 060-9010-095713] 5000-5999: Services And Other Operating Expenditures Education Foundation $159,848
3.10 SUSD will create a Human Growth & Development Task Force 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	LEA	X All OR: _ Low Income pupils _ English Learners	3.10 no additional expenditures; embedded in core program. 0

education that is accurate, comprehensive, medically accurate, age-appropriate and inclusive. .		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.11 SUSD will 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		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CASSY counseling support services [080-6512-065120] 5800: Professional/Consulting Services And Operating Expenditures Other $65,000
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.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.12 Assistance with volunteer screening costs 5000-5999: Services And Other Operating Expenditures Basic Aid
3.13 SUSD will ensure the safety of students on field trips and transporting students to off-campus trips during instructional time.	RMS	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

		_ Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Developmental Assets indicators on Cornerstone survey data (when administered) and action plan. 2. Improved attendance rate for all students and adherence to attendance policies and protocol, including SARB. 3. Annual decrease in suspensions (and expulsions when indicated). 4. Maintain 0% middle school drop out rate. 4. Focus on "Whole Child, Whole School, Whole Community" integrated wellness plan . 5. Review and revise Comprehensive School Safety Plans; train all staff and students. 6. Human Growth and Development task force, curriculum implementation and parent education.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 SUSD will provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1 1.0 FTE elementary and 2.0 FTE middle school counselors; 1.0 FTE Behavioral Specialist; 4.0 FTE Psychologists [General Fund 010-0000-002130; 080-0000-003050] 1000-1999: Certificated Personnel Salaries Basic Aid $651,304
3.2 Our district and schools will 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. 3.2.1 Project Cornerstone Developmental Assets Survey	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.2 Project Cornerstone [General Fund 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,000 3.2.1 Project Cornerstone Developmental Assets Survey [General Fund 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $900

3.3 SUSD teachers will have opportunities to learn and implement social emotional literacy and mindfulness programs.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 No additional expenditures anticipated; embedded in core program 0
3.4 Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.	LEA	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4 No additional expenditures anticipated; embedded in core program 0
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).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.5 Refer to Goal 2.5 (DTS); No additional expenditures anticipated; embedded in core program 0
3.6 Wellness Committee will complete the Whole Child, Whole School, Whole Community Modules (Nutrition Services and Health Education) and implement resulting action plan.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.6 No additional expenditures anticipated; embedded in core program 0
3.7 Conduct social emotional literacy, digital safety, and parent effectiveness training for parents.	LEA	X All OR: _ Low Income pupils	3.7 No additional expenditures anticipated; embedded in core program 0

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.8 The Emergency Committee will maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio devices for emergency purposes, which includes annual maintenance.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.8 Emergency supplies and emergency radio maintenance [General Fund: 010-0000-008400] 4000-4999: Books And Supplies Basic Aid $12,000
3.9 Physical Activity: As per Education Code, all TK-5 grade students will have 200 minutes of structures physical activity every two weeks. 3.9.1 Rhythm & Moves will provide weekly physical activity classes to fulfill a portion of the required minutes.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.9.1 Rhythm & Moves [SEF: 060-9010-095713] 5000-5999: Services And Other Operating Expenditures Education Foundation $159,848
3.10 SUSD will create a Human Growth & Development Task Force 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. .	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.10 no additional expenditures; embedded in core program. 0
3.11 SUSD will 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	RMS	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	3.11 CASSY counseling support services [080-6512-065120] 5800: Professional/Consulting Services And Operating Expenditures Other $65,000

		English proficient _ Other Subgroups: (Specify)	
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.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.12 no additional expenditures; embedded in core program. 0
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).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.13 District contribution to background checks
3.14 SUSD will ensure the safety of students by implementing safety protocol for field trips and the transportation of students to off campus trips during the instructional day (BP and AR 6153 and 3541).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.14 no additional expenditures; embedded in core program 0
3.15 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	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.15 no additional expenditures; embedded in core program 0

accepts responsibility for abiding by the District's acceptable use of technology, as defined in the SUSD Staff AUP.			
3.16 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).	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.16 no additional expenditures; embedded in core program

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	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. Metrics: • Ratio of technology devices to students • Professional Development (PD) Plan • Classroom walk-thru observations • Staff, student and parent surveys • Californa Assessment of Student Performance and Progress (CAASP) California Standards Test/California Alternate Performance Assessment (CST/CAPA) student performance data • California English Language Development Test (CELDT) Results • Reclassification Rates • Saratoga Union School District (SUSD) District Benchmark Assessments • Parent and community attendance at showcases. • Science, Technology, Engineering, Arts, Math and Music (STEAM2) Team participants, agendas, minutes, and specific actions taken • Utilization of rubric for project based learning • Equity of Science, Technology, Engineering, Arts, Math and Music (STEAM2) Field Trips for each grade level • Number of lessons that incorporate the use of technology.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All students, including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	1. Smarter Balanced Assessment Consortium (SBAC) Achievement Level Descriptors (ALD) for all students on Math and English Language Arts (ELA), including sub-group achievement data. 2. Improved achievement on district benchmark assessments for all students - Diagnostic Reading Assessment (DRA), writing 3. Maintain procedures and protocol for technology device management and technical support 4. Improve equitable and consistent access to technology devices and online digital resources. 5. Improve plan for digital communication and collaboration. 6. Improve educational technology integration plan, including access to digital technology resources. 7. Continue to revise and implement professional development in educational technology for all Saratoga Union School District (SUSD) staff. 8. Increase student projects integrating Creativity, Critical thinking, Collaboration, Communication (4Cs) and Science, Technology, Engineering, Arts, Math and Music (STEAM2). 9. Maintain a Project Lead the Way (PLTW) specialized unit for all sixth graders in the exploratory wheel at Redwood Middle School (RMS) and implement Project Lead the Way (PLTW) elective. 10. Increase the number of tech devices students can access for instruction and assessment. 11. Performances, exhibitions, virtual showcase, and publication opportunities for students to share their artistic endeavors with peers, parents, and the community.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Instructional Technology Support 4.1.1 Saratoga Union School District (SUSD) Technology Team will meet on a regular basis to systematically execute the integration of educational technology in our classrooms and schools. 4.1.2 1.0 Full-time Equivalent (FTE) Instructional Technology Support 4.1.3 ZenDesk for HelpDesk	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1.1 No additional expenditures anticipated; embedded in core program 0 4.1.2 1.0 FTE Instructional Tech Support - JG [General Fund IT: 010-0000-007700] 2000-2999: Classified Personnel Salaries Basic Aid $89,265 4.1.3 ZenDesk license [General Fund IT: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Basic Aid $2,804

4.2 Our district will coordinate the Student 2 Student Conference annually for third - eighth grade students.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.2 Supplies for Student2Student Conference [General Fund: 060-9010-098010] 4000-4999: Books And Supplies Basic Aid $1000
4.3 Our District Tech Team will maintain organizational structures for Technology Procedures and Protocol, including device management and help desk support protocols. Responses to help desk support requests will improve: response times will decrease and the follow up/closure communication will improve.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 No additional expenditures required; embedded in core program 0
4.4 Saratoga Union School District (SUSD) teachers will have opportunities to participate in differentiated professional development on instructional technology to implement in the classroom.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 No additional expenditures anticipated; embedded in core program 0
4.5 Our district will 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). (6th grade wheel and elective). 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) teacher will collaborate with the Redwood Middle School (RMS) math, science, and elective teachers.	Redwood	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.5 Project Lead the Way (PLTW) program Refer to Goal 1.14

4.6 All students will have access to Chromebooks for Common Core State Standards (CCSS) instruction. All 3 - 8 grade students will have access to Chromebooks for Smarter Balanced Assessment Consortium (SBAC) assessments. The ratio of Chromebooks to students will decrease.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.6 Chromebooks and Chromebook carts - new devices and replacement of obsolete and broken devices [General Fund IT: 010-0000-007700] 4000-4999: Books And Supplies Basic Aid $303,000
4.7 All Saratoga Union School District (SUSD) teachers will 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.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 Plan development in progress 0
4.8 The Saratoga Union School District (SUSD) Tech Team will receive Professional Development (PD) in educational technology.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.8 PD TBD [General Fund IT: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $41,610
4.9 Teachers will use Schoology and/or Google Apps for Education for student collaboration and archiving, communicating, and collaborating with colleagues.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.9 Schoology annual license for 5th - 8th graders [General Fund: 010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $6,970
4.10 Facilitate performances, exhibitions, virtual	LEA	X All	4.10 no additional expenditures; embedded in core program

showcase, and publication opportunities for students to share their artistic endeavors with peers, parents, and the community.		OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	0
4.11 Professional development for Science, Technology, Engineering, Arts, Math and Music (STEAM2) teachers to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects.	LEA	X All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.11 STEAM2 PD - TBD [Educator Effectiveness: 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness See 1.1.1
4.12 Create (Science, Technology, Engineering, Arts, Math, and Music (STEAM2) Team to support the district's plan for integrated curriculum and programs.	LEA	X All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.12 no additional expenditures; embedded in core program 0
4.13 Create Mouse Squad to provide learning and leadership opportunities for students to assist with district's technology.	LEA	X All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.13 Mouse Squad [General Fund IT: 010-000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $16,500
4.14 MakerSpaces at one elementary and RMS	LEA	X All OR: _ Low Income pupils English Learners	Makerspaces equipment and supplies [General Fund: 01-0000-002130] 4000-4999: Books And Supplies Basic Aid $40,000

		_ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes:	
	1. SBAC Academic Level Descriptors (ALD) for all students on Math and ELA, including sub-group achievement data. 2. Improved achievement on district benchmark assessments (DRA, writing) for all students. 3. Maintain procedures and protocol for technology device management and technical support 4. Improve equitable and consistent access to technology devices and online digital resources. 5. Improve plan for digital communication and collaboration. 6. Improve educational technology integration plan, including access to digital technology resources. 7. Continue to revise and implement professional development in educational technology for all SUSD staff. 8. Increase student projects integrating 4Cs (creativity, critical thinking, collaboration, communication) and STEAM2. 9. Maintain a PLTW specialized unit for all sixth graders in the exploratory wheel at Redwood Middle School and implement PLTW elective. 10. Increase the number of tech devices students can access for instruction and assessment. 11. Performances, exhibitions, virtual showcase, and publication opportunities for students to share their artistic endeavors with peers, parents, and the community.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Instructional Technology Support 4.1.1 SUSD Technology Team will meet on a regular basis to systematically execute the integration of educational technology in our classrooms and schools. 4.1.2 1.0 FTE Instructional Technology Support 4.1.3 ZenDesk for HelpDesk	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1.1 No additional expenditures anticipated; embedded in core program 0 4.1.2 Instructional Tech Support [General Fund IT: 010-0000-00770] 2000-2999: Classified Personnel Salaries Basic Aid $89,265 4.1.3 ZenDesk license [General Fund IT: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures

			Basic Aid $2,804
4.2 Our district will coordinate the Student 2 Student Conference annually for third - eighth grade students.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.2 Supplies for conference [General Fund: 010-9010-98010] 4000-4999: Books And Supplies Basic Aid $1000
4.3 Our District Tech Team will maintain organizational structures for Technology Procedures and Protocol, including device management and help desk support protocols. Responses to help desk support requests will improve: response times will decrease and the follow up/closure communication will improve.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 No additional expenditures required; embedded in core program 0
4.4 SUSD teachers will have opportunities to participate in differentiated professional development on instructional technology to implement in the classroom.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 No additional expenditures anticipated; embedded in core program 0
4.5 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.	Redwood	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.5 PLTW program Refer to Goal 1.14
4.6 All students will have access to Chromebooks for	LEA	X All	4.6 Chromebooks and Chromebook carts - new devices and

CCSS instruction. All 3 - 8 grade students will have access to Chromebooks for SBAC assessments. The ratio of Chromebooks to students will decrease.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	replacement of obsolete and broken devices 4000-4999: Books And Supplies Basic Aid $100,000
4.7 All SUSD teachers will 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.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 Plan development in progress
4.8 The SUSD Tech Team will receive Professional Development in educational technology.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.8 PD TBD 5800: Professional/Consulting Services And Operating Expenditures Other
4.9 Teachers will use Schoology and/or Google Apps for Education for student collaboration and archiving, communicating, and collaborating with colleagues.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.9 Schoology annual license for 5th - 8th graders [General Fund: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Other $6,970
Facilitate performances, exhibitions, virtual showcase, and publication opportunities for students to share their artistic endeavors with peers, parents, and the community.	LEA	_All OR: _ Low Income pupils English Learners	4.10 no additional expenditures; embedded in core program 0

		_ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.11 Professional development for STEAM2 teachers to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects.	LEA	_ All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.11 no additional expenditures; embedded in core program 0
4.12 Create STEAM2 Team (Science, Technology, Engineering, Arts, Math, and Music) to support the district's plan for integrated curriculum and programs.	LEA	_ All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.12 no additional expenditures; embedded in core program 0
	LEA	_ All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. SBAC Academic Level Descriptors (ALD) for all students on Math and ELA, including sub-group achievement data. 2. Improved achievement on district benchmark assessments (DRA, writing) for all students. 3. Maintain procedures and protocol for technology device management and technical support 4. Improve equitable and consistent access to technology devices and online digital resources. 5. Improve plan for digital communication and collaboration. 6. Improve educational technology integration plan, including access to digital technology resources. 7. Continue to revise and implement professional development in educational technology for all SUSD staff. 8. Increase student projects integrating 4Cs (creativity, critical thinking, collaboration, communication) and STEAM2. 9. Maintain a PLTW specialized unit for all sixth graders in the exploratory wheel at Redwood Middle School and implement PLTW elective. 10. Increase the number of tech devices students can access for instruction and assessment. 11. Performances, exhibitions, virtual showcase, and publication opportunities for students to share their artistic endeavors with peers, parents, and the community.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Instructional Technology Support 4.1.1 SUSD Technology Team will meet on a regular basis to systematically execute the integration of educational technology in our classrooms and schools. 4.1.2 1.0 FTE Instructional Technology Support 4.1.3 ZenDesk for HelpDesk	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1.1 No additional expenditures anticipated; embedded in core program 0 4.1.2 Instructional Tech Support [General Fund IT: 010-0000-00770] 2000-2999: Classified Personnel Salaries Basic Aid $89,265 4.1.3 ZenDesk license [General Fund IT: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Basic Aid $2,804
4.2 Our district will coordinate the Student 2 Student Conference annually for third - eighth grade students.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	4.2 Supplies for conference [General Fund: 010-9010-98010] 4000-4999: Books And Supplies Basic Aid $1000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3 Our District Tech Team will maintain organizational structures for Technology Procedures and Protocol, including device management and help desk support protocols. Responses to help desk support requests will improve: response times will decrease and the follow up/closure communication will improve.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 No additional expenditures required; embedded in core program 0
4.4 SUSD teachers will have opportunities to participate in differentiated professional development on instructional technology to implement in the classroom.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 No additional expenditures anticipated; embedded in core program 0
4.5 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.	Redwood	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.5 PLTW program Refer to Goal 1.14
4.6 All students will have access to Chromebooks for CCSS instruction. All 3 - 8 grade students will have access to Chromebooks for SBAC assessments. The ratio of Chromebooks to students will decrease.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	4.6 Chromebooks and Chromebook carts - new devices and replacement of obsolete and broken devices 4000-4999: Books And Supplies Basic Aid $100,000

		(Specify)	
4.7 All SUSD teachers will 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.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 Plan development in progress
4.8 The SUSD Tech Team will receive Professional Development in educational technology.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.8 PD TBD 5800: Professional/Consulting Services And Operating Expenditures Other
4.9 Teachers will use Schoology and/or Google Apps for Education for student collaboration and archiving, communicating, and collaborating with colleagues.	LEA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.9 Schoology annual license for 5th - 8th graders [General Fund: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Other $6,970
Facilitate performances, exhibitions, virtual showcase, and publication opportunities for students to share their artistic endeavors with peers, parents, and the community.	LEA	_All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.10 no additional expenditures; embedded in core program 0

4.11 Professional development for STEAM2 teachers to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects.	LEA	_ All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.11 no additional expenditures; embedded in core program 0
4.12 Create STEAM2 Team (Science, Technology, Engineering, Arts, Math, and Music) to support the district's plan for integrated curriculum and programs.	LEA	_ All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.12 no additional expenditures; embedded in core program 0
	LEA	_ All OR: _ Low Income pupils English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS-aligned instruction, assessment, and teacher professional development.	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students

Expected Annual Measurable Outcomes:	1. SBAC Academic Level Descriptors (ALD) for all students on Math and ELA baseline data will be established, including sub-group achievement data. 2. Improved achievement on district benchmark assessments (DRA, writing, and MARS) for all students. 3. Expand a cohesive and strategic Professional Development plan to address CCSS ELA & Math and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and Science which is consistent with our LCAP and Strategic Plan. 4. Increased availability and use of CCSS ELA & Math and NGSS instructional materials and digital resources, including the roll-out of newly adopted math instructional materials, training for teachers, and parent education. 5. Successful SBAC implementation in grades 3 - 8. 6. Revise CCSS-aligned Progress Updates (report cards) in TK - 5. 7. Research, field test, and administer consistent formative, interim, diagnostic, placement, and summative assessments which yield actionable data to meet the needs of all SUSD students. 8. Implement Phase 1 of the SUSD NGSS Implementation Plan. 9. Successful implementation of the Academic Summer School	Actual Annual Measurable Outcomes:	1. SBAC Achievement Level Descriptors baseline at aggregate and disaggregate level. Overall results at the aggregate level: 87% of all students met or exceeded ELA standards (10% nearly met; 4% did not meet standard). 88% of all students met or exceeded Math standards (8% nearly met; 3 % did not meet standard). See LCAP Dashboard for disaggregated data. Subgroups include: grade level; disability status; economic status; English-language fluency; ethnicity; gender; parent education. Achievement Level Descriptors at the claim level (areas) were also established. ELA areas include: Reading (demonstrating understanding of literary and non-fictional texts; Writing (producing clear and purposeful writing); Listening (demonstrating effective communication skills); and Research/Inquiry (investigating, analyzing, and presenting information). Math areas include: Concepts and Procedures (applying mathematical concepts and procedures); Problem Solving and Modeling/Data Analysis (using appropriate tools and strategies to solve real world and mathematical problems); Communicating Reasoning (demonstrating ability to support mathematical conclusions). All results were communicated to staff and community at PTA and SSC meetings, board meetings, and staff meetings. 2. District benchmark assessments:

	Program for students in grades k - 8. 10. Increase in reclassification rates for English Learners. 11. Maintain 100% Williams Compliance (100% course access; Highly Qualified Teachers; access to materials; and Common Core State Standards-aligned curriculum)		* DRA was administered to all students in TK- 5th grade. Results were shared with parents at conferences and reviewed for summer school eligibility. * Writing assessments were aligned with newly implemented Lucy Calkins Writing Workshop program. Each unit of study began and ended with a pre- and post- assessment. * MARS math performance assessments were not administered this year. * Use of our data management system (School City) for analysis student academic performance was inconsistent. This is an identified area of growth in the future. 3. The PD plan focused on standards and content. * Elementary professional development focused on two implement of newly adopted programs: 1) Eureka Math (Engage NY) math curriculum. Teachers participated in site and districtwide grade level monthly "just-in-time" webinars and self-designed training based on students' academic needs and teachers' PD needs. 2) Lucy Calkins Writing Workshop units of study program. In addition to site and districtwide grade level monthly self-designed training based on students' academic needs and teachers' PD needs, teachers participated in a series of training sessions with writing consultant. * Middle school professional development focused on department-level designed collaboration and content training. * Elementary teachers received training in physical education from Rhythm and Moves. * All staff participated in PD in educational technology tools; Project Cornerstone Developmental Assets; Run, Hide, Defend (lockdown) training; Mandated Reporting (online training). 4. Instructional materials: * Elementary teachers received all materials for the newly-adopted Eureka math program, including: teacher modules, student consumbable workbooks, and hands-on manipulative kits. * Middle school math teachers received all materials for the newly-adopted Big Ideas Mathematics program for grade level and accelerated/compacted math courses. * Spanish textbooks were purchased for both levels of Spanish at the middle school. * Middle school core (ELA and social studies) teachers received online reading programs and subscriptions (TCI, SRI, Newsela).

* Middle school English learners received an online reading program (Achieve 3000).
* Middle school science teachers received an online science program (Explore Learning Gizmos).
* Summer school instructional materials purchased include Achieve 3000, Moving with Math.
* Dreambox, an online math program, was purchased for all elementary students for supplemental individualized math instruction.
* Khan Academy, an online math program, was promoted and used by students in grades 3 - 8.

5. Smarter Balanced Implementation was successful:
* Core team (leaders from Educational Services, Special Education, and Technology Department, as well the District Data Coordinator) attended trainings and webinars to prepare for training district team.
* Core team trained the Site Coordinators (principals and site administrative assistants) in testing protocol, security measures, and logistical preparation.
* Core team supported Site Coordinators before, during, and after SBAC administration in all areas.
* Additional Chromebooks were purchased to alleviate scheduling pressures and to streamline the testing schedule.
* All security protocol were strictly followed.

6. K - 5 report cards were used, but not revised. TK report cards were developed and are now being used by TK teachers. Review and possible revision of the TK-5 grade report cards will continue in the 2016-17 school year.

7. Formative, interim, diagnostic, placement, and summative assessments which yield actionable data to meet the needs of all SUSD students were researched.
* The math placement assessment system was completely redesigned to comply with SB359: 1) Multiple objective measures (SBAC Summative, SBAC Interim, and NWEA MAP) administered to all rising 6th, 7th, and 8th graders; 2) Recourse Policy; 3) Fall Review.
* Interim assessment Blocks (IAB) in math (selected response and performance task) were administered to all students in grades 5, 6, and 7. Teachers were trained on handscoring IAB performance tasks, which focused on calibration using a rubric.

			* Formative assessments were utilized at the classroom and individual teacher level. 8. SUSD NGSS Implementation Team was formed to coordinate the transition to Next Generation Science Standards districtwide. The team comprises teachers, administrators, board members, parents, and county office of education science coordinators. * Middle school science teachers attended the CSTA conference and the CA Statewide Rollout Symposium. A team of teachers and administrators attended the statewide STEM conference and the statewide PLTW conference. District administrators attended the CA NGSS Administrator Rollout Symposium. * The team will continue to coordinate the transition to NGSS in the 2016-17 school year. 9. Students were referred for academic summer school in reading and/or math using a data-driven process in districtwide grade level teams. Students in special education and English learners were given priority for registration. Two teachers provide English learner development support (increased from one in previous years) to English learners. * Summer school curriculum: an online curriculum purchased for ELA; math curriculum purchased for intermediate and middle school; guided reading is the core instruction in primary reading; pilot of Lucy Calkins Units of Study in Reading. 10. Reclassification rates of ELs is yet to be determined. Process will be revised in 2016-17 due to change in state testing. 11. Maintained 100% Williams Compliance (100% course access; Highly Qualified Teachers; access to materials; and Common Core State Standards-aligned curriculum)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 All SUSD teachers will participate in high quality, consistent, and cohesive professional development and structured collaboration for SUSD teachers in CCSS Math & ELA, and	1.1.1 SCCOE [One Time Discretionary Funds 010-0000-0020000] 5800: Professional/Consulting Services And Operating	1.1 Teachers and administrators participated in high quality, consistent, and cohesive professional development and structured collaboration in CCSS Math & ELA, and NGSS Science	1.1.1 SCCOE [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $1300

NGSS Science (middle school) with a focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to meet the needs of all SUSD students. 1.1.1 Curriculum Mapping and PD 1.1.2 Subs for PD 1.1.3 Curriculum Leadership Council 1.1.4 Curriculum Development and Professional Development: Math, Tech, ELA, NGSS, ELD, SEL, PE, Electives 1.1.5 NCTM Conference 1.1.6 subs for NCTM Conference 1.1.7 ISTE Conference 1.1.8 CUE Conference 1.1.9 Subs for CUE Conference 1.1.10 Leading Edge Certification (LEC)	Expenditures Other $8000 1.1.2 Subs for PD [One Time Discretionary Funds 010-0000-0020000] 1000-1999: Certificated Personnel Salaries Other $16,500 1.1.3 SCCOE CLC [Title 2 060-4203-042030] 5800: Professional/Consulting Services And Operating Expenditures Title I $2500 1.1.4 Curriculum Development and PD [Curriculum Development 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5000 1.1.5 NCTM Conference [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $2500 1.1.6 Subs for NCTM Conference [Title 2 060-4035-040350] 1000-1999: Certificated Personnel Salaries Title II $1800 1.1.7 ISTE Conference (registration, hotel, airplane, expenses) [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $10,000 1.1.8 CUE Conference (registration, hotel, airplane, expenses) [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $8,000 1.1.9 Subs for CUE Conference [Title 2 060-4035-040350] 1000-1999: Certificated Personnel	(middle school) with a focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to meet the needs of all SUSD students. 1.1.1 Curriculum Mapping and PD 1.1.3 Curriculum Leadership Council - low level participation 1.1.4 Curriculum Development and Professional Development: Math, Tech, ELA, NGSS, ELD, SEL, PE, Electives - occurred 1.1.5 NCTM Conference - all middle school math teachers attended the NCTM Conference. 1.1.6 subs for NCTM Conference - done 1.1.7 ISTE Conference - did not participate 1.1.8 CUE Conference 1.1.10 Leading Edge Certification (LEC) - four teachers participated and earned LEC certification	1.1.3 SCCOE CLC 1000-1999: Certificated Personnel Salaries $0 1.1.4 Curriculum Development and PD [Curriculum Development 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5000 1.1.5 NCTM Conference [Educator Effectiveness 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $6996.50 1.1.6 Subs for NCTM Conference [Educator Effectiveness 060-6264-062640] 1000-1999: Certificated Personnel Salaries Educator Effectiveness $3600 1.1.7 ISTE Conference N/A 1.1.8 CUE Conference [Educator Effectiveness 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $1,156 1.1.10 LEC [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $1000

	Salaries Title II $3600 1.1.10 LEC [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $4500		
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.2 SUSD students will be provided with high quality and consistent CCSS ELA and Math and NGSS-aligned instructional materials, including digital resources. Supplementary instructional materials will be identified to supplement the core curriculum and provide differentiation when needed. 1.2.1 TK-8 Math Instructional Materials 1.2.2 Digital TK-8 Math Program	1.2.1 TK-5: Eureka/Engage NY 6-8: Houghton Mifflin Harcourt Big Ideas Mathematics [One Time Discretionary Funds 010-0000-002000] 4000-4999: Books And Supplies Other $150,000 1.2.2 Dreambox [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $19,950 1.2.2 Khan Academy - no additional expenditures anticipated	1.2 SUSD students will be provided with high quality and consistent CCSS ELA and Math and NGSS-aligned instructional materials, including digital resources. Supplementary instructional materials will be identified to supplement the core curriculum and provide differentiation when needed. 1.2.1 TK-8 Math Instructional Materials - Eureka Math purchased and provided for TK - 5; Big Ideas Math purchased and provided for middle school (grade level and accelerated courses) 1.2.2 Digital TK-8 Math Program - Dreambox purchased for TK - 5.	1.2.1 TK-5: Eureka/Engage NY 6-8: Houghton Mifflin Harcourt Big Ideas Mathematics [One Time Discretionary Funds 010-0000-002000] 4000-4999: Books And Supplies Other $120,516.62 1.2.2 Dreambox [One Time Discretionary Funds 010-0000-0020000] 5800: Professional/Consulting Services And Operating Expenditures Other $21,000
Scope of Service: LEA X All OR: _ Low Income pupils		Scope of Service: LEA X All OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.3 All SUSD teachers and administrators will be trained in using our data management tool (School City) to access student data to target students' instructional needs in Math and Literacy.	1.3 SchoolCity [Testing 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,555	1.3 Training in our data management tool (School City) to access student data to target students' instructional needs in Math and Literacy did not occur in the 2015-16 schoolyear.	1.3 SchoolCity [Testing 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,855.00
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.4 The SUSD District Literacy Coach provides coaching, consultation and training for all teachers to support academically underperforming students with differentiated support. 1.4.1 The Literacy Coach will provide supplemental reading intervention services to support academically underperforming students in first and second grade. 1.4.2 Reading Recovery Supplies and Leveled Readers 1.4.3 Literacy Coach will provide coaching, consultation and training for all teachers.	1.4 1.0 FTE Literacy Coach (LB) [Parcel Tax: 040-000-003300] 1000-1999: Certificated Personnel Salaries Locally Defined $143,895 1.4.1 Reading Recovery PD [Title 2 060-4305-043050] 5800: Professional/Consulting Services And Operating Expenditures Title II $1100 1.4.2 Reading Recovery Supplies and Leveled Readers ($500 per LB and GJ; $500 per site) [Lottery 060-6300-063000] 4000-4999: Books And Supplies Lottery $5000 1.4.3 1.0 FTE Literacy Coach (refer to	1.4 The SUSD District Literacy Coach provided coaching, consultation and training for all TK - 5th grade teachers to support academically underperforming students with differentiated support. 1.4.1 The Literacy Coach provided supplemental reading intervention services to support academically underperforming students in first and second grade. 1.4.2 Reading Recovery Supplies and Leveled Readers were purchased. 1.4.3 Literacy Coach provided coaching, consultation and training for all TK - 5th grade teachers.	1.4.1 Reading Recovery PD [Title 2 060-4305-043050] 5800: Professional/Consulting Services And Operating Expenditures Title II $1,100 1.4.2 Reading Recovery Supplies and Leveled Readers [Lottery 060-6300-063000] 4000-4999: Books And Supplies Lottery $6,797.39 1.4.3 1.0 FTE Literacy Coach [Parcel Tax: 040-000-003300] 1000-1999: Certificated Personnel Salaries Locally Defined $141,417 1.4.4 .5 FTE Reading Recovery Teacher [Title 1: 060-3010-030100] 1000-1999: Certificated Personnel

1.4.4 Reading Recovery intervention will be provided to first grade students who are reading below grade level.	1.4) 1.4.4 .5 FTE Reading Recovery Teacher [Title 1: 060-3010-030100] 1000-1999: Certificated Personnel Salaries Title I $67,943	1.4.4 Reading Recovery intervention was provided to first grade students who are reading below grade level.	Salaries Title I $61,638
Scope of Service: Elementary Schools _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) English Learners		Scope of Service: LEA _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.5 New SUSD teachers will be supported by a mentor and participate in professional development with the Silicon Valley New Teacher Project (SVNTP) /Beginning Teacher Support and Assessment (BTSA).	1.5 Silicon Valley New Teacher Project ($4000 per teacher) [General Fund: 060-9010-072720] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $24,000	1.5 New SUSD teachers were supported by a mentor and participate in professional development with the Silicon Valley New Teacher Project (SVNTP) /Beginning Teacher Support and Assessment (BTSA).	1.5 Silicon Valley New Teacher Project ($4000 per teacher) [General Fund: 060-9010-072720] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $24,000
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.6 SUSD teachers and administrators will identify and use effective CCSS and NGSS diagnostic, formative and interim assessment tools. These data	1.6.1, 1.6.2, 1.6.3 No additional costs anticipated	1.6 Students in grades 5, 6 ,and 7 participated in a multiple-measures placement/diagnostic math assessment to inform their placement in middle	

will inform targeted 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. 1.6.1 Identify math placement assessments for rising 6th and 7th graders. 1.6.2 Identify CCSS-ELA and CCSS-Math formative and interim assessments. Explore CAASPP SBAC Interim Comprehensive and Block Assessments. 1.6.3 Analyze results of SBAC summative assessments to drive instruction.		school math courses. 1.6.1 Math placement assessments for rising 6th, 7th, and 8th graders were identified and administered. 1.6.2 CAASPP SBAC Interim Block Assessments in mathematics were administered as part of the middle school math placement assessment system. 1.6.3 Results of SBAC summative assessments were communicated to staff and the community.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.7 SUSD teachers, administrators, and classified staff will coordinate successful SBAC implementation. Teachers will prepare 2 - 8 grade students for annual summative SBAC by providing practice opportunities. The SBAC Implementation team will train teachers and administrators to administer SBAC to students.	1.7 No additional expenditures anticipated	1.7 SUSD teachers, administrators, and classified staff coordinated a successful SBAC summative assessment implementation. Teachers prepared 3 - 8 grade students for annual summative SBAC by providing practice opportunities. The SBAC Implementation team trained teachers and administrators to administer SBAC to students.	

Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.8 SUSD TK - 5 teachers will utilize CCSS-aligned Progress Updates (report cards) - second year implementation of Progress Updates. Teachers will continue to 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 the Progress Updates and how they can support their child at home with homework.	1.8 No additional expenditures anticipated	1.8 SUSD TK - 5 teachers utilized CCSS-aligned Progress Updates (report cards) - second year implementation of Progress Updates. Teachers continued to collaborate with grade level colleagues on alignment of assessments with the Progress Updates and discuss criteria for achievement levels. Parents were given information to understand the Progress Updates and how they can support their child at home with homework.	
Scope of Service: Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Elementary Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.9 SUSD teachers will administer SVMI MARS math performance assessments to 2 - 8 grade students to assess students' problem-solving and conceptual understanding of CCSS Math. Teachers will participate	1.9.1 Silicon Valley Math Initiative [Testing 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5,000	1.9 SUSD did not participate in SVMI and did not administer MARS math performance assessments.	1.9.1 Silicon Valley Math Initiative [Testing 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid N/A

in scoring calibration by evaluating student work with rubrics. Teachers will provide feedback to students and parents on the MARS assessment. 1.9.1 SVMI Annual Fee 1.9.2 Subs for MARS test scoring (TBD)	1.9.2 Need for subs for MARS scoring is yet to be determined, as we plan to score the assessments on SLCT Days, foregoing the need for subs.		
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Special Educaiton		Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	
1.10 SUSD special education staff will participate in Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.	1.10 No additional expenditures	1.10 SUSD special education staff participated in Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.	

Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Students with Special Needs</u>		Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Students with Special Needs</u>	
1.11 SUSD will support English Language Learners. 1.11.1 EL teachers and instructional assistants will participate in Professional Development on ELD standards and effective pedagogical practices for EL students. 1.11.2 Each school will offer a before or after school intervention class for English Language Learners during the school year. 1.11.3 Each Elementary School will provide EL intervention support during the school day for English Learners 1.11.4 Provide Rosetta Stone online program for English Learners to use at school and at home. 1.11.5 Provide EL program to support underperforming English Learners in EL class at RMS. 1.11.6 Administer CELDT test annually to all English Learners.	1.11.1 English Language Development Professional Development - expenditures included in Goal 1.1.1 1.11.2 EL Intervention Before/After School Classes with certificated staff [Title 3 LEP: 060-4203-042030] 1000-1999: Certificated Personnel Salaries Title III $10,000 1.11.3 EL Intervention Support with classified staff [General Fund: 010-0000-070900] 2000-2999: Classified Personnel Salaries Basic Aid $50,455 1.11.4 Rosetta Stone [Title 3 LEP: 060-4203-042030; Title 3 Immigrant: 060-4201-042010] 4000-4999: Books And Supplies Title III $6,450 1.11.5 Certificated Salary of .33 FTE at RMS [General Fund: 010-0000-70900] 1000-1999: Certificated Personnel Salaries Basic Aid $29,026 1.11.6 CELDT Test - no additional expenditures	1.11 SUSD will support English Language Learners. 1.11.1 EL teachers and instructional assistants participated in Professional Development on ELD standards and effective pedagogical practices for EL students. 1.11.2 Each elementary school offered a before or after school intervention class for English Language Learners during the school year. 1.11.3 Each Elementary School provided push-in and pull-out EL intervention support during the school day for English Learners. 1.11.4 Rosetta Stone online program for English Learners was available for ELs to use at school and at home. 1.11.5 ELD class at RMS supported English Learners. 1.11.6 CELDT initial and annual assessment administered to all English Learners.	1.11.2 EL Intervention Before/After School Classes with certificated staff [Title 3 LEP: 060-4203-042030] 1000-1999: Certificated Personnel Salaries Title III $9,820 1.11.3 EL Intervention Support with classified staff [General Fund: 010-0000-070900] 1000-1999: Certificated Personnel Salaries Basic Aid $37,357 1.11.4 Rosetta Stone [Title 3 LEP: 060-4203-042030; Title 3 Immigrant: 060-4201-042010] 4000-4999: Books And Supplies Title III $6450 1.11.5 Certificated Salary of .33 FTE at RMS [General Fund: 010-0000-70900] 1000-1999: Certificated Personnel Salaries Basic Aid $46,807

Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.12 SUSD teachers will participate in a "Data Wall" data-driven collaboration to identify students for academic summer school. Our district will implement an academic summer school program for underperforming K - 8 grade students in literacy and math. EL students will receive intervention support services.	1.12.1 Salary for Academic Summer School EL Certificated Teacher and Literacy Coach (teacher salaries paid by LGSR) [Title 3 LEP 060-4203-042030] 1000-1999: Certificated Personnel Salaries Title III $4800	1.12 SUSD teachers participated in a "Data Wall" data-driven collaboration to identify students for academic summer school in math and reading. Our district provided an academic summer school program for underperforming K - 8 grade students in literacy and math. EL students receive intervention support services by two certificated teachers.	1.12.1 Salary for Academic Summer School EL Certificated Teacher and Literacy Coach (teacher salaries paid by LGSR) [Title 3 LEP 060-4203-042030] 1000-1999: Certificated Personnel Salaries Title III $4314
Scope of Service: LEA _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Students with Special Needs		Scope of Service: Redwood Middle School _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify)	
1.13 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.	1.13 District contribution to SVEF [Title 1 PI Set Aside: 060-3010-030100] 5000-5999: Services And Other Operating Expenditures Title I $5,000	1.13 Our district coordinated 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.	1.13 District contribution to SVEF [010-0000-001860] 5000-5999: Services And Other Operating Expenditures Other $5000

Scope of Service Middle School X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Redwood Middle School X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.14 Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW will collaborate with the RMS math, science, and elective teachers. 1.14.1 PLTW Teacher 1.14.2 PLTW Supplies	1.14.1 PLTW 1.0 FTE Teacher [General Fund Middle School Staffing: 010-0000-001820] 1000-1999: Certificated Personnel Salaries Basic Aid $100,000 1.14.2 PLTW equipment and supplies for specialization unit [General Fund: 010-0000-001880] 4000-4999: Books And Supplies Basic Aid $30,000	1.14 Our district implemented Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. The PLTW Gateway module, Flight and Space, was provided to all sixth grade students on the sixth grade wheel (five week mini course). The PLTW/STEM teacher participated in the PLTW core training and ongoing professional development. The middle school principal, PLTW teacher, and a science teacher attended the PLTW state conference. 1.14.1 0.33 FTE Teacher. 1.14.2 PLTW supplies were purchased. 1.14. 3 CA PLTW 5th Annual Conference - 2 RMS teachers and RMS principal attended. 1.14.4 subs for PLTW Conference - done.	1.14.1 PLTW .33 FTE Teacher [General Fund Middle School Staffing: 010-0000-001820] 1000-1999: Certificated Personnel Salaries Basic Aid $48,090 1.14.2 PLTW equipment and supplies for specialization unit [General Fund: 010-0000-001880] 4000-4999: Books And Supplies Basic Aid 30,152.04 1.14.3 PLTW Conference (registration, hotel, airplane, expenses) [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $4,229.08 1.14.4 Subs for PLTW Conference [Title 2 060-4035-040350] 1000-1999: Certificated Personnel Salaries Title II $900
Scope of Service Middle School X All OR: _ Low Income pupils _ English Learners		Scope of Service X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.15 SUSD will implement Phase 1- Awareness Phase- of the SUSD NGSS Implementation Plan (Refer to 2014 - 2019 SUSD NGSS Implementation Plan): form a District Implementation Team, plan for professional learning, exploration of instructional resources, form community and business partnerships, and align NGSS implementation with other initiatives. 1.15.1 NGSS Rollout Symposium 1.15.2 Subs for NGSS Symposium 1.15.3 CA STEM Conference 1.15.4 Subs for STEM Conference 1.15.5 Hands-on science instructional aides will provide meaningful science experiences for all students	1.15.1 NGSS Rollout Symposium #2 (registration) [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $800 1.15.2 Subs for NGSS Symposium [Title 2 060-4035-040350] 1000-1999: Certificated Personnel Salaries Title II $1500 1.15.3 CA STEM Conference (registration, hotel, airfare, expenses) [Title 2 4035] 5800: Professional/Consulting Services And Operating Expenditures Title II $8,800 1.15.4 Subs for STEM Conference [Title 2 060-4035-040350] 1000-1999: Certificated Personnel Salaries Title II $1500 1.15.5 Hands-on Science Aides [Saratoga Education Foundation 060-9010-095713] 2000-2999: Classified Personnel Salaries Basic Aid $64,209	1.15 SUSD continued the rollout of NGSS in SUSD and formed a District Implementation Team, the NGSS Strategic Leadership Team. Teachers and administrators attended the NGSS Rollout Symposium and the STEM Conference. Hands-on science instructional aides provided hands-on science experiences for elementary students.	1.15.1 NGSS Rollout Symposium #2 (registration) [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $1,500 1.15.2 Subs for NGSS Symposium [Title 2 060-4035-040350] 1000-1999: Certificated Personnel Salaries Title II $1,200 1.15.3 CA STEM Conference (registration, hotel, airfare, expenses) [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $5075 1.15.4 Subs for STEM Conference [Title 2 060-4035-040350] 1000-1999: Certificated Personnel Salaries Title II $1200 1.15.5 Hands-on Science Aides [Saratoga Education Foundation 060-9010-095713] 2000-2999: Classified Personnel Salaries Education Foundation $67,584
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Elementary schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

1.16 All elementary teachers will be trained in the Lucy Calkins Units of Study Writers' Workshop program. All TK - 5 grade teachers will receive the Units of Study curriculum and mentor texts. Following their foundational training in 2014-15, 3 - 5 grade teachers will use the curriculum consistently with students and will participate in ongoing support and training. TK-2 grade teachers will participate in the foundational training and will field test the curriculum with their students. 1.16.1 Lucy Calkins Units of Study Professional Development for K-5 teachers 1.16.2 Subs for Lucy Calkins Units of Study PD 1.16.3 Register 4 teachers for LC TC WW	1.16.1 Pure Literacy (Kathi Zotovich) (10 days) [One Time Discretionary Funds 010-0000-0020000] 5800: Professional/Consulting Services And Operating Expenditures Other $12,000 1.16.2 Subs for Pure Literacy training (12 days x 10 teachers per day x $150) [One Time Discretionary Funds 010-0000-0020000] 1000-1999: Certificated Personnel Salaries Other $15,000 1.16.3 Lucy Calkins Teachers' College Writing Workshop Institute (4 teachers, if accepted) [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $12,000	1.16 All elementary teachers were trained in the Lucy Calkins Units of Study Writers' Workshop program. All TK - 5 grade teachers received the Units of Study curriculum and mentor texts. 3rd - 5th grade teachers used the curriculum consistently with students and will participate in ongoing support and training. TK-2 grade teachers participated in the foundational training and field tested the curriculum with their students.	1.16.1 Pure Literacy (Kathi Zotovich) [One Time Discretionary Funds 010-0000-0020000] 5800: Professional/Consulting Services And Operating Expenditures Other $10,307 1.16.1 Pure Literacy (Kathi Zotovich) [Title 2 060-4035-040350] 5800: Professional/Consulting Services And Operating Expenditures Title II $$12,791.04 1.16.2 Subs for Pure Literacy training (12 days x 10 teachers per day x $150) [One Time Discretionary Funds 010-0000-0020000] 1000-1999: Certificated Personnel Salaries Other $15,000 1.16.3 Lucy Calkins Teachers' College Writing Workshop Institute (6 teachers) [Educator Effectiveness 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $8,422
Scope of Service: Elementary X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be	Changes in actions, services and expenditures that will be made as a result of reviewing past progress and/or changes to

made as a result of reviewing past progress and/or changes to goals?	Goal 1: 1. SBAC Summative Assessment student performance data (Achievement Level Descriptors) will be analyzed at the aggregate and subgroup level. Results were communicated to staff and community at PTA and SSC meetings, board meetings, and staff meetings. CAASPP data will be reviewed and analyzed to inform actions and services to support students. 2. District benchmark assessments in math, reading, and writing will be identified at each grade level. Teachers will discuss results and use to plan instruction. 3. 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. 4. Teachers and administrators will receive ongoing training and support on our data management system for analysis of student academic performance and impact on instruction. 5. Multi-year comprehensive PD Plan will be developed. PD survey will be administered to all staff. Expand a cohesive and strategic Professional Development plan to address CCSS ELA & Math and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and Science which is consistent with our LCAP and Strategic Plan. District Leadership Team will continue to provide input into CCSS and NGSS Professional Development plan, to be reviewed and discussed by Principals and District Administrators. 6. Review ELD instructional materials and pilot in elementary and middle school. Review ELD programs and services and ensure compliance of daily ELD instruction for English learners. Continue to provide training and professional development for EL elementary aides and middle school EL teacher on ELA/ELD standards and ELD framework). Continue to provide opportunities for EL students to access online English instruction, including Rosetta Stone. Continue to evaluate CCSS-aligned instructional materials to support EL and RFEP students in all content areas. 7. Identify supplemental instructional materials,including digital curriculum, in all subject areas. 8. 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 in teacher professional development to meet the needs of all levels of learners. 9. TK - 5 progress updates/report cards will be reviewed and revised, as needed. Teachers will calibrate and align criteria for performance expectations in all curricular areas. 10. Formative assessment practices will be researched and integrated in professional development. The SBAC Digital Library will be explored. 11. Interim assessments will be researched and integrated in professional development. The SBAC Interim Assessment Block assessments will be explored. 12. Math diagnostic, placement assessment system for course placement in middle school will be refined as needed.

13. The SUSD NGSS Strategic Leadership Team will continue to coordinate the transition to NGSS in the 2016-17 school year in elementary and middle school.

14. The STEAM2 Team will continue to coordinate the integration of science, technology, engineering, arts, math, and music in SUSD.

15. ELA/ELD instructional materials curriculum programs will be researched and piloted at Redwood Middle School.

16. Physical education training for elementary teachers will be provided.

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

18. 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 SVNTP mentors.

19. The District Technology Plan will be reviewed and revised by the Educational Technology Committee. Tech Plan goals, actions, and budget will be integrated into LCAP.

20. Eureka Math (Engage NY) Math training, resources, and support will be provided to elementary teachers. Big Ideas Math (Algebra and Geometry) training, resources and support will be provided to middle school math teachers.

21. Educational technology tools training (Google Apps for Education, supplemental digital curriculum, etc) will be provided for all SUSD teachers and staff.

22. Continue to improve the alignment of actions, services and expenditures.

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

24. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members) and incorporate input to 2016-17 LCAP.

25. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures.

26. Evaluate and improve timeline, forms, and process for EL identification, testing, and reporting at the district level.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Goal 2: Our District and school sites will maintain effective communication, provide a process to include input from all stakeholders, and offer opportunities for family engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students

Expected Annual Measurable Outcomes:	1. General fund budget aligned to LCAP and SPSAs. 2. SPSAs updated annually with stakeholder input. 3. LCAP updated annually with stakeholder input. 4. Maintain effective communication plan with stakeholders, including up-to-date website, use of social media, and e-News. 5. Coordinate frequent opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision making process by providing input and feedback.	Actual Annual Measurable Outcomes:	1. General fund budget was aligned to LCAP and SPSAs. 2. SPSAs were updated with stakeholder input. 3. LCAP was updated with stakeholder input. 4. Communication plan with stakeholders included district and school websites, social media, and e-News. 5. There were opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision making process by providing input and feedback.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Coordinate quarterly DELAC meetings for parents of EL students.	No additional expenditures required	2.1 Quarterly DELAC meetings for parents of EL students were held.	
Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners	

_ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 Maintain LCAP portal on SUSD website.	No additional expenditures required	2.2 The LCAP portal on the SUSD website was maintained.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.3 SUSD will maintain effective and consistent communication via School Messenger, Power School, school and district newsletters, district and school websites, Schoology, and social media. Provide translated communications when possible.	2.3 School Messenger [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $5,600 2.3 Power School General Fund IT [010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $17,642 2.3 School Wires [General Fund: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $11,300	2.3 SUSD maintained effective and consistent communication via School Messenger, Power School, school and district newsletters, district and school websites, and social media. Mandarin translation of SARC was provided.	2.3 School Messenger [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $4332 2.3 Power School General Fund IT [010-0000-007700] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $2,634.63 2.3 School Wires [General Fund: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $11,300
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.4 SUSD will develop and implement a cohesive, clear, and comprehensive communication plan for communicating information about the CAASPP student results, the new accountability system, and Common Core State Standards to SUSD staff, parents, and the community.	2.4 no additional expenditures anticipated	2.4 SBAC performance results at the aggregate and subgroup level were communicated to SUSD staff and community at staff meetings, PTA, SSC, and board meetings.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.5 Continue coordination and alignment of school site SPSAs, LCAP, and the SUSD Strategic Plan. Adhere to compliance standards (template, timeliness, content) for each accountability plan. Publish accountability plans on website for accessibility by community. Translate accountability plans into Mandarin, when possible.	2.5 Document Tracking Services (DTS) [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $2150	2.5 Alignment of school site SPSAs, LCAP, and the SUSD Strategic Plan occurred. Compliance standards (template, timeliness, content) for each accountability plan were adhered to. Accountability plans were published on website for accessibility by community. SARC was translated into Mandarin.	2.5 Document Tracking Services (DTS) [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $1,200 2.5 Document Tracking Services (DTS) Translation [Title 3 060-4203-042030] 5800: Professional/Consulting Services And Operating Expenditures Title III $1,200
Scope of Service: LEA		Scope of Service:	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes in 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. 2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services. 3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members). 5. Maintain positive communication forums and initiatives to inform parents of SUSD's successes and failures, and to foster partnerships between home and school. 6. Continue coordination of SPSAs, LCAP, and the SUSD Strategic Plan vision, mission, goals, actions, and services. 7. Grow membership in DELAC for more representation from each school site. Increase participation and attendance of English learner parents at DELAC meetings. 8. Continue collaboration between Special Education, Technology Department, Educational Services and Business Services to align budget and program. Continue collaborative process of aligning general fund budget to LCAP and SPSAs. 9. Develop comprehensive and strategic district communication plan. Maintain effective and frequent communication with families through a variety of media. 10. Coordinate regular opportunities for parents to learn about 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, 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. 11.Analyze the quantitative and qualitative metrics used to review progress toward goals in this area. 12.Increase efforts to translate critical oral and written communication for EL families. Provide Mandarin translation of LCAP Executive Summary, SARC Plans, and other key written communications. Provide Mandarin translation of meetings when possible. 13. Incorporate input and feedback from stakeholder meetings and carry over to 2016-17 LCAP.

	14. Conduct LCAP needs assessment and survey of all staff and community. Updated LCAP will include stakeholder input. 15. Increase parent participation and attendance at district Wellness, Emergency Preparedness, NGSS Strategic Leadership Team, STEAM2 Team, and other district committees. 16. Update district website to improve the user's experience.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Goal 3: All SUSD students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All (2150 students), including English Language Learners, Students with Disabilities, Foster Youth, and economically disadvantaged students

Expected Annual Measurable Outcomes:	1. Improved Developmental Assets indicators on Cornerstone survey (when administered) 2. Improved attendance rate for all students. 3. Annual decrease in suspension (and expulsions when indicated). 4. Maintain 0% middle school drop out rate. 4. Complete and review Coordinated School Health Modules. 5. Review and revise Comprehensive School Safety Plans; train all staff and students. 6. Maintain 100% Williams Compliance (safe and well-maintained environments).	Actual Annual Measurable Outcomes:	1. The Project Cornerstone Developmental Assets survey was not administered (as per PC, only administered every 5 years). Survey will be administered to all 5th and 7th graders in the 2016-17 school year. 2. Staff has initiated the process of developing attendance policies and a SARB process. 3. Staff has complied with CA Education Code on suspension and expulsion processes. 4. Maintained 0% middle school drop out rate. 4. The Coordinated School Health Modules has been replaced by ASCD Whole Child, Whole School, Whole Community model. Wellness committee has endeavored to learn about the model and identified two areas on which to focus: employee wellness and social emotional health and wellness. 5. Reviewed and revised Comprehensive School Safety Plans; trained all staff and students. 6. Maintained 100% Williams Compliance (safe and well-maintained environments).

LCAP Year: 2015-16

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

3.1 SUSD will provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).	3.1 1.0 FTE elementary and 2.0 FTE middle school counselors; 1.0 FTE Behavioral Specialist; 4.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Basic Aid $1,009,373	3.1 SUSD will provided strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists). SUSD contracted with full time CASSY (Counseling and Support Services for Youth) services at Redwood Middle School.	3.1 1.0 FTE elementary and 2.0 FTE middle school counselors; 1.0 FTE Behavioral Specialist; 4.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Basic Aid $956,587
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Redwood Middle School _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2 Our district and schools will 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.	3.2 Project Cornerstone [General Fund 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,000	3.2 Our district and schools implemented 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 and parenting parent workshops.	3.2 Project Cornerstone [General Fund 010-0000-002130] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $10,000
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.3 SUSD teachers will have	3.3 No additional expenditures	3.3 The elementary counselor provided	

opportunities to learn and implement social emotional literacy programs (examples: Mind Up, Maxi the Taxi Dog).	anticipated	ongoing series of mindfulness training for elementary students and teachers.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Elementary X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.4 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 No additional expenditures anticipated	3.4 SUSD maintained the process for foster students to enroll in a school with no more than one school day passing once the registration takes place (no foster students enrolled).	
Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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 Refer to Goal 2.5 (DTS); No additional expenditures anticipated.	3.5 Revised Comprehensive School Safety Plans (CSSP) for each school site and district office. Trained students and staff on emergency preparedness and drills (Emergency Preparedness Committee).	
Scope of Service: LEA		Scope of Service: LEA	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.6 Wellness Committee will complete the Coordinated School Health Modules (Nutrition Services and Health Education) and implement resulting action plan.	3.6 No additional expenditures anticipated	3.6 Wellness Committee initiated learning about the Whole Child, Whole School, Whole Community model, and developing an action plan.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.7 Conduct social emotional literacy, digital safety, and parent effectiveness training for parents.	3.7 No additional expenditures anticipated	3.7 Conducted social emotional literacy, digital safety, and parent effectiveness training for parents.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.8 The Emergency Committee will	3.8 Emergency supplies and	3.8 The Emergency Committee and	3.8 Emergency supplies and

maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio devices for emergency purposes, which includes annual maintenance.	emergency radio maintenance [General Fund 010-0000-008400] 4000-4999: Books And Supplies Basic Aid $12,000	district staff: * inventoried emergency supplies at each school site and district office. * emergency radio devices for emergency purposes, and annual maintenance. * developed SUSD Crisis Communication Plan * developed SchoolMessenger phone/email talking points for specific emergencies * developed School Messenger and parent newsletter safety reminders * tested Internal radio communication monthly * coordinated with SC Sheriff's Department * coordinated with City of Saratoga and SC County Office of Emergency Services * District Office staff trained in Run, Hide, Defend protocol * All school site staff trained in Run, Hide, Defend protocol * Districtwide staff and student participation in the Great Shakeout (Earthquake Drill) * School Site Emergency Drill Compliance log * Inclusion of LGSR in planning and training * Disaster Service Workers policy * All classrooms have phones; phone extensions are * All phones can make All-Call/Public Announcements (PA) * All phones can call extensions at all schools and make PA announcements off-site * All sites have wireless access points that reach all points of campus * All sites have speakers in parking lot and fields to ensure audibility of All-Call/PA announcements	emergency radio maintenance [General Fund 010-0000-008400] 4000-4999: Books And Supplies Basic Aid $32,118.74

		* Inventory of all supplies & equipment at RMS Go-Bags replenished at RMS * Lugable-Loos in each RMS classroom * Water and lollipops in each RMS classroom	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.9 Physical Activity: As per Education Code, all TK-5 grade students will have 200 minutes of structures physical activity every two weeks. 3.9.1 Rhythm & Moves will provide weekly physical activity classes to fulfill a portion of the required minutes.	3.9.1 Rhythm & Moves [SEF: 060-9010-095713] 5000-5999: Services And Other Operating Expenditures Locally Defined $155,295	3.9 Physical Activity: As per Education Code, all first - sixth grade students had 200 minutes of structured physical activity every two weeks. All teachers contemporaneously reported the number of minutes and PE lesson that was provided. Principals monitored the process and the compliance to the Education Code requirement. 3.9.1 Rhythm & Moves provided weekly physical activity classes to fulfill a portion of the required minutes. 3.9.2 Rhythm & Moves provides PE training.	3.9.1 Rhythm & Moves [Saratoga Education Foundation: 060-9010-095710] 5000-5999: Services And Other Operating Expenditures Education Foundation $156,947.90 3.9.2 Rhythm & Moves [Educator Effectiveness: 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness $4,500
Scope of Service: X All		Scope of Service: X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes in actions, services and expenditures that will be made as a result of reviewing past progress and/or changes: 1. Continue to improve the alignment of actions, services and expenditures. 2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services. 3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members) 4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures. 5. Revise Comprehensive School Safety Plans (CSSPs) annually as needed. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee). 6. Continue to discuss WCWSWC model and implement action plan (Wellness Committee). 7. Improve social emotional literacy training for staff and parents. 8. Continue to evaluate the efficacy of our social emotional literacy programs and make adjustments based on student needs. 9. Research metrics and surveys to obtain data on students' social emotional needs and plan programs and services accordingly. Administer Project Cornerstone's Developmental Assets Survey to fifth and seventh graders. 10. Increase the quantitative and qualitative metrics used to review progress toward goals in this area. 11. Incorporate feedback and input from stakeholder input meetings and carry over to 2016-17 LCAP. 12. CASSY services will continue at RMS. Evaluate program and make refinements as needed. 13. Continue laser focus on safety, emergency preparedness, and training/drills at school and district level. 14. Compliance with AB1266 (Gender Equity) and AB 329 (CA Healthy Youth Act). 15. Create task force to ensure process for stakeholder input and consultation on mandatory comprehensive sexual health education instructional materials.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Goal 4: Our district will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All English Language Learners and Reclassified English Learners.

Expected Annual Measurable Outcomes:	1. Improved Academic Level Descriptors (ALD) for all EL students on Math and ELA SBAC.	Actual Annual Measurable Outcomes:	1.Refer to LCAP Data Dashboard.
	2. Improved local assessment (MARS, DRA, writing) results for all students.		2.Refer to LCAP Data Dashboard.
	3. Improve procedures and protocol for technology device management and technical support		3. Improved procedures and protocol for technology device management and technical support was developed.
	4. Improve equitable and consistent access to technology devices and online digital resources.		4. Improved equitable and consistent access to technology devices and online digital resources.
	5. Improve plan for digital communication and collaboration.		5. Improved plan for digital communication and collaboration occurred.
	6. Improve educational technology integration plan, including access to digital technology resources.		6. Improved educational technology integration plan, including access to digital technology resources.
	7. Continue to revise and implement professional development in educational technology for all SUSD staff.		7. Implemented professional development in educational technology for all SUSD staff.
	8. Increase student projects integrating 4Cs (creativity, critical thinking, collaboration, communication).		8. Work in progress: student projects integrating 4Cs (creativity, critical thinking, collaboration, communication).
	9. Implement a PLTW specialized unit for all sixth graders in the exploratory wheel at Redwood Middle School.		9. PLTW specialized unit for all sixth graders in the exploratory wheel at Redwood Middle School was implemented.
	10. Increase the number of tech devices students can access for instruction and assessment.		10. Increased the number of tech devices students can access for instruction and assessment.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Instructional Technology Support 4.1.1 SUSD Technology Team will meet on a regular basis to systematically execute the integration of educational technology in our classrooms and schools. 4.1.2 1.0 FTE Instructional Technology Support 4.1.3 ZenDesk for HelpDesk	4.1.1 No additional expenditures anticipated 4.1.2 Instructional Tech Support [General Fund: 010-0000-007700] 2000-2999: Classified Personnel Salaries Basic Aid $91,967 4.1.3 Zen Desk license [General fund: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Basic Aid $2,484	4.1 Instructional Technology Support: 4.1.1 SUSD Technology Team met on a regular basis to systematically execute the integration of educational technology in our classrooms and schools. 4.1.2 1.0 FTE Instructional Technology Support 4.1.3 ZenDesk for HelpDesk	4.1.2 Instructional Tech Support [General Fund: 010-0000-007700] 2000-2999: Classified Personnel Salaries Basic Aid $82,206 4.1.3 Zen Desk license [General fund: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Basic Aid $2,484
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.2 Our district will coordinate the Student 2 Student Conference annually for third - eighth grade students.	4.2 Supplies for conference [General fund: 060-9010-098010] 4000-4999: Books And Supplies Basic Aid $1000	Student 2 Student Conference was held - over 60 students in grades 3 - 8 gave a presentation on their interests, curiosities, hobbies, research, and passions.	4.2 Supplies for conference [General fund: 060-9010-098010] 4000-4999: Books And Supplies Basic Aid $982.75
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3 Our District Tech Team will create organizational structures for Technology Procedures and Protocol, including device management and help desk support protocols. Responses to help desk support requests will improve: response times will decrease and the follow up/closure communication will improve.	4.3 No additional expenditures required	District Tech Team created organizational structures for Technology Procedures and Protocol, including device management and help desk support protocols. Responses to help desk support requests will improve: response times decreased and the follow up/closure communication improved.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.4 SUSD teachers will have opportunities to participate in differentiated professional development on Schoology Learning Management System (5th - 8th grade) and Google Apps for Education (Google drive and Google docs) to collaborate and curate curriculum and use in classroom as a media tool.	4.4 No additional expenditures anticipated	SUSD teachers had multiple opportunities to participate in differentiated professional development on Schoology Learning Management System (5th - 8th grade) and Google Apps for Education (Google drive and Google docs) to collaborate and curate curriculum and use in classroom as a media tool.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.5 Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW will collaborate with the RMS math, science, and elective teachers. 4.5.1 Implement PLTW Gateway module as part of exploratory wheel for all sixth graders at RMS in the 2015-2016 school year.	4.5.1 PLTW teacher Refer to Goal 1.14 4.5.1 PLTW Supplies and Equipment Refer to Goal 1.14	4.5 Our district implemented Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. The PLTW/STEM teacher participated in the PLTW core training and ongoing professional development. 4.5.1 Implemented PLTW Gateway module as part of exploratory wheel for all sixth graders at RMS in the 2015-2016 school year.	
Scope of Service: Redwood X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Redwood X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.6 All students will have access to Chromebooks for CCSS instruction. All 3 - 8 grade students will have access to Chromebooks for SBAC assessments. The ratio of Chromebooks to students will decrease.	4.6 Chromebooks and Chromebook carts - 2 carts of 36 Chromebooks per elementary and 3 carts of 36 Chromebooks per middle school (9 carts and 324 Chromebooks total) [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $115,200	4.6 All students hadaccess to Chromebooks for CCSS instruction. All 3 - 8 grade students will have access to Chromebooks for SBAC assessments. The ratio of Chromebooks to students decreased.	4.6 Chromebooks and Chromebook carts [One Time Discretionary Funds 010-0000-0020000] 4000-4999: Books And Supplies Other $110,242.13

Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.7 All SUSD teachers will 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 developed by the Tech Team.	4.7 Plan development in progress	4.7 All SUSD teachers received and used standard instructional technology equipment: iPad, projector, and laptop or desktop computer. A long term replacement plan for replacing obsolete or inoperable technology devices was developed by the Tech TEam.	
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.8 Tech Team will receive Professional Development in educational technology.	4.8 CA Educational Technology Professionals Association (CETPA) Conference [Title 2: 060-4035-040350]: 5800: Professional/Consulting Services And Operating Expenditures Title II $3000	4.8 Tech team received PD in educational technology and use of tech tools, such as PowerSchool.	4.8 CA Educational Technology Professionals Association (CETPA) Conference [Title 2: 060-4035-040350] N/A
Scope of Service: LEA		Scope of Service: LEA	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.9 Teachers will use Schoology for student collaboration (grades 5-8) and archiving, communicating, and collaborating with colleagues.	4.9 Schoology annual license for 5 - 8 grade students [General Fund: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $9,732	4.9 Teachers had the option of using Schoology for student collaboration (grades 5-8) and archiving, communicating, and collaborating with colleagues.	4.9 Schoology annual license for 5 - 8 grade students [General Fund: 010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid $9,732.50
Scope of Service X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Redwood X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes in actions, services and expenditures that will be made as a result of reviewing past progress and/or changes to goal: 1. Continue to improve the alignment of actions, services and expenditures. 2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services. 3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members) 4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures. 5. Continue to implement criteria, procedures and protocol for Technology Device Management 6. Continue to ensure equitable and consistent access to technology devices and online digital resources.

	7. Establish plan for digital communication and collaboration. 8. Continue focus on educational technology integration plan. 9. Continue to embed technology into professional development plan. 10. Establish student projects integrating 4Cs. 11. Coordinate and implement STEM programs at all grade levels. 12. Coordinate and implement Project Lead the Way Gateway program in sixth grade on the Exploratory Wheel and robotics and automation elective course. 13. Increase the quantitative and qualitative metrics used to review progress toward goals in this area. 14. Incorporate input and feedback from stakeholder engagement meetings and carry over to 2016-17 LCAP. 15. Continue STEAM2 Team to identify strengths and opportunities to improve integration and innovation in our district.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$148,185

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 $181,943 in 2017-2018 and to $184,561 in 2018 - 2019.

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.

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

1. 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. (See Goals 1.4.1, 1.12, and 1.13.1)

2. Professional development to all staff in differentiation and best practices for English Learner students. (See Goal 1.12.1)

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. (See Goal 1.12.3 and 1.11.5)

4. Targeted core and supplemental instructional support materials in literacy and mathematics. (See Goal 1.2)

5. ELA/ELD TOSA to support teachers' pedagogical practices in the classroom. (See Goals 1.10.1 and 1.10.2)

6. Summer intervention program for English learners. (See Goal 1.13.1)

7. Services in mental health. (See Goal 3.11)

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

9. Online digital instructional materials, including Rosetta Stone, Achieve 3000 and NewsELA. (See Goal 1.11.4)

10. Reading Recovery program for first grade students reading below grade level (See Goal 1.4.2)

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

1.05	%

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, and increase and improve services for unduplicated students. For the 2016-17 school year, SUSD's MPP is calculated at 1.05%.

The actions and services for unduplicated students described in Section 2 of the LCAP 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. one summer school literacy coach

Additional districtwide programs identified to support unduplicated pupils and paid with restricted funds (therefore not included in MPP calculation) include:

1. Achieve 3000 supplemental digital program for English learners
2. Achieve 3000 Summer Solutions for summer school EL program
3. .5 FTE Reading Recovery teacher at Saratoga Elementary School
4. Rosetta Stone supplemental digital program for English learners
5. two summer school EL teachers
6. 1.0 FTE Literacy Coach/Reading Specialist

The expenditure of Local Control Funding Formula funds for additional personnel materials or services targeted primarily to unduplicated students as detailed in 3A, 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, including Rosetta Stone, Achieve 3000 and Achieve 3000 Summer Solutions.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).

01-13-15 [California Department of Education]

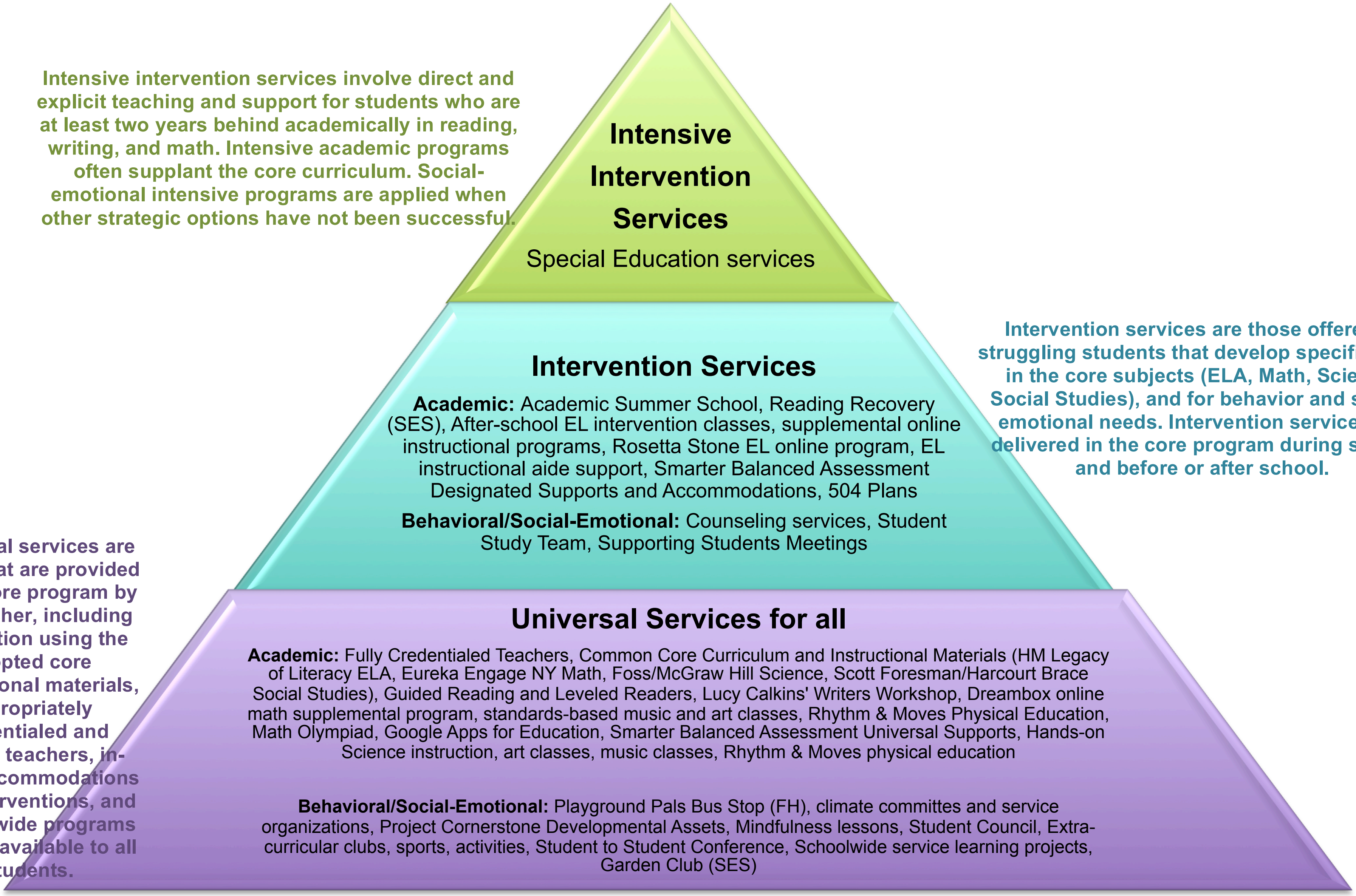
LCAP Appendices

SUSD's
Multi-Tier
Student
Support System

Saratoga Union School District
Multi-Tiered System of Student Support

ELEMENTARY

Intensive intervention services involve direct and explicit teaching and support for students who are at least two years behind academically in reading, writing, and math. Intensive academic programs often supplant the core curriculum. Social-emotional intensive programs are applied when other strategic options have not been successful.



Intensive Intervention Services

Special Education services

Intervention Services

Academic: Academic Summer School, Reading Recovery (SES), After-school EL intervention classes, supplemental online instructional programs, Rosetta Stone EL online program, EL instructional aide support, Smarter Balanced Assessment Designated Supports and Accommodations, 504 Plans

Behavioral/Social-Emotional: Counseling services, Student Study Team, Supporting Students Meetings

Intervention services are those offered to struggling students that develop specific skills in the core subjects (ELA, Math, Science, Social Studies), and for behavior and social-emotional needs. Intervention services are delivered in the core program during school and before or after school.

Universal Services for all

Academic: Fully Credentialed Teachers, Common Core Curriculum and Instructional Materials (HM Legacy of Literacy ELA, Eureka Engage NY Math, Foss/McGraw Hill Science, Scott Foresman/Harcourt Brace Social Studies), Guided Reading and Leveled Readers, Lucy Calkins' Writers Workshop, Dreambox online math supplemental program, standards-based music and art classes, Rhythm & Moves Physical Education, Math Olympiad, Google Apps for Education, Smarter Balanced Assessment Universal Supports, Hands-on Science instruction, art classes, music classes, Rhythm & Moves physical education

Behavioral/Social-Emotional: Playground Pals Bus Stop (FH), climate committes and service organizations, Project Cornerstone Developmental Assets, Mindfulness lessons, Student Council, Extra-curricular clubs, sports, activities, Student to Student Conference, Schoolwide service learning projects, Garden Club (SES)

niversal services are
ose that are provided
the core program by
ne teacher, including
nstruction using the
adopted core
structional materials,
appropriately
credentialed and
trained teachers, in-
ass accommodations
nd interventions, and
chool-wide programs
at are available to all
students.

Saratoga Union School District
Multi-Tiered System of Student Support

MIDDLE SCHOOL

Intensive intervention services involve direct and explicit teaching and support for students who are at least two years behind academically in reading, writing, and math. Intensive academic programs often supplant the core curriculum. Social-emotional intensive programs are applied when other strategic options have not been successful.

Intensive Intervention Services

Special Education services

Intervention Services

Academic: Elevate Math, Elevate Math Plus, Math Tutorial Class, Achieve 3000 supplementary online ELA program, Rosetta Stone online EL program, ELD class, supplemental online instructional programs,Academic Summer School, Smarter Balanced Assessment Designated Supports and Accommodations, 504 Plan

Behavioral/social-emotional: CASSY (Counseling and Support for Youth) Counseling Services, Student Study Team, Supporting Students Meetings

Intervention services are those offered to struggling students that develop specific skills in the core subjects (ELA, Math, Science, Social Studies), and for behavior and social-emotional needs. Intervention services are delivered in the core program during school and before or after school.

Universal services are those that are provided in the core program by the teacher, including instruction using the adopted core instructional materials, appropriately credentialed and trained teachers, in-class accommodations and interventions, and school-wide programs that are available to all students.

Universal Services for all

Academic: Fully Credentialed Teachers, Common Core Curriculum and Instructional Materials (McDougal Littell ELA, Big Ideas Math, Pearson Science, TCI and McGraw Hill Social Studies), Khan Academy supplementary online math program, Gizmos supplementary online science program, Newsela supplementry online ELA program, 6th grade exploratory wheel, Math Club, Google Apps for Education, Smarter Balanced Assessment Universal Supports

Behavioral/Social-emotional: Project Cornerstone Developmental Assets, Club 47, Academic Guidance Counselors, WEB Peer Mentors, Student Council, Extra-curricular clubs, sports, activities, Leadership Class, Schoolwide service learning projects, Student to Student Conference

Professional Development

DRAFT Proposed 2016 – 17

SUSD Professional Development Plan

Topic	Purpose	Implementation/Action Plan
Social Emotional Literacy (SEL)	Provide academic, behavioral, and social-emotional support to all students	• Project Cornerstone • bullying prevention • Collaborative discussions between general and special education teachers • Parent education
Common Core State Standards – Math (CCSS-M)	Collaborate, design, and implement CCSS-M-aligned curriculum and instructional strategies	• Curriculum Mapping • Department & Grade Level Collaboration in CCSS-M • Supplemental Materials: Geogebra, Desmos, Khan Academy (3-8) and Dreambox (K-5) • Silicon Valley Math Initiative PD • Eureka Engage NY Math training (differentiation) • Big Ideas Instructional Materials Math training • Math Articulation with SHS teachers
Common Core State Standards – English Language Arts/Reading (CCSS-ELA/R)	Collaborate, design, and implement CCSS-ELA/R-aligned curriculum and instructional strategies	• Curriculum Mapping • Department & Grade Level Collaboration in CCSS-ELA/R • Supplemental instructional materials training • ELA Instructional Materials Pilot (6 – 8) • Guided Reading (new teachers) • Core Articulation with SHS teachers
CCSS Literacy: Writing (CCSS-W)	Collaborate, design, and implement CCSS-Writing-aligned curriculum and instructional strategies	• Lucy Calkins Units of Study Writing Workshop (TK-5) • Department & Grade Level Collaboration in CCSS-W • LC UoS review of materials preview (6-8)
CCSS English Language Development (ELD)	Collaborate, design, and implement CCSS-ELD- aligned curriculum and instructional strategies	• Curriculum Mapping • Department & Grade Level Collaboration in CCSS-ELA/ELD • Supplemental instructional materials training: Rosetta Stone and Achieve 3000 training

		- ELD and CCSS-ELA Framework
Next Generation Science Standards (NGSS)	Collaborate, design, and implement NGSS-aligned curriculum and instructional strategies	- Curriculum Mapping - Department (6-8) - Supplemental instructional materials training - Articulation with SHS
CCSS – PE & Electives	Implement CCSS- aligned instructional strategies for PE and middle school electives	- Curriculum Mapping (6-8) - Physical Education (elementary) - Department & Grade Level Collaboration in CCSS-aligned instruction in PE and electives
Safety	Implement emergency preparedness training for all SUSD staff	- First Aid & CPR Certification classes - Lockdown and Emergency drill Training
Science, Technology, Engineering, Math (STEAM2) & Project-Based Learning	Collaborate, design, and implement Project-Based, hands-on learning in STEM Implementation of educational technology instructional tools and strategies	- Department & Grade Level Collaboration in STEM - Google Apps for Education - iPad Apps for Education - Schoology Learning Management System training - Chromebook training - PLTW Launch and Gateway - SAMR Model - Arts integration - Flipped classrooms - Project- based learning - Makers Space
Assessment	Provide training in implementation of assessments to drive instruction and analysis of results to support students	- Department & Grade Level Collaboration - Smarter Balanced Assessment Computer Adaptive Testing (3-8) - Developmental Reading Assessments - Developmental Reading Assessment - Data Management System - TK – 5 CCSS Progress Update (Report Card) training

LCAP Stakeholder Engagement

Saratoga Union School District 2015 – 2016

SPSA, LCAP and Budget Development Planning Calendar

Month	**Description of Activities**	**Dates/ Deadlines**	**Committee/ Person Responsible**
July 2015	• Submit LCAP/Budget to COE • New Fiscal year Starts	Before July 1	Director of Ed Services, CBO
August 2015	• 2015 – 2016 LCAP and Budget Development Planning Matrix • Determine LCAP metrics • Update LCAP website portal • Begin implementation of LCAP actions/services	August	Director of Educational Services
September 2015	Implementation of 15-16 LCAP actions/services	Ongoing	Principals, Directors
	School Site Council Meetings: Review of 2015-16 SPSA & LCAP (goals, metrics)	Ongoing	Principals, SSC & Directors
	Deadline for Budget Approval Letter	*Sept 15*	SCCOE
	DELAC Review of LCAP (Annual Update)	Sept 17	DELAC
	Federal Fiscal Year ends	*Sept. 30*	--
October 2015	Implementation of 15-16 LCAP actions/services	Ongoing	Principals, Directors
	School Site Council Meetings: Review of 2015-16 SPSA & LCAP (goals, metrics)	Ongoing	Principals, SSC
	Final date for SCCOE to approve 2015-16 LCAP	*October 8*	*SCCOE*
	2015-16 LCAP Update Board Presentation	October 27	Director of Ed. Services, SUSD Board
	First Interim Report Data Cut Off	**Oct 31**	**CBO**
November 2015	Implementation of LCAP actions/services	Ongoing	Principals, Directors
	School Site Council Meetings: Review of 2015-16 SPSA & LCAP (goals, metrics)	Ongoing	Principals, SSC
	DELAC: 2015 – 2016 LCAP (Annual Update)	Nov 19	DELAC
December 2015	Implementation of LCAP actions/services	Ongoing	Principals and Directors
	School Site Council Meetings: Review of 2015-16 SPSA & LCAP (goals, metrics)	Ongoing	Principals, SSC
	First Interim Report due to SCCOE	**Dec 15**	**CBO**
January 2016	Implementation of LCAP actions/services	Ongoing	Principals, Directors
	School Site Council Meetings: Review of 2015-16 SPSA & LCAP (goals, metrics)	Ongoing	Principals, SSC
	2015-16 Annual Update LCAP Board Presentation	January 12	Director of Ed. Services, SUSD Board

	Principals' LCAP Mid-year Evaluation: what is working? What are the needs? Are actions and services fully implemented	January 19 Principals' Meeting	Principals and Directors
	DELAC: 2015 – 2016 LCAP Annual Update	January 21	DELAC
	Consultation with Stakeholders for annual update of 2015-16 LCAP	Ongoing	Director of Ed. Services
	Second Interim Report data cut off	**Jan 31, 2016**	**CBO**
February 2016	Implementation of LCAP goals/services	Ongoing	Principals,
	School Site Council Meetings: Review of 2015-16 SPSA & LCAP (goals, metrics)	Ongoing	Principals, SSC
	Consultation with Stakeholders for annual update of 2015-16 LCAP	ongoing	Director of Ed. Services
March 2016	Implementation of LCAP actions/services	ongoing	Principals, Directors
	School Site Council Meetings: 2016-17 SPSA & LCAP	ongoing	Principals, SSC
	DRAFT LCAP Board Presentation (Section 2: 2015-16 Annual Update)	March 8 or 22	Director of Ed. Services, SUSD Board
	Second Interim Report due to SCCOE	**March 15, 2016**	**CBO**
	Finalize community input into annual update of 2015-16 LCAP and draft of 15-16 Annual Update complete	ongoing	Director of Ed. Services
	DELAC: 2016-17 LCAP goals	March 17	DELAC
April 2016	Implementation of LCAP actions/services	Ongoing	Principal, Directors
	School Site Council Meetings: 2016-17 SPSA & LCAP	ongoing	Principals, SSC
	DRAFT 2016-17 LCAP Board Presentation (Section 1: Stakeholder Engagement)	April 12 or 26	Director of Ed. Services, SUSD Board
	Finalize community input into 2016-17 LCAP and 2016-17 LCAP Draft complete	April 30	Director of Educational Services
May 2016	Implementation of LCAP goals/services	Ongoing	Principals, Directors
	SPSA approval by SSC and all SPSA data input into DTS	May 1	Principals and SSC
	2016-17 SPSA presentations to SUSD Board	May 10, 2016	Principals
	2016-17 LCAP Board Presentation (Section 2: 2016-17 Goals, Actions, Budget)	May 10 or 24	Director of Ed. Services, SUSD Board
	DELAC: 2016 – 17 LCAP goals, actions, services discussion	May 19	DELAC
June 2016	**LCAP Public Hearing** **Formal Budget Hearing**	**June 14, 2016**	**SUSD Board**
	LCAP Approval **Budget Adoption**	**June 28, 2016**	**SUSD Board**
July 1,	**Deadline for Adoption of 2016 – 2017 Budget**	**July 1, 2016**	**Director of Educational**

2016	**and LCAP**		**Services, CBO**

Glossary of Acronyms
LCAP: Local Control Accountability Plan
SPSA: Single Plan for Student Achievement
CBO: Chief Business Officer
DELAC: District English Language Advisory Committee
SCCOE: Santa Clara County Office of Education
SSC: School Site Council

Meeting	Purpose of Committee/Meeting	Date	Agenda related to LCAP	Link to Agenda & Resources	Link to Notes
DELAC	Purpose of DELAC:"Wrap-around" support services for immigrant students and 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	9.17.15	1. LCAP Overview. 2. SUSD EL data overview. 3. Report and discussion: programs and services for ELs and the Ed Code requirements	https://drive.google.com/a/saratogausd.org/file/d/0B0RQJnsyz0vfV0t5alRGSlI5aWs/view?usp=sharing	
DELAC	Purpose of DELAC:"Wrap-around" support services for immigrant students and 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	2.11.16	1. Title 3 Accountability report. 2. 2015 CAASPP/SBAC Report. 3. EL programs and services in our district: strengths and gaps.	https://docs.google.com/a/sjsu.edu/document/d/1h_VxysFBb8_lD0WXYJ8CDWFnM-iEHYO8OJ4BdKYpAXE/edit?usp=sharing	https://docs.google.com/a/sjsu.edu/document/d/1h_VxysFBb8_lD0WXYJ8CDWFnM-iEHYO8OJ4BdKYpAXE/edit?usp=sharing
DELAC	Purpose of DELAC:"Wrap-around" support services for immigrant students and 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	11.19.16	1. LCAP Overview. 2. SUSD EL data overview. 3. Report and discussion: programs and services for ELs and the Ed Code requirements	https://drive.google.com/a/saratogausd.org/file/d/0B0RQJnsyz0vfVWZ3Yjd0WWRNOE0/view?usp=sharing	https://drive.google.com/a/saratogausd.org/file/d/0B0RQJnsyz0vfVWZ3Yjd0WWRNOE0/view?usp=sharing
DELAC	Purpose of DELAC:"Wrap-around" support services for immigrant students and 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	3.10.16	1. SUSD programs and services: gaps and areas of need.		
DELAC	Purpose of DELAC:"Wrap-around" support services for immigrant students and 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	5.19.16	TBD	TBD	
DELAC Meeting	Purpose of DELAC:"Wrap-around" support services for immigrant students and 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	4.21.16	TBD	TBD	

Meeting	**Purpose of Committee/Meeting**	**Date**	**Agenda related to LCAP**	**Link to Agenda & Resources**	**Link to Notes**
District Leadership Team	The team meets regularly for the purposes of:Ensuring and facilitating articulation among school sites, grade levels, departments, etc.	9.14.15	1. Educational Technology integration. 2. CCSS/NGSS Implementation and PD. 3. LCAP overview	https://docs.google.com/a/saratogausd.org/document/d/1HIoTp799-7jlJSrP6CwDqHjmCKAiTUbKGMNRco4fwek/edit?usp=sharing	
District Leadership Team	The team meets regularly for the purposes of:Ensuring and facilitating articulation among school sites, grade levels, departments, etc.	10.19.15			https://docs.google.com/a/saratogausd.org/document/d/1qQqkHvo1v9NY-YetZHpotvSata06c93K8Sn5cRhw1-w/edit?usp=sharing
District Leadership Team	The team meets regularly for the purposes of:Ensuring and facilitating articulation among school sites, grade levels, departments, etc.	11.16.15	Educational Technology PD	https://docs.google.com/a/saratogausd.org/document/d/1gigKDHZHbN7zavsMRGxi-cnEX1xxmGVPIyLUpvAwcDw/edit?usp=sharing	https://docs.google.com/a/saratogausd.org/document/d/1qQqkHvo1v9NY-YetZHpotvSata06c93K8Sn5cRhw1-w/edit?usp=sharing
District Leadership Team	The team meets regularly for the purposes of:Ensuring and facilitating articulation among school sites, grade levels, departments, etc.	12.14.15	Discussion about 2015-16 PD content and areas of focus: technology; universal access; curriculum/content; social-emotional literacy. What is going well and we should continue/go deeper next year? What can we improve for next year?	https://drive.google.com/a/saratogausd.org/file/d/0B0RQJnsyz0vfUjBfT3p5ZUx3OE0/view?usp=sharing	https://drive.google.com/open?id=1qQqkHvo1v9NY-YetZHpotvSata06c93K8Sn5cRhw1-w
District Leadership Team	The team meets regularly for the purposes of:Ensuring and facilitating articulation among school sites, grade levels, departments, etc.	1.11.16	Discussion about 2015-16 PD content and areas of focus: technology; universal access; curriculum/content; social-emotional literacy. What is going well and we should continue/go deeper next year? What can we improve for next year?	https://drive.google.com/open?id=1V47C1E1_KMdoHr4FplHKXkpeKuD6l9jz3hGBpTErhV4	https://drive.google.com/open?id=1qQqkHvo1v9NY-YetZHpotvSata06c93K8Sn5cRhw1-w
District Leadership Team	The team meets regularly for the purposes of:Ensuring and facilitating articulation among school sites, grade levels, departments, etc.	2.8.16	Discussion and analysis of PD staff survey	https://docs.google.com/a/saratogausd.org/document/d/1VK2vY3ME0x1T9D8cExHM0PlNvF8pRp_H5fwjhwkcEco/edit?usp=sharing	https://drive.google.com/open?id=1qQqkHvo1v9NY-YetZHpotvSata06c93K8Sn5cRhw1-w
District Leadership Team	The team meets regularly for the purposes of:Ensuring and facilitating articulation among school sites, grade levels, departments, etc.	3.21.16	1. LCAP Overview. 2. 16-17 PD Calendar	https://docs.google.com/a/saratogausd.org/document/d/10JFCPprvmHDYPTpnBRwwbh38XySKu4u27wSIs61FaBQ/edit?usp=sharing	https://drive.google.com/open?id=1qQqkHvo1v9NY-YetZHpotvSata06c93K8Sn5cRhw1-w
District Leadership Team	The team meets regularly for the purposes of:Ensuring and facilitating articulation among school sites, grade levels, departments, etc.	4.18.16	TBD	TBD	https://drive.google.com/open?id=1qQqkHvo1v9NY-YetZHpotvSata06c93K8Sn5cRhw1-w
District Leadership Team	The team meets regularly for the purposes of:Ensuring and facilitating articulation among school sites, grade levels, departments, etc.	5.16.16	TBD	https://drive.google.com/open?id=0B-Xw6PdNI5q0NU80UnFCRUlrSWc	https://drive.google.com/open?id=1qQqkHvo1v9NY-YetZHpotvSata06c93K8Sn5cRhw1-w
District Management TEam	District administration collaboration re:continuous improvement of district	2.5.16		https://drive.google.com/open?id=0B-Xw6PdNI5q0NU80UnFCRUlrSWc	

Meeting	**Purpose of Committee/Meeting**	**Date**	**Agenda related to LCAP**	**Link to Agenda & Resources**	**Link to Notes**
District Management TEam	District administration collaboration re:continuous improvement of district	10.16	Campus Safety Protocol	https://drive.google.com/open?id=0B-Xw6PdNI5q0dTIycnl0QkRpeW8	
District Management TEam	District administration collaboration re:continuous improvement of district	11.12.15	Safety and Emergency Preparedness; Field Trip and volunteer safety discussion	https://drive.google.com/open?id=0B-Xw6PdNI5q0NG9fU0dsRkVKWWM	
District Management TEam	District administration collaboration re:continuous improvement of district	1.15.16	Emergency Preparedness	https://drive.google.com/a/saratogausd.org/folderview?id=0B-Xw6PdNI5q0bURObklUUl9WVms&usp=sharing	
District Management TEam	District administration collaboration re:continuous improvement of district	3.4.16		https://drive.google.com/open?id=0B-Xw6PdNI5q0TExGdGF4X09TNFk	
District management Team	District administration collaboration re:continuous improvement of district	4.22.16		TBD	
Emergency & Wellness Joint Meetign	Emergeny & Wellness Committee Collaboration	5.9.16			
Emergency Preparedness Committee	Coordinate and revise Comprehensive Safety Plan 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	9.24.15	Comprehensive School Safey Plans	https://drive.google.com/a/saratogausd.org/file/d/0B0RQJnsyz0vfVHZwTENkWFdYUmM/view?usp=sharing	
Emergency Preparedness Committee	Coordinate and revise Comprehensive Safety Plan 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	11.3.15	CSSPs		
Emergency Preparedness Committee	Coordinate and revise Comprehensive Safety Plan 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	1.28.16	1. Emergency Communications. 2. Emergency Drills. 3. CSSPs	https://docs.google.com/a/saratogausd.org/document/d/1emGS1L95YLaTHMovAnpCm5jeaVKadwBVquQ5oxB29A0/edit?usp=sharing	

Meeting	Purpose of Committee/Meeting	Date	Agenda related to LCAP	Link to Agenda & Resources	Link to Notes
Emergency Preparedness Committee	Coordinate and revise Comprehensive Safety Plan 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	3.24.16	1. LCAP Overview. 2. Discussion re; strengths and gaps in Goal 3. Evaluation of our Preparedness	https://docs.google.com/a/saratogausd.org/document/d/1xwdQjz5dXPI5L90de98DUGUMX-24-bwugD28OAjhB24/edit?usp=sharing	
LGSR and Sports Boosters Meeting	Need for compliance with AB 1575	1.15.16	AB 1575: equity of access to district programs		
Middle School Math Meetings	Communication with parents about RMS math pathways and placement; opportunity to answer questions	3.9.16	RMS Math Pathways and Placement overview	https://drive.google.com/a/saratogausd.org/file/d/0B0RQJnsyz0vfVHZwTENkWFdYUmM/view?usp=sharing	
NGSS Implementation Team		3.30.16		TBD	
NGSS Implementation Team		5.5.16		TBD	
Orchestra Parents Meeting	Response to request for addition of orchestra offerings in SUSD	3.15.16	Discussion about RMS electives and orchestra		
Principals (& Directors)			SPSA & LCAP alignment of goals, actions, services, and resources		
SEF PAC	Evaluation and discussion about STEAM programs in district	12.17.15	STEAM2 programs in SUSD		
STEAM2 Team	The purpose of the SUSD STEAM (science, technology, engineering, arts, math, and music) 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 SUSD's 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	3.15.16	Identify strengths and gaps in the current program.	https://drive.google.com/open?id=1Guqr0m75cGgnCn_XJ2ociv6gr0BAnQqrJLEyBxDhhs0	

Meeting	**Purpose of Committee/Meeting**	**Date**	**Agenda related to LCAP**	**Link to Agenda & Resources**	**Link to Notes**
STEAM2 Team	The purpose of the SUSD STEAM (science, technology, engineering, arts, math, and music) 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 SUSD's 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	4.20.16	TBD	https://drive.google.com/open?id=1Guqr0m75cGgnCn_XJ2ociv6gr0BAnQqrJLEyBxDhhs0	
STEAM2 Team	The purpose of the SUSD STEAM (science, technology, engineering, arts, math, and music) 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 SUSD's 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	5.23.16	TBD	https://drive.google.com/open?id=1Guqr0m75cGgnCn_XJ2ociv6gr0BAnQqrJLEyBxDhhs0	
Superintendent's Advisory Council		3.10.16	Overview of LCAP	https://drive.google.com/open?id=11lvHmSTBQpEHk0rmNBYSGNg_O4gbfOztpSfhqjK1t1g	
Superintendent's Advisory Council		10.22.15	Discussion about district's programs to support students		
Superintendent's Advisory Council		1.21.16	Discussion about district's programs to support students		
SUSD Tech Planning Committee		1.26.16			
SUSD Tech Planning Committee		3.15.16			
Tech Planning Committee		5.17.16			
Wellness Committee	Coordinate Project Cornerstone and Social Emotional Literacy programs; Review and revise District Health and Wellness Policies; Coordinate with Food Services; Coordinate Wellness Communication Plan; Coordinate wellness curriculum and interventions to support students; Complete Coordinated School Health Modules and implement resulting Action Plans; Align goals with Local Control Accountability Plan, Strategic Plan, Single Plan for Student Achievement	10.22.15	1. Whole Child, Whole School, Whole Community model integration into SUSD program. 2. Discussion about counseling support for RMS students. 3. LCAP Goal 3 overview and discussion.	https://drive.google.com/a/saratogausd.org/file/d/0B0RQJnsyz0vfRUkwZWMycEpMMWs/view?usp=sharing	https://drive.google.com/open?id=12diP5-MQxBrKEcBCcTcjD5jIEtr9xH3NF-54umQByIU

Meeting	**Purpose of Committee/Meeting**	**Date**	**Agenda related to LCAP**	**Link to Agenda & Resources**	**Link to Notes**
Wellness Committee	Coordinate Project Cornerstone and Social Emotional Literacy programs; Review and revise District Health and Wellness Policies; Coordinate with Food Services; Coordinate Wellness Communication Plan; Coordinate wellness curriculum and interventions to support students; Complete Coordinated School Health Modules and implement resulting Action Plans; Align goals with Local Control Accountability Plan, Strategic Plan, Single Plan for Student Achievement	3.1.16	1. WCWSWC model. 2. Employee Health. 3. RMS Counseling and SEL support. 4. Gender equity	https://docs.google.com/a/saratogausd.org/document/d/1ygb-vf2J3BuCOwqtHX9VZWjeMxdsxjsgLeRS_H6gS8E/edit?usp=sharing	
Wellness Committee: Wellness Policy sub-committee	Coordinate Project Cornerstone and Social Emotional Literacy programs; Review and revise District Health and Wellness Policies; Coordinate with Food Services; Coordinate Wellness Communication Plan; Coordinate wellness curriculum and interventions to support students; Complete Coordinated School Health Modules and implement resulting Action Plans; Align goals with Local Control Accountability Plan, Strategic Plan, Single Plan for Student Achievement	3.22.16	1. Wellness Policy and discussion	TBD	
Wellness Committee	Coordinate Project Cornerstone and Social Emotional Literacy programs; Review and revise District Health and Wellness Policies; Coordinate with Food Services; Coordinate Wellness Communication Plan; Coordinate wellness curriculum and interventions to support students; Complete Coordinated School Health Modules and implement resulting Action Plans; Align goals with Local Control Accountability Plan, Strategic Plan, Single Plan for Student Achievement	4.28.16	TBD	TBD	

SUSD LCAP Bingo

Find someone, and discuss…

one example of LCAP Goal 2. How can we improve?	One word to describe SUSD ____________	What it look like when students "thrive" in SUSD.	an example of how we promote student safety.
an example of how we inspire creativity amongst our students.	One example of ways we foster academic success.	an example of Innovation in our district	One word to describe how you feel when you enter your school campus.
Introduce yourself to someone who you don't yet know.	one example of LCAP Goal 1. How can we improve?	an example of how we foster student well-being.	your favorite moment/memory in our district?
an example of how we embrace diversity.	what your child likes about his/her school. Why?	How we can engage our parents as partners.	One word to describe your school: ______________

LCAP
Data and
Metrics

Saratoga Union School District
Local Control Accountability Plan Metrics

SUSD LCAP Goals		
Goal #	**Goal**	**State Priorities**
Goal 1	All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.	1, 4, 5, 6, 7, 8
Goal 2	Our District and school sites will maintain effective communication, provide a process to include input from all stakeholders, and offer opportunities for family engagement.	1, 5, 7
Goal 3	All SUSD students will be educated in a safe environment that integrates social emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.	2, 3, 4, 5
Goal 4	Our District will cultivate innovative and empowered learners through personalized learning, 21st Century Learning skills (creativity, collaboration, communication, and critical thinking), and the infusion of technology.	1, 4, 8

CA State LCAP Priorities	
1	**Basic Services**: degree to which teachers are appropriately assigned and credentialed in subject areas; degree to which students have sufficient access to standards-aligned instructional materials; degree to which school facilities are maintained in good repair
2	**Implementation of State Standards:** Implementation of content and performance standards for all students; programs and services to enable ELs to access core and ELD standards
3	**Parental Involvement:** Efforts to seek parent input and decision making; promotion of parental participation
4	**Pupil Achievement**: statewide assessments; EL progress toward English proficiency; EL reclassification rate
5	**Pupil Engagement**: school attendance rates; chronic absenteeism rates; middle school dropout rates
6	**School Climate**: student suspension rates; student expulsion rates; other local measures
7	**Course Access**: Student access and enrollment in all required areas of study
8	**Other Pupil Outcomes**: Other indicators of student performance in required areas of study

Saratoga Union School District Local Control Accountability Plan Goals, Metrics, Target Audience

SUSD LCAP Goal	Metric	Domain	Target Audience
Goal 1	California Assessment of Student Performance and Progress (CAASPP) – participation; performance; growth • Smarter Balanced Assessment (SBA) – ELA and Mathematics • Science • California Alternate Assessment	Academic Achievement	Students (grades 3-8)
	Developmental Reading Assessment (DRA)	Academic Achievement	Students (grades TK-5)
	Units of Study Writing Workshop Post Assessment	Academic Achievement	Students (TK-5)
	Williams Quarterly Report: rate of teacher misassignments (HR CALPADS); student access to standards-aligned instructional materials; facilities in good repair	Academic Achievement, Climate & Culture,	District
	Facilities (FIT) Report score	Academic Achievement, Climate & Culture	District
	Classroom Observations and Walk-Throughs	Academic Achievement	Administrators, Teachers, Staff, Students,
	Surveys: LCAP, District Leadership Team	Academic Achievement, Climate & Culture, Social-Emotional Safety	Teachers and Staff
	English Learner (EL) Reclassification Rate – district criteria	Academic Achievement	Students: English Learners
	Reclassification Monitor (24 months)	Academic Achievement	Students: Reclassified ELs
	Math Diagnostic Placement Assessments: • Northwest Education Association (NWEA) • Interim Assessment Blocks (IAB)	Academic Achievement	Students (grades 5, 6, 7)

	• Smarter Balanced Math (SBA)		
	Rosetta Stone Student Profile Reports	Academic Achievement	Students: English Learners
	Academic Summer School Pre and Post Tests – ELA and Math	Academic Achievement	Students: grades 1-8
	Dreambox Math Student Profile Reports	Academic Achievement	Students: grades TK - 5
	CELDT: EL Progress toward English proficiency (Title 3)	Academic Achievement	Students: English Learners
	Standards-Based Professional Development (CCSS-ELA & Math and NGSS)	Academic Achievement	Teachers and Staff
	Scholastic Reading Inventory (SRI) Student Profile Reports	Academic Achievement	Students: grades 6-8
	Achieve 3000 Student Profile Reports	Academic Achievement	Students: English Learners in grades 6-8 and in grades 4-8 in Summer School
	District Leadership (DLT) Meeting Agendas, Minutes, and Sign-in Sheets	Academic Achievement	Teachers and administrators
	School Accountability Report Cards (SARC) by school	Academic Achievement, Climate & Culture, Physical and Social-Emotional Safety	District
	Single Plan for Student Achievement (SPSA) by school	Academic Achievement, Communication, Climate & Culture, Physical and Social-Emotional Safety	District
	SPSA & LCAP Alignment Matrices	Academic Achievement, Communication, Climate & Culture, Physical and Social-Emotional Safety	District
	SUSD CCSS & NGSS Implementation Plan	Academic Achievement	District
	SUSD Professional Development Plan	Academic Achievement	District
	Science, Technology, Engineering, Arts, Math, and Music (STEAM^2) Team Agendas and Meeting	Academic Achievement	Parents, teachers, board, administrators, students

	Minutes		
	Educational Technology Committee Agendas and Meeting Minutes	Academic Achievement	Parents, teachers, board, administrators
	Teacher Certifications: Google Educator, Leading Edge Certification (LEC) – teacher participation	Academic Achievement	Teachers
	Krause Center for Innovation Mini Merit Summer Institute – teacher participation	Academic Achievement	Teachers
	Teachers' College (Colombia University) Reading and Writing Project Summer Writing Institute – teacher participation	Academic Achievement	Teachers
	School and classroom observations and walk-throughs	Academic Achievement, Climate & Culture, Physical and Social-Emotional Safety	Teachers and administrators
	Academic Summer School: enrollment; pre- and post-test data	Academic Achievement	Students
	Sample EL middle school student schedule		
	Sample unduplicated student schedule	Academic Achievement	Unduplicated students
	Surveys of Professional Development, workshops, trainings	Academic Achievement	Teachers, staff, administrators
Goal 2	Parent Teacher Association (PTA), School Site Council (SSC), parent advisory group, school board presentations and sign-in sheets	Communication, Climate & Culture	Parents & Community
	SUSD website analytics (Schoolwires)	Communication, Climate & Culture	Parents & Community
	Educational Services Newsletter analytics (Constant Contact)	Communication, Climate & Culture	Teachers, Parents & Community
	LCAP Parent Survey – participation and results	Academic Achievement, Climate & Culture, Physical and Social-Emotional Safety	Parents & Community

	LCAP Student Survey – results and participation	Academic Achievement: Communication, Climate & Culture, Physical and Social-Emotional Safety	Students
	Parent Workshops and Trainings (parenting, curriculum support,	Communication, Climate & Culture	Parents
	School and classroom observations and walk-throughs	Communication, Climate & Culture	Teachers and administrators
	District English Language Advisory Council (DELAC) agendas, minutes, sign-in sheets	Communication, Climate & Culture	Parents, teachers, administrators
	SARC by school	Academic Achievement, Communication, Climate & Culture, Physical and Social-Emotional Safety	District
	SPSA by school	Academic Achievement, Communication, Climate & Culture, Physical and Social-Emotional Safety	District
Goal 3	Counseling and Support Services for Youth (CASSY) counseling referrals and sessions	Social-Emotional and Physical Safety	Students: grades 6-8
	Mindfulness training for students	Social-Emotional and Physical Safety	Students: grades K-5
	Counseling referrals and sessions	Social-Emotional and Physical Safety	Students: grades K-5
	Project Cornerstone Developmental Assets Survey	Social-Emotional and Physical Safety	Students: grades 4, 5, 7
	Emergency Drill (earthquake, lockdown, fire) Log (google sheet)	Social-Emotional and Physical Safety	District
	Attendance Rates: P1 and P2 data submitted to CDE; District/site data from Powerschool	Social-Emotional and Physical Safety	Students
	Suspension and expulsion rates – CALPADS; Data	Social-Emotional and	Students

	Quest - disaggregated	Physical Safety	
	Emergency Preparedness Committee agendas, meeting minutes, sign-in sheets	Social-Emotional and Physical Safety	Parents, community, board, teachers, administrators
	Wellness Committee agendas, meeting minutes, sign-in sheets	Social-Emotional and Physical Safety	Parents, community, board, teachers, administrators
	LCAP Survey	Academic Achievement, Communication, Climate & Culture, Physical and Social-Emotional Safety	Parents, community, teachers, staff, administrators, students
	Rhythm & Moves physical education teacher training and monthly newsletter for parents	Social-Emotional and Physical Safety	Teachers
	School and classroom observations and walk-throughs	Social-Emotional and Physical Safety	Teachers, administrators, students
	CA Physical Fitness Testing (PFT)	Social-Emotional and Physical Safety	Students: grades 5 and 7
	Physical Education (PE) Instructional Minutes Compliance Report – google sheet	Social-Emotional and Physical Safety	Teachers: grades 1-5
	Student Council, Student Leadership, extracurricular clubs and activities	Social-Emotional and Physical Safety	Students
	Comprehensive School Safety Plans (CSSP) by school	Social-Emotional and Physical Safety	District
Goal 4	Technology access- student to device ratio	Academic Achievement	District
	School and classroom observations and walk-throughs	Academic Achievement	Teachers, administrators, students
	SBA successful administration – devices, bandwidth, administration	Academic Achievement	District
	Teacher Certifications: Google Educator, LEC	Academic Achievement	Teachers and administrators
	Krause Center for Innovation Mini Merit Summer Institute	Academic Achievement	Teachers and administrators
	STEAM^2 Team Agendas and Minutes	Academic Achievement	Parents, teachers, board, administrators, students

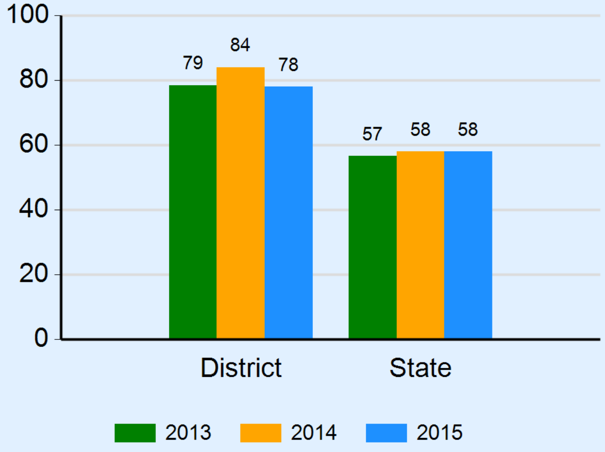
	Educational Technology Committee Agendas and Minutes	Academic Achievement	Parents, teachers, board, administrators, students
	Annual SUSD Student to Student Conference participation	Academic Achievement	Students
	Middle School STEM electives offerings: Project Lead the Way (PLTW), computer, media arts (enrollment)	Academic Achievement	Students: grades 6-8
	TK – 12 PLTW Pipeline • Launch course offerings at elementary • Gateway course offerings at middle school • PLTW Transition from RMS to SHS	Academic Achievement	District
	Mouse Squad student participation	Academic Achievement	Students: grades 4-8
	Khan Academy Learnstorm participation	Academic Achievement	Students: grades 3-8
	Google Apps for Education (GAFE) – trainings, usage	Academic Achievement	Teachers, staff, administrators, students

Local Control Funding Formula (LCFF)
State Priorities Snapshot
2015–16 Reporting
Saratoga Union Elementary

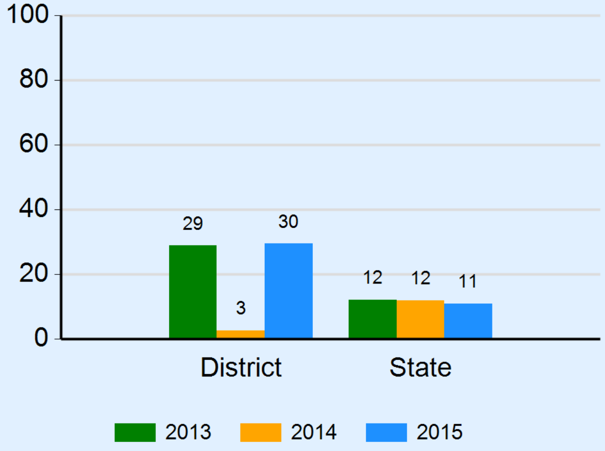
Address: 20460 Forrest Hills Dr., Saratoga, CA 95070
Grades Offered: K-8
County-District-School Code: 43-69682-0000000

Student Achievement

Percent of English Learner Students Who Made Progress Toward English Proficiency

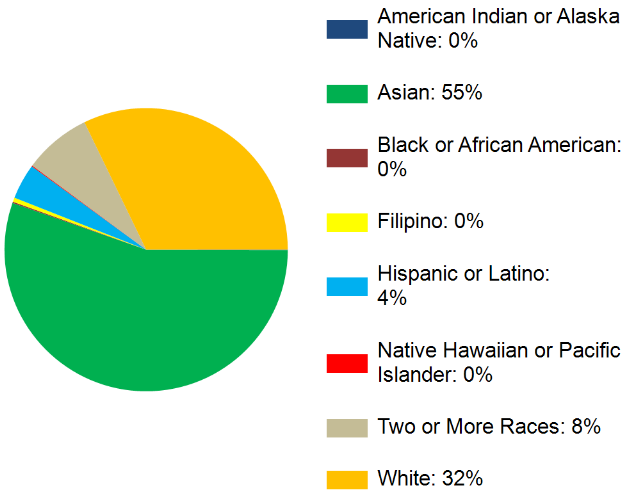


Percent of English Learner Students Who Were Reclassified



Enrollment (2,069)

2014-15 Enrollment by Race/Ethnicity

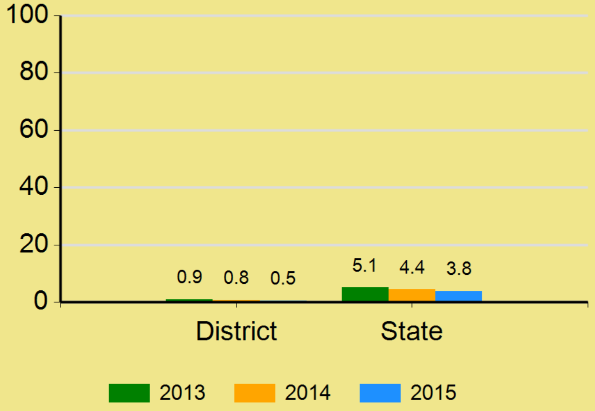


2014-15 Enrollment by Program Eligibility

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).

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following web page for more information: http://www.cde.ca.gov/snapshot

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%)	N/A
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%)	N/A
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%)	N/A

LCFF Funding Snapshot

Fiscal Year: 2015–16
(As of February 2016, P-1)

LEA Name: Saratoga Union Elementary
County: Santa Clara County
CDS Code: 43-69682-0000000 **Charter Number:** N/A

Local Control Funding Formula (LCFF) Funding Snapshot summarizes the main LCFF funding components but does not contain all funding details. Complete funding data should be obtained from the certified funding exhibits on the Principal Apportionment Web page.

LOCAL EDUCATIONAL AGENCY (LEA) DATA

Grade Span	K–3	4–6	7–8	9–12	Total
Funded Average Daily Attendance (ADA)	679.60	760.37	602.20	0.00	2,042.17
Unduplicated Pupil Percentage (UPP)	7.25 %				

LCFF TARGET ENTITLEMENT

Funding calculation based on the LCFF funding model at full implementation. During transition most LEAs will not receive this level of funding.

Components	Amount
Base Grant Funding	$ 15,238,859
Supplemental Grant Funding	220,963
Concentration Grant Funding	0
Necessary Small Schools (NSS) Allowance	0
Add-On Funding	81,460
Total LCFF Target Entitlement	**$ 15,541,282**

LCFF TRANSITION ENTITLEMENT

Calculation of the LEA's funding entitlement during the transition period until full implementation of LCFF. This table will either have an amount shown under the Target or the Floor, whichever is lower.

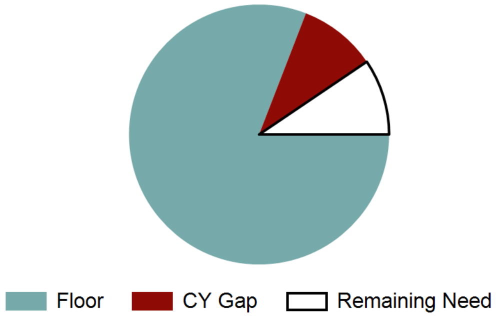
Components	Amount
LCFF Target Entitlement	$ 0
Floor Entitlement, Including Prior Year (PY) Gap	12,568,864
Current Year (CY) Gap Funding	1,501,049
Economic Recovery Target	0
Additional LCFF State Aid to Meet the Minimum Guarantee (Additional SA for MSA)	324,666
Total Transition Entitlement Adjusted for Additional SA for MSA*	**$ 14,394,579**

LCFF TARGET vs. LCFF FLOOR

A comparison of the LEA's Target and Floor Entitlements to determine current year Remaining LCFF Need. Some LEAs are funded at the Target and do not have a Remaining LCFF Need.

Components	Amount
LCFF Target Entitlement	$ 15,541,282
Less Floor Entitlement, Including PY Gap	(12,568,864)
Less CY Gap Funding	(1,501,049)
Remaining LCFF Need	$ 1,471,369

LCFF Target vs. LCFF Floor

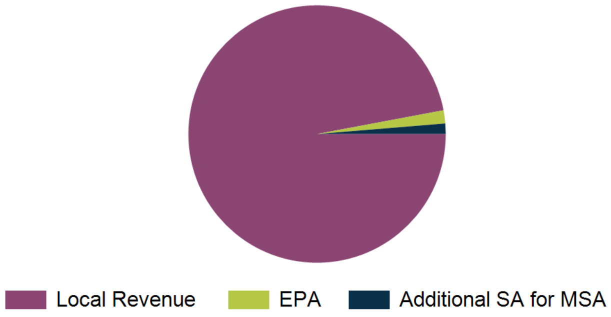


LCFF FUNDING SOURCES (ACTUAL FUNDING)

The actual amount of current year LCFF funding by source.

Components	Amount
Local Revenue	$ 24,050,213
Education Protection Account (EPA) State Aid	408,434
LCFF State Aid Before MSA	0
Additional SA for MSA	324,666
Total Funding**	**$ 24,783,313**

LCFF Funding Sources



* LCFF Transition Entitlement components may not sum to Total Transition Entitlement Adjusted for MSA due to miscellaneous adjustments.
** Total LCFF Funding sources (Actual Funding) may be greater than Total Transition Entitlement Adjusted for MSA due to an LEA's EPA State Aid and/or because local revenue exceeds the LEA's Transition Entitlement.

Note: Some amounts may not display on the pie charts due to their relative size compared to other components.

LCFF Funding Snapshot

Fiscal Year: 2015–16
(As of February 2016, P-1)

LEA Name: Saratoga Union Elementary
County: Santa Clara County
CDS Code: 43-69682-0000000 **Charter Number:** N/A

LOCAL EDUCATIONAL AGENCY (LEA) DATA

Funded Average Daily Attendance (ADA)	Funded ADA for school districts is the greater of prior year or current year ADA, and includes any ADA funded through the Necessary Small School formula. Charter schools are funded on current year ADA.
Unduplicated Pupil Percentage (UPP)	An LEA's unduplicated pupil count refers to its count of disadvantaged students, i.e., those classified as English learners, those meeting income or categorical eligibility criteria for participation in the National School Lunch Program, foster youth, or any combination of these factors. The unduplicated pupil count for the current and prior year is divided by the number of students enrolled in the LEA for the current and prior year to determine the UPP.

LCFF TARGET ENTITLEMENT

Base Grant Funding	An amount of funding provided for each unit of ADA by grade span. The K-3 grade span includes an additional adjustment of 10.4 percent and the 9-12 grade span includes an additional adjustment of 2.6 percent of the base grant. Base grant amounts for the applicable fiscal year are available on the CDE's Funding Rates and Information Web page.
Supplemental Grant Funding	Additional grant equal to 20 percent of the adjusted base grant, multiplied by an LEA's UPP and ADA.
Concentration Grant Funding	Additional grant equal to 50 percent of the adjusted base grant (for each LEA with UPP in excess of 55 percent) multiplied by the LEA's UPP points above 55 percent and ADA. For charter schools, the UPP for concentration grant funding is capped at the lesser of the charter school's own UPP or the determinative district's UPP.
Necessary Small Schools (NSS) Allowance	Funding for school districts with qualifying schools that serve a small population of students and are geographically isolated. NSS funding is provided in lieu of LCFF Base Grant funding.
Add-On Funding	Funding for school districts equal to the LEA's 2012-13 entitlements for the Targeted Instructional Improvement Block Grant, Home-to-School Transportation, and Small School District Bus Replacement Program. These programs were eliminated with the passage of LCFF.

LCFF TRANSITION ENTITLEMENT

Floor Entitlement, Including Prior Year (PY) Gap	For LEAs not yet funded at the LCFF Target, a Floor Entitlement is calculated based on current year funded ADA, 2012-13 deficited funding rates, 2012-13 categorical program funding, and PY Gap funding adjusted for changes in ADA.
Current Year (CY) Gap Funding	LCFF Need is the amount of funding required beyond the Floor to fully fund the Target , i.e., the difference between the Floor and the Target. Gap funding is the amount of LCFF Need that is funded in any given year based on the amount of funds included for LCFF Transition in the annual Budget Act. Each LEA's Gap Funding is based on the LEA's proportion of statewide need; the statewide percentage and funding amount for the applicable fiscal year are available on the CDE's Funding Reates and Information Web page.
Economic Recovery Target	Additional funding for those LEAs that would have received a higher level of funding under revenue limits and various categorical programs, based on certain assumptions.
Additional LCFF State Aid to Meet the Minimum Guarantee (Additional SA for MSA)	The Minimum State Aid (MSA) Guarantee is the level of funding to ensure that LEAs receive at least the same amount in state aid as they received in 2012-13, adjusted for changes in ADA and property taxes. The Additional SA for MSA, available for some LEAs, is the difference between the MSA guarantee and the LCFF State Aid Before MSA (see description below).

LCFF TARGET vs. LCFF FLOOR

Remaining LCFF Need	The difference between the LCFF Target Entitlement and the sum of Floor Entitlement and CY Gap funding for those LEAs not funded at the LCFF Target. This amount is unfunded.

LCFF FUNDING SOURCE (ACTUAL FUNDING)

Local Revenue	The amount of local property taxes (in-lieu of property taxes for charter schools) that funds the LCFF Transition Entitlement prior to determining state aid.
Education Protection Account (EPA) State Aid	Funding made available through 2018-19, in accordance with Proposition 30, the Schools and Local Public Safety Protection Act of 2012, as enacted by Section 36 of Article XIII, of the Constitution of the State of California. Each LEA is guaranteed to receive at least $200 per ADA in EPA funding. The amount an LEA receives in EPA counts towards the LEA's LCFF funds.
LCFF State Aid Before MSA	Amount of State Aid calculated after subtracting property taxes and EPA State Aid from the Transition Entitlement before MSA.
Additional SA for MSA	See the LCFF Transition Entitlement section above for a description of this component.

California Department of Education
Assessment and Accountability Division

2014-15 Title III Accountability Reports

Local Educational Agency (LEA) Level Data

Release Date:	February 3, 2016
LEA:	Saratoga Union Elementary
County:	Santa Clara
CDS Code:	43-69682-0000000

School-level Data
DataQuest Help

The Title III Accountability Report indicates the status of each Title III-funded local educational agency (LEA) or consortium in meeting t three annual measurable achievement objectives (AMAOs).

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2014-15 Annual CELDT Takers	82
Number with Required Prior CELDT Scores	82
Percentage with Required Prior CELDT Scores	100%
Number in Cohort Meeting Annual Growth Target	64
Percentage Meeting AMAO 1 in LEA	78.0%
2014-15 Target	60.5%

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort	
Number of 2014-15 English Learners in Cohort	105
Number in Cohort Attaining the English Proficient Level	41
Percentage in Cohort Attaining the English Proficient Level	39.0%
2014-15 Target	24.2%
5 Years or More Cohort	
Number of 2014-15 English Learners in Cohort	8
Number in Cohort Attaining the English Proficient Level	--
Percentage in Cohort Attaining the English Proficient Level	50.0%
2014-15 Target	50.9%

AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level

Participation Rate for English Learner Student Group

English-Language Arts/Literacy	98%
Mathematics	99%

Graduation Rate for English Learner Student Group

Title III Placement Year

Placement Year	**Year 0**

§ 15497. Local Control and Accountability Plan Data Addendum

LEA:	Saratoga Union Elementary School District
School:	Saratoga Union Elementary School District
Contact Person:	Nancy Johnson
Position:	Superintendent
E-mail Address:	njohnson@saratogausd.org
Phone Number:	(408) 867-3424
LCAP Year:	2016-17

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

Introduction:
Saratoga Union School District Local Control and Accountability Plan 2016 – 2017 Executive Summary

The Saratoga Union School District has a rich tradition of active involvement of parents, community members, and employees. This 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).

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. 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 form the community, four goals were developed:

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

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

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

4. Our District will cultivate innovative and empowered learners through personalized learning, 21 st Century Learning Skills (creativity, collaboration, communication, and critical thinking), the infusion of technology, and consistent STEAM2 (Science,Technology, Engineering, Arts, Math, and Music) integration practice across disciplines.

Our goals are shared with parent leaders, administrators, teacher leaders, 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 subgroups: 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:

* High quality professional development and collaboration for SUSD teachers

* High quality CCSS- and NGSS- instructional materials

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

* Consistent and clear communication with the community and meaningful opportunities for parent involvement and input

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

* Increase social-emotional supports for all students

* Increase in number of technology devices for purposeful student use during instruction and assessment

* Implementation of STEAM 2 (Science, Technology, Engineering, Arts, Math, and Music)

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.

Table of Contents

A. Conditions of Learning

Priority 1: Basic Services

Enrollment by Grade Level

Grade Level	2014-15 Number of Students
Kindergarten	163
Grade 1	157
Grade 2	165
Grade 3	200
Grade 4	227
Grade 5	269
Grade 6	274
Grade 7	318
Grade 8	296
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	2,069

Enrollment by Student Group

Student Group	2014-15 Percent of Total Enrollment
Black or African American	0.14%
American Indian or Alaska Native	0.05%
Asian	54.91%
Filipino	0.48%
Hispanic or Latino	4.01%
Native Hawaiian or Pacific Islander	0.10%
White	31.95%
English Learners	5.90%
Fluent-English-Proficient	37.30%
Redesignated Fluent-English-Proficient	26.20%

Teacher Credentials

Number of Teachers that are…	2013-14	2014-15	2015-16
Fully Credentialed	112	114	115
Not Fully Credentialed	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Assignments

Number of…	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

Core Academic Classes Taught by…	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
All Schools	95.1	95.1
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	95.1	4.9

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Student Access to Standards-Aligned Instructional Materials

Subject Area	Percent of Students Lacking Own Assigned Textbook/Instructional Materials			
	2012-13	2013-14	2014-15	2015-16
Reading/Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
History-Social Science	0	0	0	0
Foreign Language	0	0	0	0
Health	0	0	0	0
Visual and Performing Arts	0	0	0	0

School Facility Conditions and Planned Improvements

Facility Safety and Emergency Preparedness Update May 2016

Completed Items:
1. All sites: Integrated paging systems with VOIP phones, all call paging can be done from any handset at any site to any site. Tested and confirmed
2. All sites: 911 alert text to key administrator phones in place - when a 911 call is placed from any site a heads up text is sent to phones
3. All schools: Completed installation of outdoor speakers at every school making it possible to hear pages from the blacktop, parking lots and field areas.
4. All schools: New PA system servers were installed to provide online bell schedule capabilities and automated emergency messaging capabilities.
5. All schools: Installed power backup batteries for the paging systems. One system failed and will be replaced soon. Also need a battery backup for data closet at Argo preschool to keep outdoor access point installed running for period of time
6. Foothill, Argonaut and Redwood: Installed outdoor access points for upper field wireless coverage. Coverage over entire field. Redwood lower field coverage is delayed until summer due to swallow nesting.
7. Saratoga: Installed 3 new interior speakers to provide PA coverage to every room.
8. Saratoga: Installed new PA system to match systems at other SUSD schools

To Do’s:
1. All schools: Implement full capabilities of new PA system capabilities
a. Resolve security issue used for new online programming
b. Train admin staff on programming process – IT may do some programming
c. Identify and create automated emergency messages
2. Saratoga: This summer - install an outdoor access point on the back side of the 2-story to ensure wireless coverage to the entire field.
3. All schools: Finalize wireless coverage plans for the front of schools.

School Facility Conditions:
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. In the last 12 months, the following improvements have been completed:

- Landscape maintenance
- Repaving & restriping blacktops and parking lot areas
- Interior painting
- Installation of a new HVAC main controller
- Replacement of a defective clock and PA system main controller
- Replacement of two defective office mechanical room exterior doors
- Replacement of chain link mesh around Kindergarten area
- Repaint building interior hallways

- Seal coating school walkways and seal and striped kindergarten area
- Addition of chain link fence and gate around exterior transformer area
- Removal of kitchen grease trap
- Addition of parking lot lamp post
- Completion of construction in electrical and mechanical rooms to meet fire regulations
- Replacement of library carpet (2014-15)
- Painting of interior classrooms doors (2014-15)
- Seal and stripe parking lot (2014-15)
- Connection of standalone HVAC units to Energy Management System (2014-15)

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
- Library cleaning
- Restroom cleaning
- Trash removal
- Event setup/cleanup
- MPR setup/cleanup
- Inspection of school facilities
- Opening school

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:
- Classroom cleaning
- Trash removal

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

School Facilities Inspection Ratings

System Inspected	Percent of Markings on Most Recent Annual Facilities Inspection		
	Good	**Fair**	**Poor**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x		
Interior: Interior Surfaces	x		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x		
Electrical: 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		

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	x			

Priority 2: Implementation of State Standards

State-Adopted Content and Performance Standards
CA State Adopted Content and Performance Standards: http://www.cde.ca.gov/be/st/ss/index.asp

Student Enrollment in a Broad Course of Study

Grade Level	Subject/Course(s) Offered	
Elementary	**English-Language Arts**	TK - 5 Adopted Textbook: A Legacy of Literacy Houghton Mifflin (adopted 2003)
	Mathematics	TK - 5: Eureka Engage NY Great Minds/Emprint (adopted 2015)
	History/Social Science	TK - 3: Scott Foresman (adopted 2006) 4-5: Harcourt Brace (adopted 2006)
	Science	TK - 3: Foss (adopted 2008) 4-5: McGraw Hill (adopted 2008)
	Physical Education	locally-designed
	Health	locally-designed
	Visual and Performing Arts	locally-designed
Middle	**English-Language Arts**	The Language of Literature McDougal Littell (adopted 2003)
	Mathematics	Big Ideas Math Houghton Mifflin Harcourt (adopted 2015)
	History/Social Science	TCI and McGraw Hill (adopted 2006)
	Science	Pearson (adopted 2008)
	Physical Education	locally-designed
	Health	locally-designed
	Visual and Performing Arts	locally-designed
	Spanish	Descubre 1A and 1B

B. Pupil Outcomes

Priority 4: Pupil Achievement

CAASPP District/State Comparison (English-Language Arts and Mathematics)

Subject	District	State
English Language Arts	86	44
Mathematics	88	33

* Percentages are not calculated 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.

CAASPP District/State Comparison (Science)

Grade	District			State		
	12-13	13-14	14-15	12-13	13-14	14-15
Science	92	93	96	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

Overall CAASPP Results (English Language Arts/Literacy)

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	213	210	98.6	209	**2487.9**	48	32	15	4
Grade 4	231	226	97.8	226	**2559.7**	72	15	8	5
Grade 5	275	268	97.5	267	**2592.1**	63	24	7	5
Grade 6	277	275	99.3	274	**2602.8**	47	36	12	4
Grade 7	322	318	98.8	318	**2648.6**	58	31	8	3
Grade 8	299	297	99.3	297	**2662.2**	52	39	7	2
All Grades	1617	1594	98.6	1591		57	30	10	4

Grade Level	Reading			Writing			Listening			Research/Inquiry		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	47	43	10	51	43	5	33	65	2	47	45	8
Grade 4	64	27	8	65	29	6	54	42	3	57	30	6
Grade 5	55	36	9	72	22	6	41	53	6	71	27	2
Grade 6	49	42	9	59	33	7	31	65	3	54	44	2
Grade 7	67	27	5	71	25	3	43	55	2	67	29	3
Grade 8	63	32	5	71	28	2	41	57	2	56	40	4
All Grades	58	34	7	66	29	5	41	56	3	59	36	4

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**3**	213	210	98.6	4	15	32	48
	4	231	226	97.8	5	8	15	72
	5	275	268	97.5	5	7	24	63
	6	277	275	99.3	4	12	36	47
	7	322	318	98.8	3	8	31	58
	8	299	297	99.3	2	7	39	52
Male	**3**		102	47.9	7	23	27	42
	4		114	49.4	5	11	18	67
	5		142	51.6	7	8	24	60
	6		160	57.8	6	13	38	43
	7		165	51.2	3	10	34	53
	8		143	47.8	3	10	43	45
Female	**3**		108	50.7	2	8	37	53
	4		112	48.5	4	6	12	78
	5		126	45.8	2	6	25	67
	6		115	41.5	2	11	32	54
	7		153	47.5	3	6	27	63
	8		154	51.5	1	5	35	59
Black or African American	**3**		1	0.5	*	*	*	*
	6		1	0.4	*	*	*	*
	8		1	0.3	*	*	*	*
American Indian or Alaska Native	**3**		1	0.5	*	*	*	*
Asian	**3**		114	53.5	3	14	26	57
	4		125	54.1	3	3	12	82
	5		158	57.5	4	4	22	71
	6		152	54.9	0	7	29	64
	7		184	57.1	1	3	23	73
	8		171	57.2	1	2	33	64
Filipino	**3**		1	0.5	*	*	*	*
	4		1	0.4	*	*	*	*
	6		2	0.7	*	*	*	*
	7		1	0.3	*	*	*	*
	8		2	0.7	*	*	*	*

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	**3**		8	3.8	*	*	*	*
	4		10	4.3	*	*	*	*
	5		7	2.5	*	*	*	*
	6		8	2.9	*	*	*	*
	7		8	2.5	*	*	*	*
	8		13	4.3	8	15	38	38
Native Hawaiian or Pacific Islander	**4**		1	0.4	*	*	*	*
	6		1	0.4	*	*	*	*
White	**3**		64	30.0	5	17	42	34
	4		61	26.4	8	16	20	56
	5		88	32.0	6	13	30	51
	6		86	31.0	9	20	47	23
	7		94	29.2	6	14	46	34
	8		102	34.1	3	16	48	33
Two or More Races	**3**		18	8.5	17	6	22	56
	4		28	12.1	4	11	21	64
	5		14	5.1	7	14	7	71
	6		25	9.0	0	16	32	52
	7		29	9.0	0	14	31	55
	8		10	3.3	*	*	*	*
Socioeconomically Disadvantaged	**4**		1	0.4	*	*	*	*
	5		1	0.4	*	*	*	*
	6		4	1.4	*	*	*	*
	7		2	0.6	*	*	*	*
	8		2	0.7	*	*	*	*
English Learners	**3**		5	2.3	*	*	*	*
	4		9	3.9	*	*	*	*
	5		7	2.5	*	*	*	*
	6		6	2.2	*	*	*	*
	7		1	0.3	*	*	*	*
	8		4	1.3	*	*	*	*
Students with Disabilities	**3**		23	10.8	17	39	17	26
	4		24	10.4	38	25	17	21
	5		32	11.6	38	25	22	13
	6		31	11.2	29	42	23	6
	7		31	9.6	19	26	35	19
	8		27	9.0	15	44	26	15

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. The number of students tested includes students that did not receive a score; 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 students with scores.

Overall CAASPP Results (Mathematics)

Overall Achievement									
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**% Standard Exceeded**	**% Standard Met**	**% Standard Nearly Met**	**% Standard Not Met**
Grade 3	213	210	98.6	210	**2499.4**	49	38	10	4
Grade 4	231	229	99.1	229	**2573.2**	70	19	8	2
Grade 5	275	269	97.8	269	**2622.1**	76	12	9	4
Grade 6	277	275	99.3	275	**2641.3**	68	14	11	7
Grade 7	322	319	99.1	318	**2678.1**	75	15	7	2
Grade 8	299	298	99.7	298	**2706.9**	80	12	6	2
All Grades	1617	1600	98.9	1599		71	17	8	3

Grade Level	Concepts & Procedures			Problem Solving & Modeling/Data Analysis			Communicating Reasoning		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	66	29	5	67	30	3	53	42	5
Grade 4	83	12	5	72	22	5	74	21	5
Grade 5	80	14	6	72	22	6	71	22	7
Grade 6	73	17	9	64	30	6	65	28	6
Grade 7	78	17	4	81	17	2	76	22	2
Grade 8	84	14	2	76	21	3	79	19	3
All Grades	78	17	5	73	23	4	71	25	4

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**3**	213	210	98.6	4	10	38	49
	4	231	229	99.1	2	8	19	70
	5	275	269	97.8	4	9	12	76
	6	277	275	99.3	7	11	14	68
	7	322	319	99.1	2	7	15	75
	8	299	298	99.7	2	6	12	80
Male	**3**		102	47.9	4	11	35	50
	4		114	49.4	1	8	19	72
	5		141	51.3	4	8	10	78
	6		160	57.8	7	11	11	71
	7		166	51.6	3	7	15	75
	8		143	47.8	1	8	13	78
Female	**3**		108	50.7	4	9	40	47
	4		115	49.8	3	9	19	69
	5		128	46.5	4	9	13	73
	6		115	41.5	6	11	18	64
	7		153	47.5	1	7	16	75
	8		155	51.8	3	5	11	82
Black or African American	**3**		1	0.5	*	*	*	*
	6		1	0.4	*	*	*	*
	8		1	0.3	*	*	*	*
American Indian or Alaska Native	**3**		1	0.5	*	*	*	*
Asian	**3**		114	53.5	2	4	32	61
	4		127	55.0	2	3	13	83
	5		160	58.2	3	4	8	86
	6		152	54.9	0	3	11	86
	7		184	57.1	0	2	7	91
	8		172	57.5	0	1	6	92
Filipino	**3**		1	0.5	*	*	*	*
	4		1	0.4	*	*	*	*
	6		2	0.7	*	*	*	*
	7		1	0.3	*	*	*	*
	8		2	0.7	*	*	*	*

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	**3**		8	3.8	*	*	*	*
	4		11	4.8	9	18	27	45
	5		7	2.5	*	*	*	*
	6		8	2.9	*	*	*	*
	7		8	2.5	*	*	*	*
	8		13	4.3	8	15	31	46
Native Hawaiian or Pacific Islander	**4**		1	0.4	*	*	*	*
	6		1	0.4	*	*	*	*
White	**3**		64	30.0	5	20	38	38
	4		61	26.4	3	16	28	52
	5		87	31.6	7	17	16	60
	6		86	31.0	12	24	21	43
	7		94	29.2	5	14	29	52
	8		102	34.1	4	13	21	63
Two or More Races	**3**		18	8.5	11	6	44	39
	4		28	12.1	0	7	29	64
	5		14	5.1	7	7	14	71
	6		25	9.0	8	8	12	72
	7		30	9.3	0	7	23	70
	8		10	3.3	*	*	*	*
Socioeconomically Disadvantaged	**4**		2	0.9	*	*	*	*
	5		1	0.4	*	*	*	*
	6		4	1.4	*	*	*	*
	7		2	0.6	*	*	*	*
	8		2	0.7	*	*	*	*
English Learners	**3**		5	2.3	*	*	*	*
	4		12	5.2	17	50	17	17
	5		9	3.3	*	*	*	*
	6		6	2.2	*	*	*	*
	7		3	0.9	*	*	*	*
	8		5	1.7	*	*	*	*
Students with Disabilities	**3**		23	10.8	26	17	35	22
	4		24	10.4	17	33	25	25
	5		31	11.3	35	29	6	29
	6		31	11.2	39	29	6	26
	7		30	9.3	17	30	23	30
	8		27	9.0	19	33	26	22

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. The number of students tested includes students that did not receive a score; 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 students with scores.

Adequate Yearly Progress

AYP PROFICIENCY LEVEL	English-Language Arts Performance Data by Student Group											
	All Students			English Learners			Socioeconomically			Students with Disabilities		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
% At or Above	89.8		86.9	79.3		64.8	48.0		38.5	56.2		43.2
Met AYP Criteria	Yes		--	No		--	--		--	No		--

AYP PROFICIENCY LEVEL	Mathematics Performance Data by Student Group											
	All Students			English Learners			Socioeconomically			Students with Disabilities		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
% At or Above	90.3		88.3	86.1		77.2	52.0		23.1	60.3		48.4
Met AYP Criteria	Yes		--	No		--	--		--	No		--

AYP Criteria	District	State
English Language Arts		
Met Participation Rate	Yes	Yes
Met Percent Proficient	N/A	N/A
Mathematics		
Met Participation Rate	Yes	Yes
Met Percent Proficient	N/A	N/A
Overall		
Made AYP Overall	Yes	Yes
Met Attendance Rate	Yes	Yes
Met Graduation Rate	N/A	Yes

CELDT Results

Assessment	CELDT Results																	
	Total Number Tested			% Advanced			% Early Advanced			% Intermediate			% Early Intermediate			% Beginning		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Initial			88			30			35			19			10			6
Annual	107	119	80	29	34	19	34	37	39	27	19	30	7	4	8	4	5	5
All Assessments	249	239	168	35	36	24	32	33	37	20	15	24	7	4	9	6	11	5

English Learner Progress

These tables provide information about the LEA's EL progress performance. (AMAO data).

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	166	119	82
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	166	119	82
Number Met	131	100	64
Percent Met	78.9	84.0	78.0
NCLB Target	57.5	59.0	
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	213	12	131	13	105	8
Number Met	89	9	73	11	41	4
Percent Met	41.8	75.0	55.7	84.6	39.0	50.0
NCLB Target	20.1	47.0	22.8	49.0		
Met Target	**Yes**	**Yes***	**Yes**	**Yes***	**Yes**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	**No**	**No**	

Priority 5: Pupil Engagement

Attendance and Chronic Absenteeism Rates

This table provides information about the LEA's attendance and chronic absenteeism rates.

Rates	2012-13	2013-14	2014-15
Attendance			98%
Chronic Absenteeism			

Dropout and Graduation Rates

This table provides information about the LEA’s middle school dropout, high school dropout, high school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
LEA	**2011-12**	**2012-13**	**2013-14**
Dropout Rate			
Graduation Rate			
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate			
Graduation Rate			

Priority 6: School Climate

Suspension and Expulsion Rates

This table provides information about the LEA’s suspension and expulsion rates (SARC Data).

Suspensions and Expulsions			
LEA	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	0.87	0.78	0.51
Expulsions Rate	0.00	0.00	0.00
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

School Safety and Connectedness Measures

This section provides information about local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

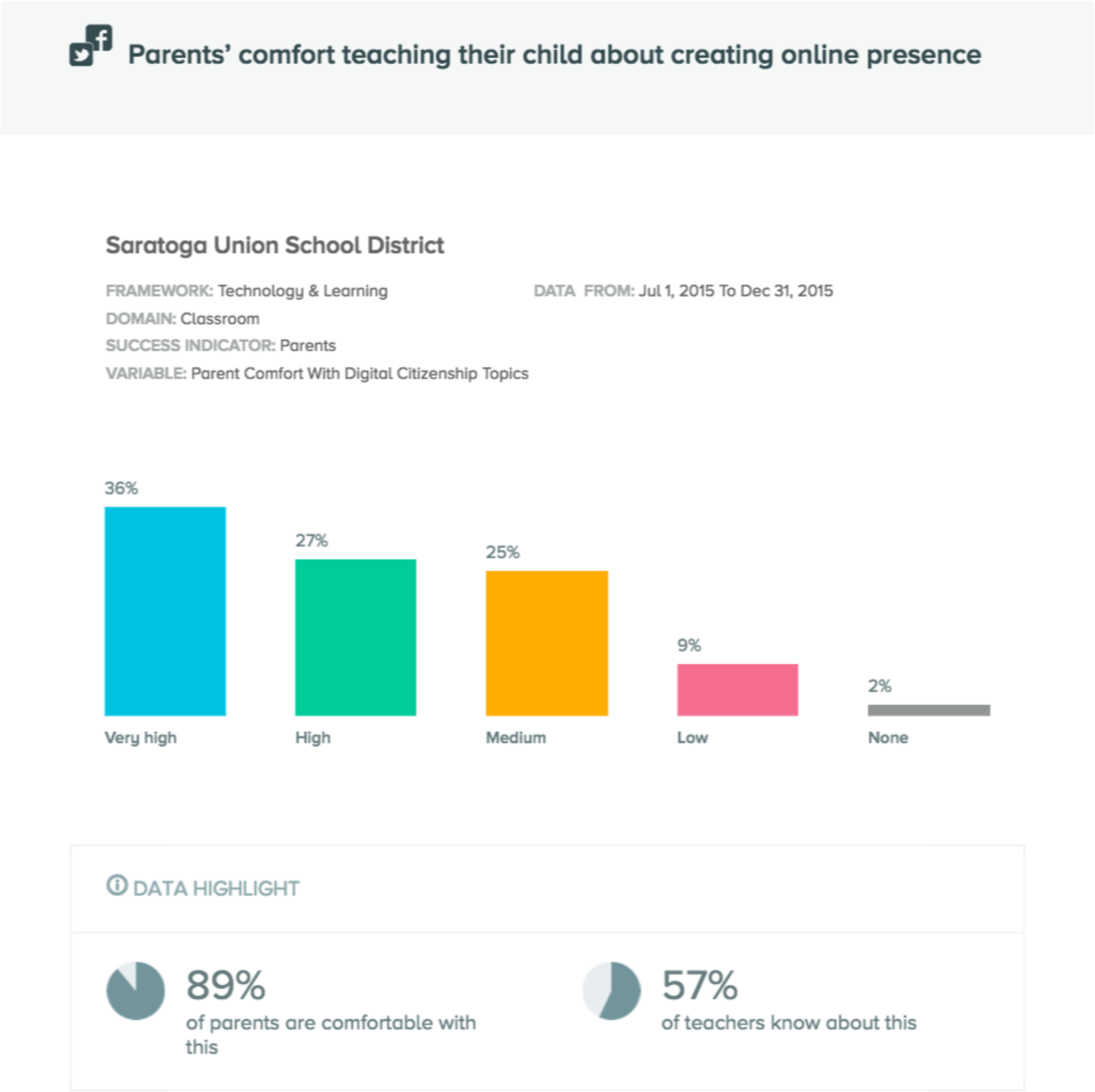
LCAP
Surveys

Bright Bytes Parent Survey Results (Technology)

Top

Classroom	Access	Skills	Environment

Classroom>Parent Comfort with Digital Citizenship Topics



Parents' comfort teaching their child about creating online presence

Saratoga Union School District

FRAMEWORK: Technology & Learning

DATA FROM: Jul 1, 2015 To Dec 31, 2015

DOMAIN: Classroom

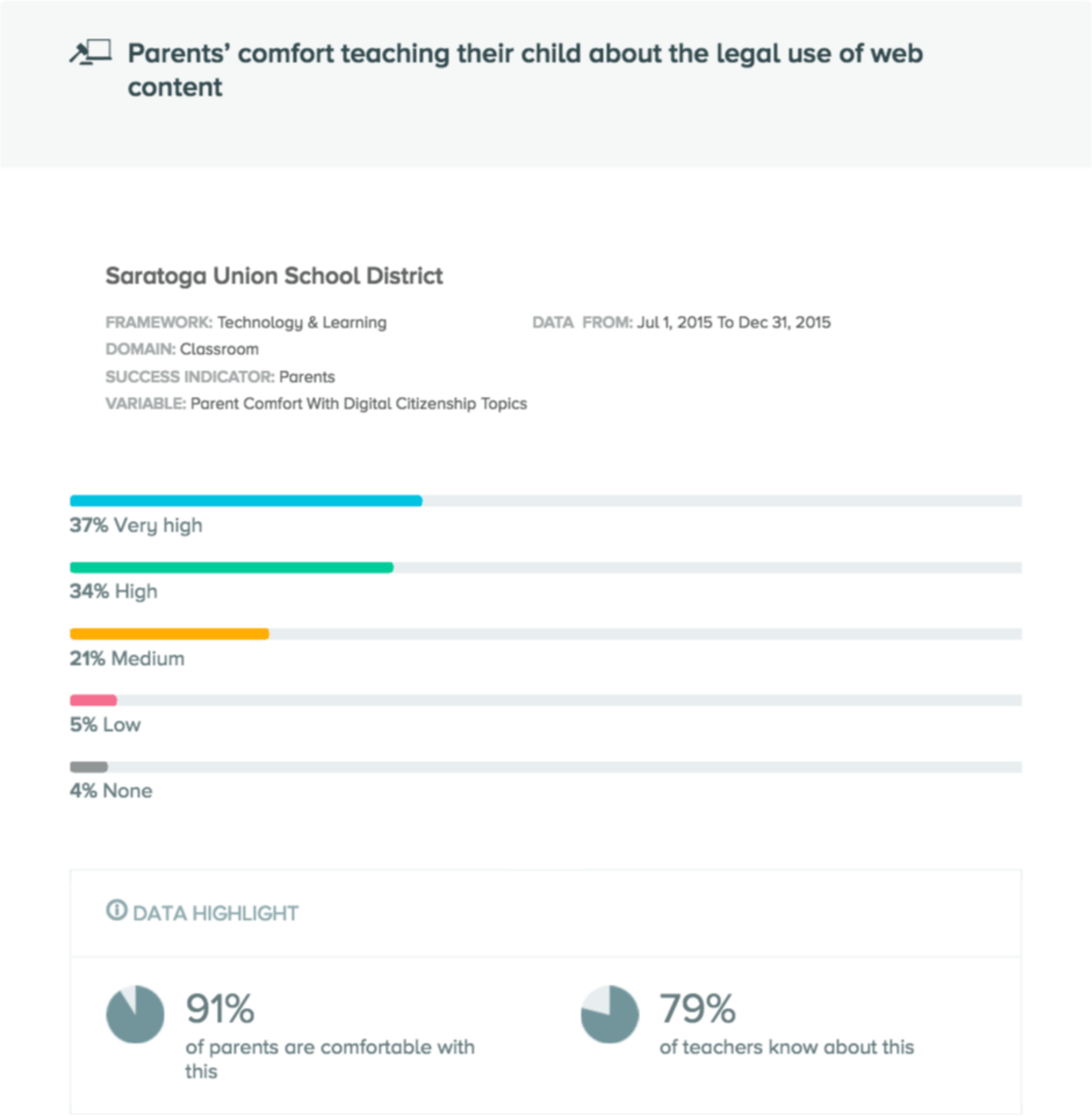
SUCCESS INDICATOR: Parents

VARIABLE: Parent Comfort With Digital Citizenship Topics

DATA HIGHLIGHT

89%
of parents are comfortable with this

57%
of teachers know about this



Parents' comfort teaching their child about the legal use of web content

Saratoga Union School District

FRAMEWORK: Technology & Learning
DOMAIN: Classroom
SUCCESS INDICATOR: Parents
VARIABLE: Parent Comfort With Digital Citizenship Topics

DATA FROM: Jul 1, 2015 To Dec 31, 2015

37% Very high

34% High

21% Medium

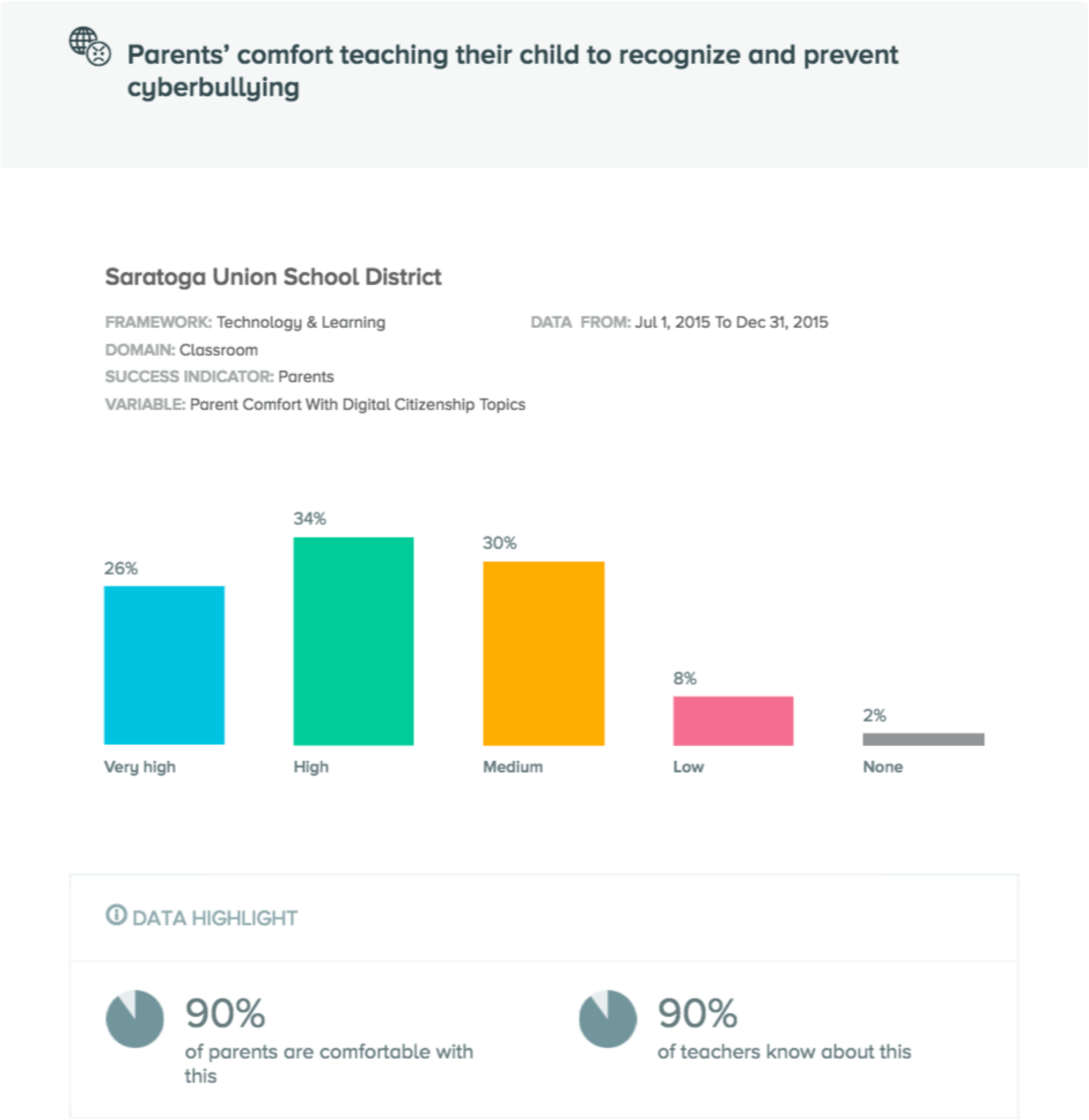
5% Low

4% None

ⓘ DATA HIGHLIGHT

91%
of parents are comfortable with this

79%
of teachers know about this



Parents' comfort teaching their child to recognize and prevent cyberbullying

Saratoga Union School District

FRAMEWORK: Technology & Learning

DATA FROM: Jul 1, 2015 To Dec 31, 2015

DOMAIN: Classroom

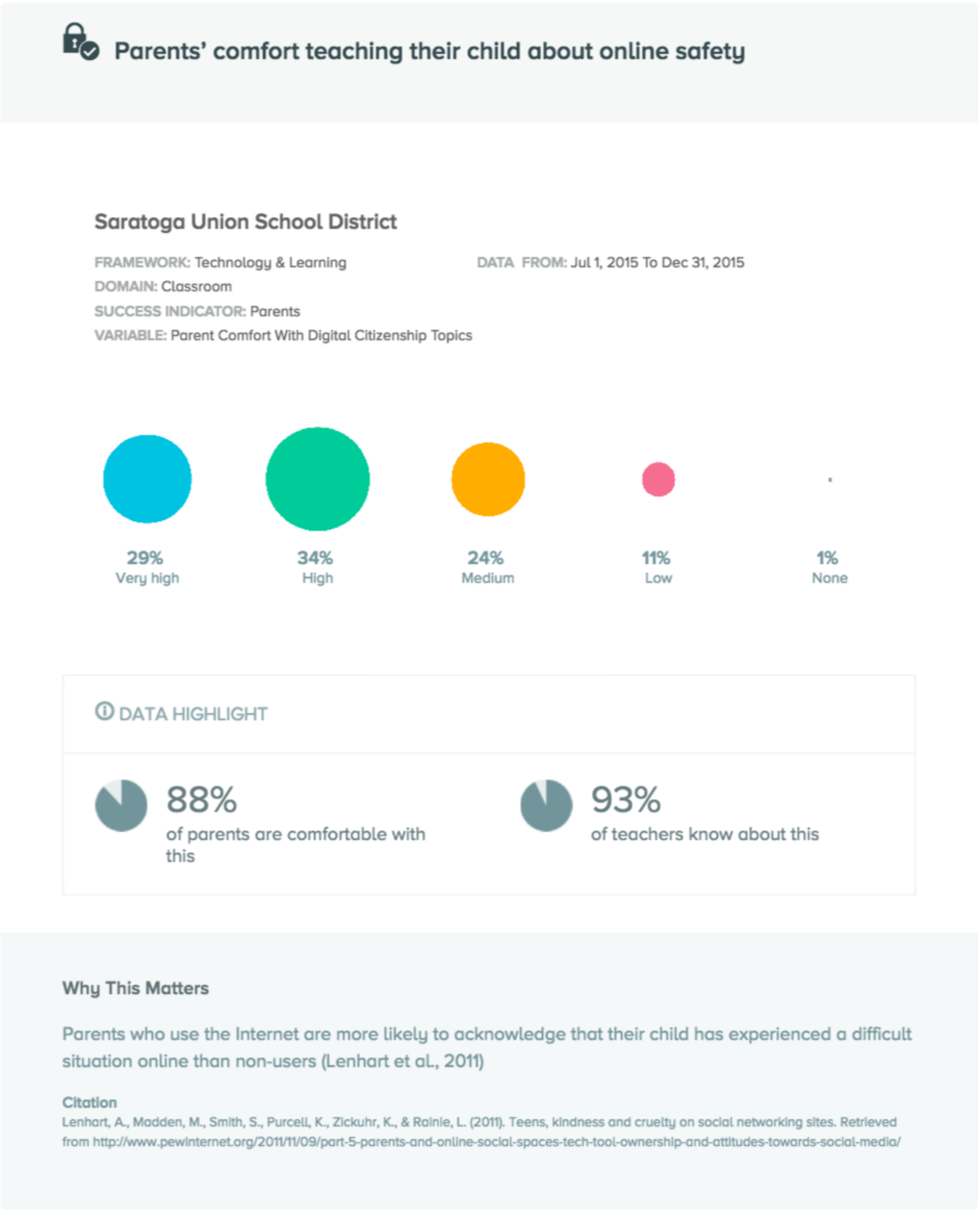
SUCCESS INDICATOR: Parents

VARIABLE: Parent Comfort With Digital Citizenship Topics

DATA HIGHLIGHT

90%
of parents are comfortable with this

90%
of teachers know about this



Parents’ comfort teaching their child about online safety

Saratoga Union School District

FRAMEWORK: Technology & Learning
DATA FROM: Jul 1, 2015 To Dec 31, 2015
DOMAIN: Classroom
SUCCESS INDICATOR: Parents
VARIABLE: Parent Comfort With Digital Citizenship Topics

29%	34%	24%	11%	1%
Very high	High	Medium	Low	None

DATA HIGHLIGHT

88%
of parents are comfortable with this

93%
of teachers know about this

Why This Matters

Parents who use the Internet are more likely to acknowledge that their child has experienced a difficult situation online than non-users (Lenhart et al., 2011)

Citation
Lenhart, A., Madden, M., Smith, S., Purcell, K., Zickuhr, K., & Rainie, L. (2011). Teens, kindness and cruelty on social networking sites. Retrieved from http://www.pewinternet.org/2011/11/09/part-5-parents-and-online-social-spaces-tech-tool-ownership-and-attitudes-towards-social-media/

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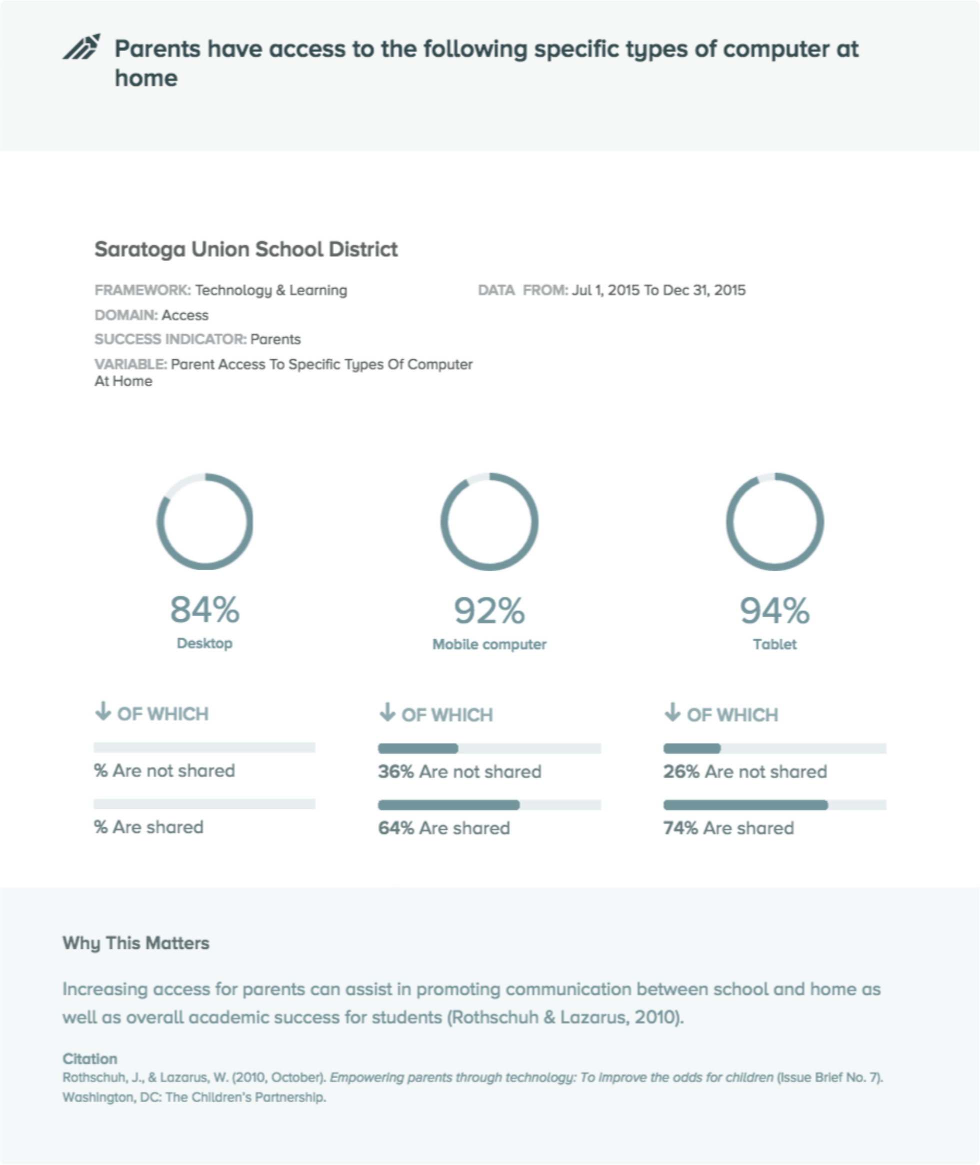
Access>Parent Access to Computers at Home



Parents have access to the following specific types of computer at home

Saratoga Union School District

FRAMEWORK: Technology & Learning
DOMAIN: Access
SUCCESS INDICATOR: Parents
VARIABLE: Parent Access To Specific Types Of Computer At Home

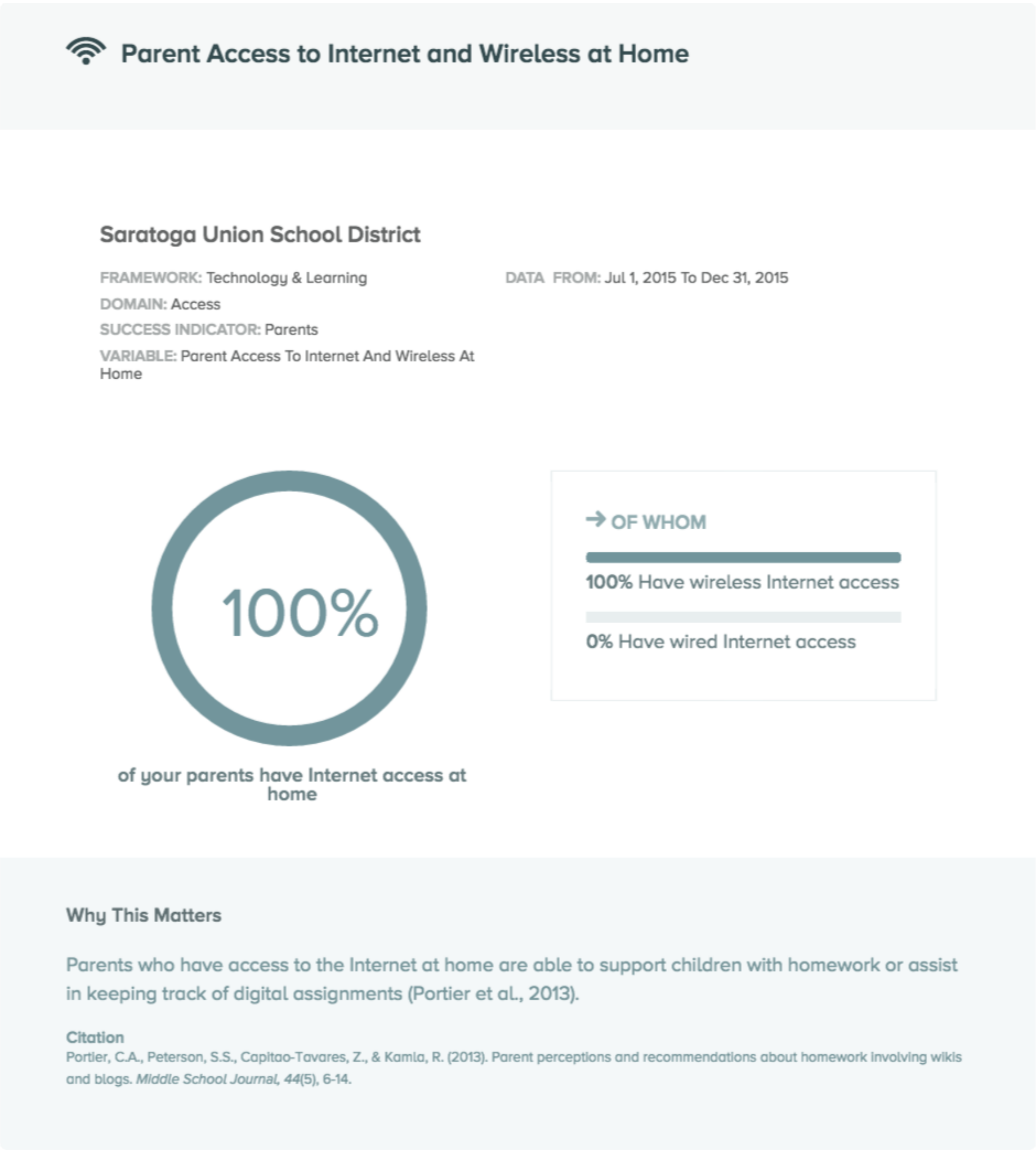
DATA FROM: Jul 1, 2015 To Dec 31, 2015

84% Desktop	92% Mobile computer	94% Tablet
OF WHICH	OF WHICH	OF WHICH
% Are not shared	36% Are not shared	26% Are not shared
% Are shared	64% Are shared	74% Are shared

Why This Matters

Increasing access for parents can assist in promoting communication between school and home as well as overall academic success for students (Rothschuh & Lazarus, 2010).

Citation
Rothschuh, J., & Lazarus, W. (2010, October). *Empowering parents through technology: To improve the odds for children* (Issue Brief No. 7). Washington, DC: The Children's Partnership.



Parent Access to Internet and Wireless at Home

Saratoga Union School District

FRAMEWORK: Technology & Learning
DOMAIN: Access
SUCCESS INDICATOR: Parents
VARIABLE: Parent Access To Internet And Wireless At Home

DATA FROM: Jul 1, 2015 To Dec 31, 2015

100%

of your parents have Internet access at home

→ OF WHOM

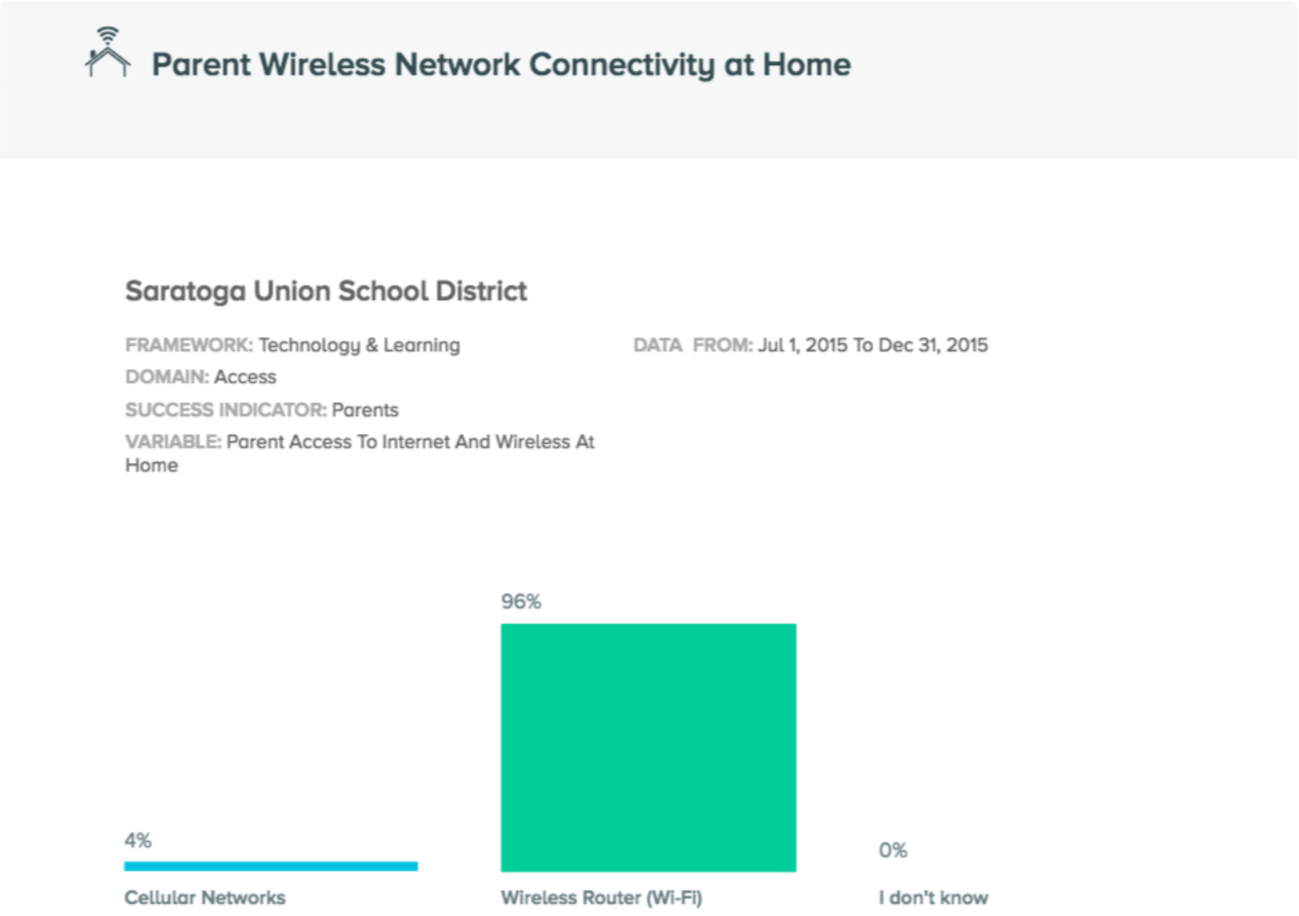
100% Have wireless Internet access

0% Have wired Internet access

Why This Matters

Parents who have access to the Internet at home are able to support children with homework or assist in keeping track of digital assignments (Portier et al., 2013).

Citation
Portier, C.A., Peterson, S.S., Capitao-Tavares, Z., & Kamla, R. (2013). Parent perceptions and recommendations about homework involving wikis and blogs. *Middle School Journal, 44*(5), 6-14.



Parent Wireless Network Connectivity at Home

Saratoga Union School District

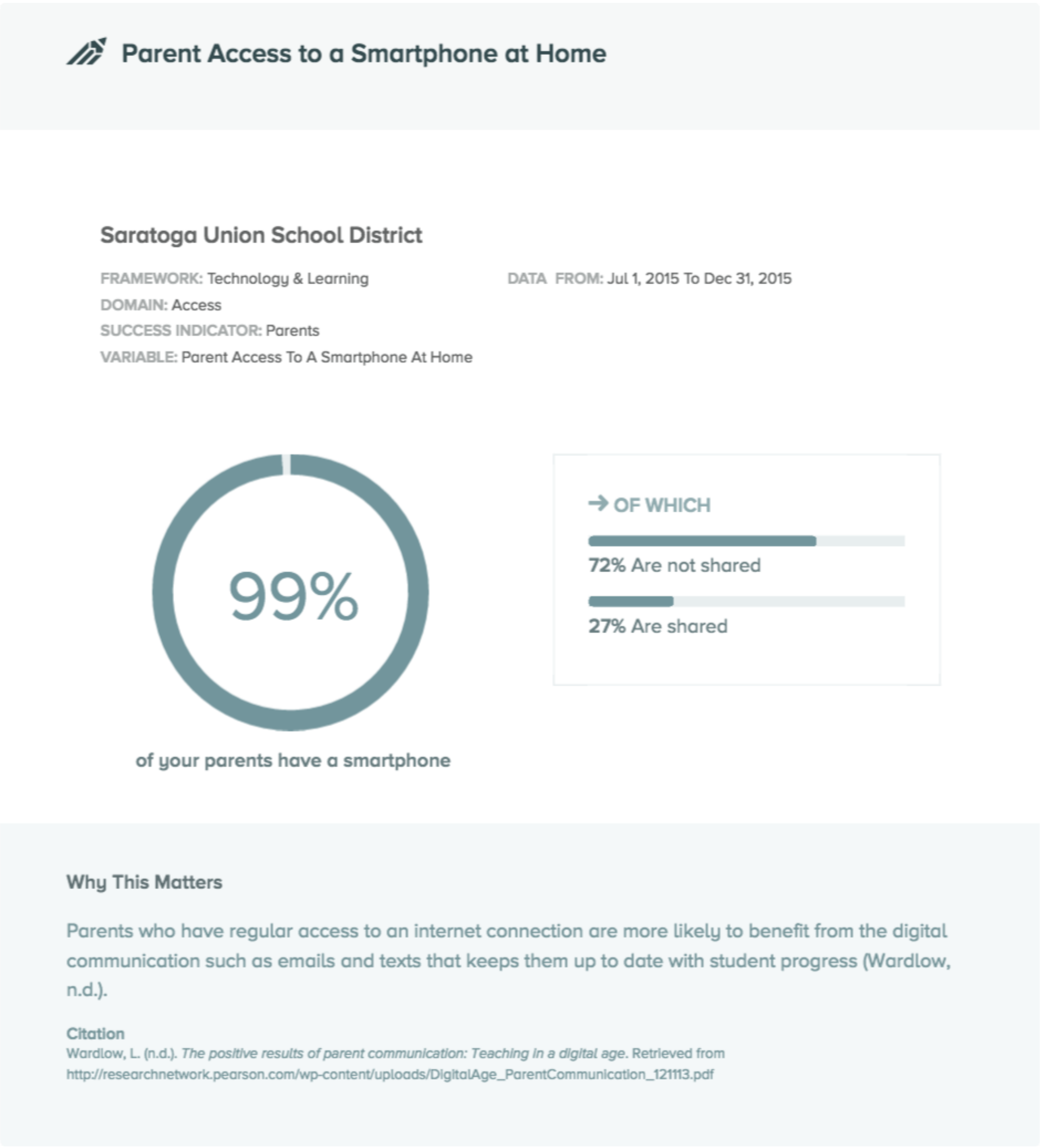
FRAMEWORK: Technology & Learning

DOMAIN: Access

SUCCESS INDICATOR: Parents

VARIABLE: Parent Access To Internet And Wireless At Home

DATA FROM: Jul 1, 2015 To Dec 31, 2015



Parent Access to a Smartphone at Home

Saratoga Union School District

FRAMEWORK: Technology & Learning
DOMAIN: Access
SUCCESS INDICATOR: Parents
VARIABLE: Parent Access To A Smartphone At Home

DATA FROM: Jul 1, 2015 To Dec 31, 2015

99%

of your parents have a smartphone

→ OF WHICH

72% Are not shared

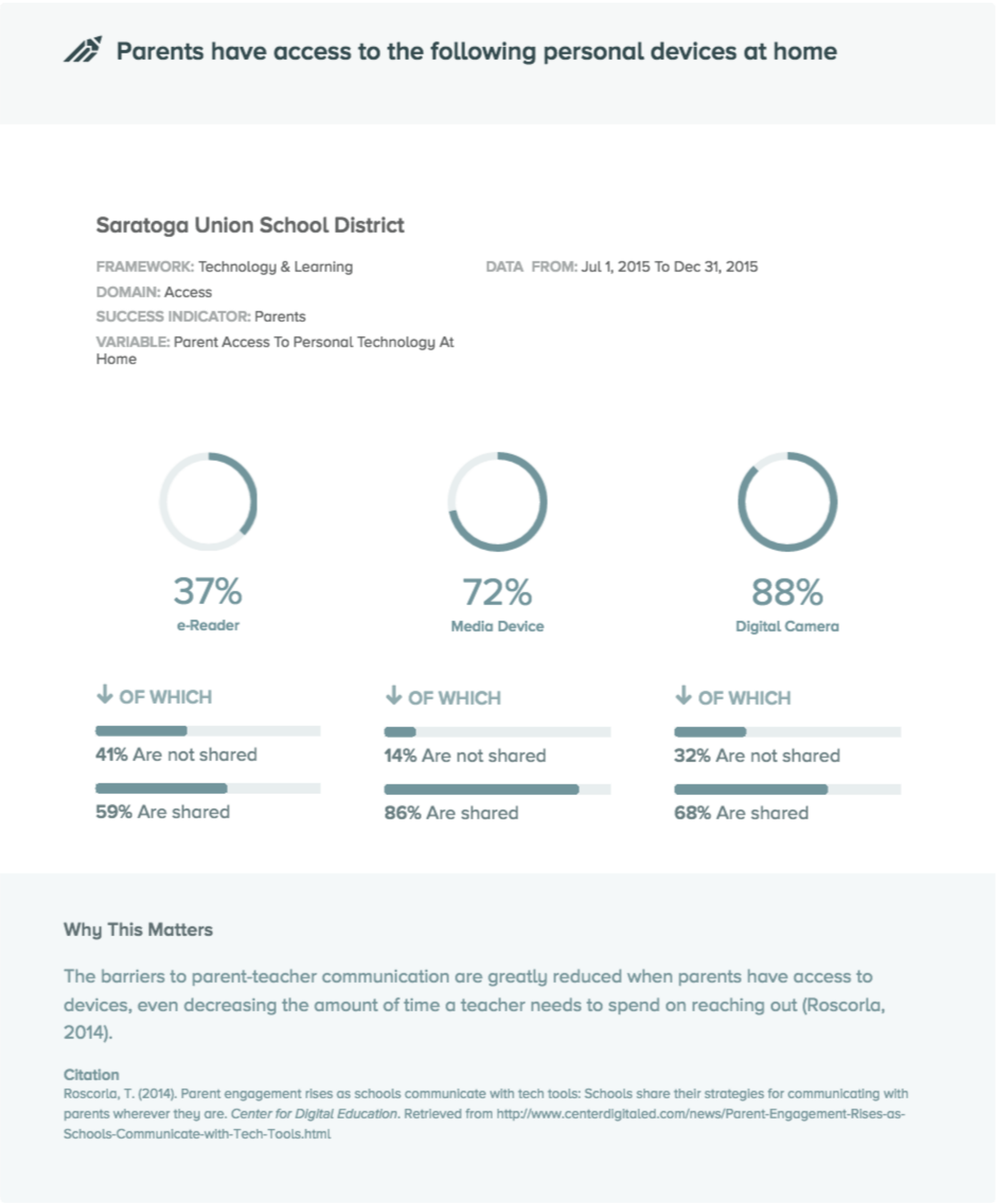
27% Are shared

Why This Matters

Parents who have regular access to an internet connection are more likely to benefit from the digital communication such as emails and texts that keeps them up to date with student progress (Wardlow, n.d.).

Citation

Wardlow, L. (n.d.). *The positive results of parent communication: Teaching in a digital age*. Retrieved from http://researchnetwork.pearson.com/wp-content/uploads/DigitalAge_ParentCommunication_121113.pdf



Parents have access to the following personal devices at home

Saratoga Union School District

FRAMEWORK: Technology & Learning

DOMAIN: Access

SUCCESS INDICATOR: Parents

VARIABLE: Parent Access To Personal Technology At Home

DATA FROM: Jul 1, 2015 To Dec 31, 2015

37%
e-Reader

↓ OF WHICH

41% Are not shared

59% Are shared

72%
Media Device

↓ OF WHICH

14% Are not shared

86% Are shared

88%
Digital Camera

↓ OF WHICH

32% Are not shared

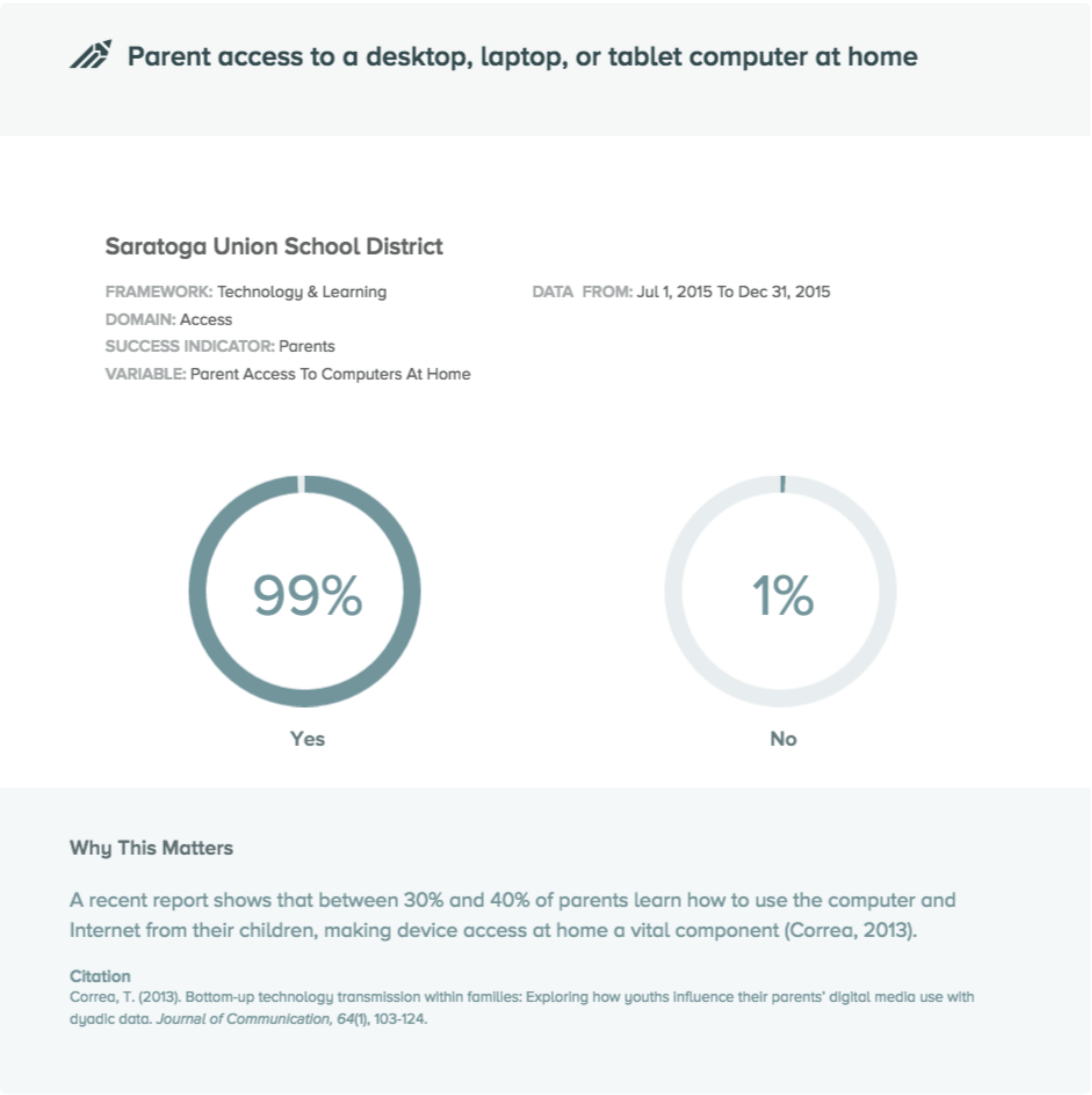
68% Are shared

Why This Matters

The barriers to parent-teacher communication are greatly reduced when parents have access to devices, even decreasing the amount of time a teacher needs to spend on reaching out (Roscorla, 2014).

Citation

Roscorla, T. (2014). Parent engagement rises as schools communicate with tech tools: Schools share their strategies for communicating with parents wherever they are. *Center for Digital Education*. Retrieved from http://www.centerdigitaled.com/news/Parent-Engagement-Rises-as-Schools-Communicate-with-Tech-Tools.html



Parent access to a desktop, laptop, or tablet computer at home

Saratoga Union School District

FRAMEWORK: Technology & Learning
DOMAIN: Access
SUCCESS INDICATOR: Parents
VARIABLE: Parent Access To Computers At Home

DATA FROM: Jul 1, 2015 To Dec 31, 2015

Why This Matters

A recent report shows that between 30% and 40% of parents learn how to use the computer and Internet from their children, making device access at home a vital component (Correa, 2013).

Citation

Correa, T. (2013). Bottom-up technology transmission within families: Exploring how youths influence their parents' digital media use with dyadic data. *Journal of Communication, 64*(1), 103-124.

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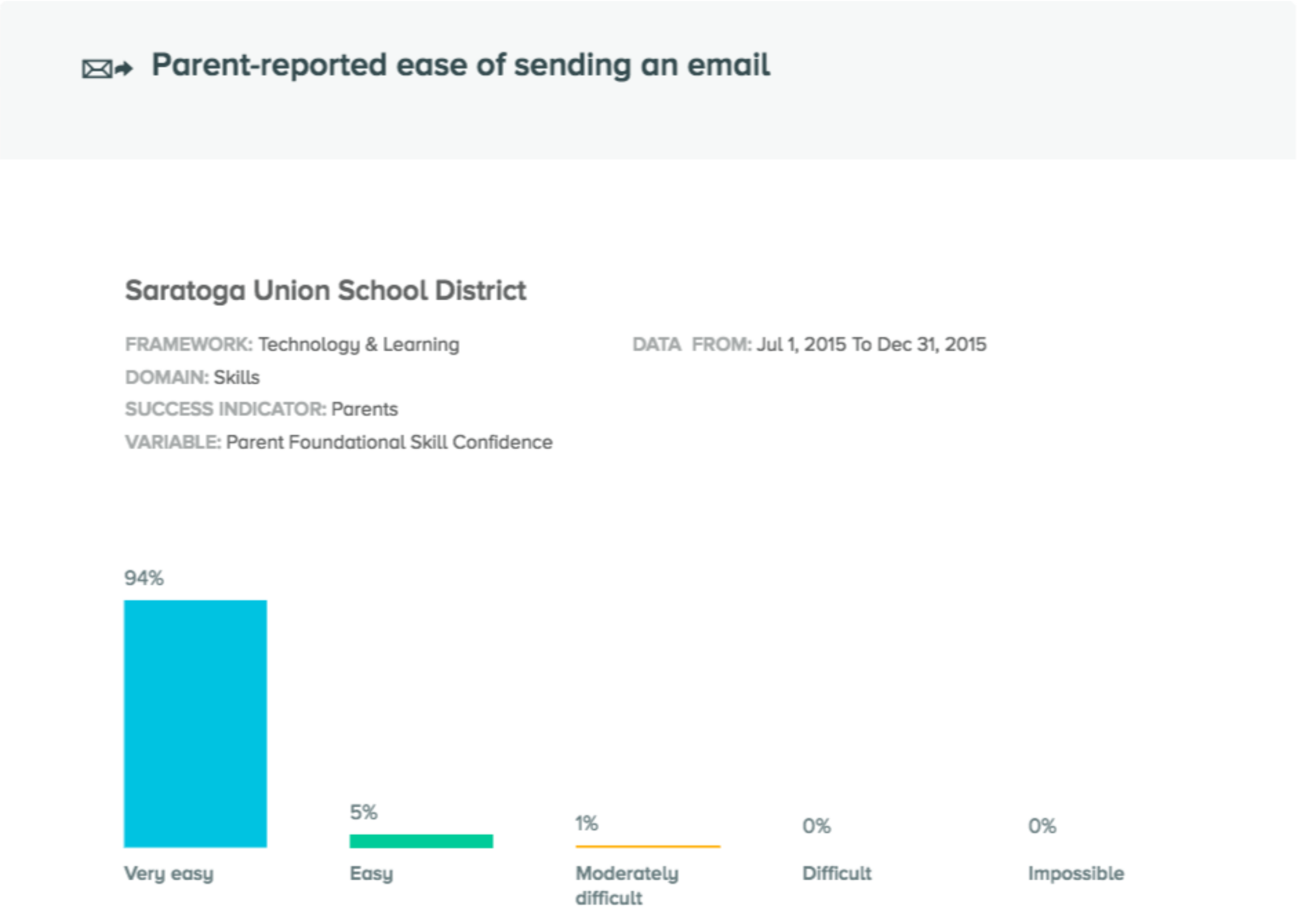
Skills>Parent Skills



Parent-reported ease of sending an email

Saratoga Union School District

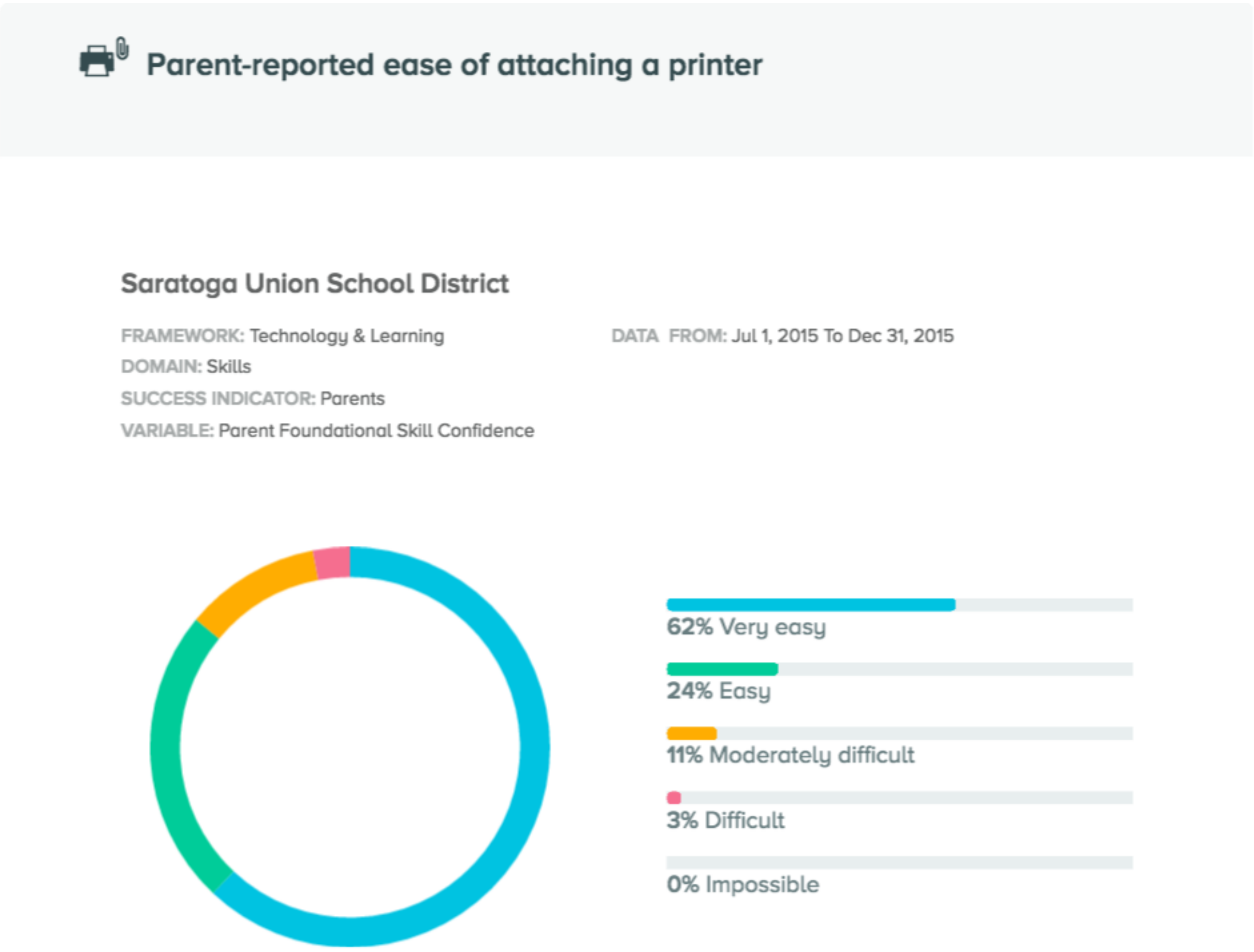
FRAMEWORK: Technology & Learning

DATA FROM: Jul 1, 2015 To Dec 31, 2015

DOMAIN: Skills

SUCCESS INDICATOR: Parents

VARIABLE: Parent Foundational Skill Confidence



Parent-reported ease of attaching a printer

Saratoga Union School District

FRAMEWORK: Technology & Learning

DOMAIN: Skills

SUCCESS INDICATOR: Parents

VARIABLE: Parent Foundational Skill Confidence

DATA FROM: Jul 1, 2015 To Dec 31, 2015

62% Very easy

24% Easy

11% Moderately difficult

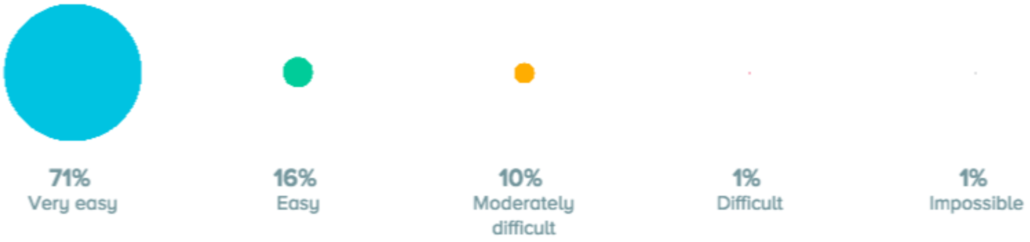
3% Difficult

0% Impossible

Parent-reported ease of creating a spreadsheet

Saratoga Union School District

FRAMEWORK: Technology & Learning
DATA FROM: Jul 1, 2015 To Dec 31, 2015
DOMAIN: Skills
SUCCESS INDICATOR: Parents
VARIABLE: Parent Foundational Skill Confidence



Why This Matters

Parents with strong online skills and frequent multimedia experiences have been shown to use them as conversation opportunities with their children (Barone, 2012).

Citation

Barone, D. (2012). Exploring home and school involvement of young children with web 2.0 and social media. *Research in the Schools, 19*(1), 1-11.

“When confronted with a technology-related problem, I usually find a good solution.”

Saratoga Union School District

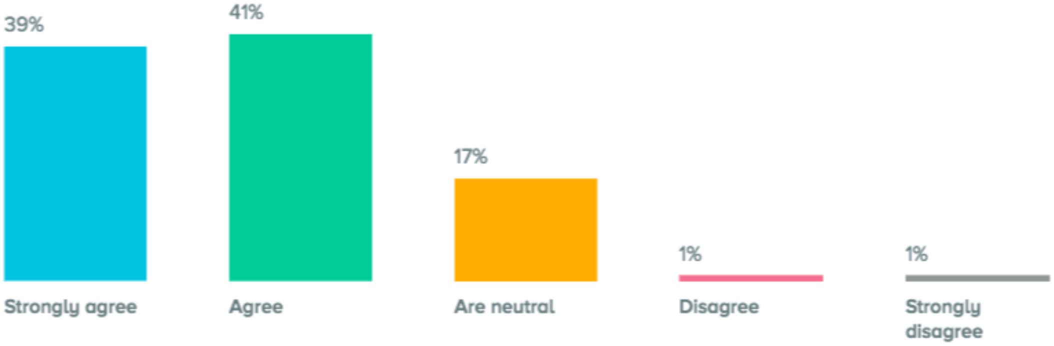
FRAMEWORK: Technology & Learning

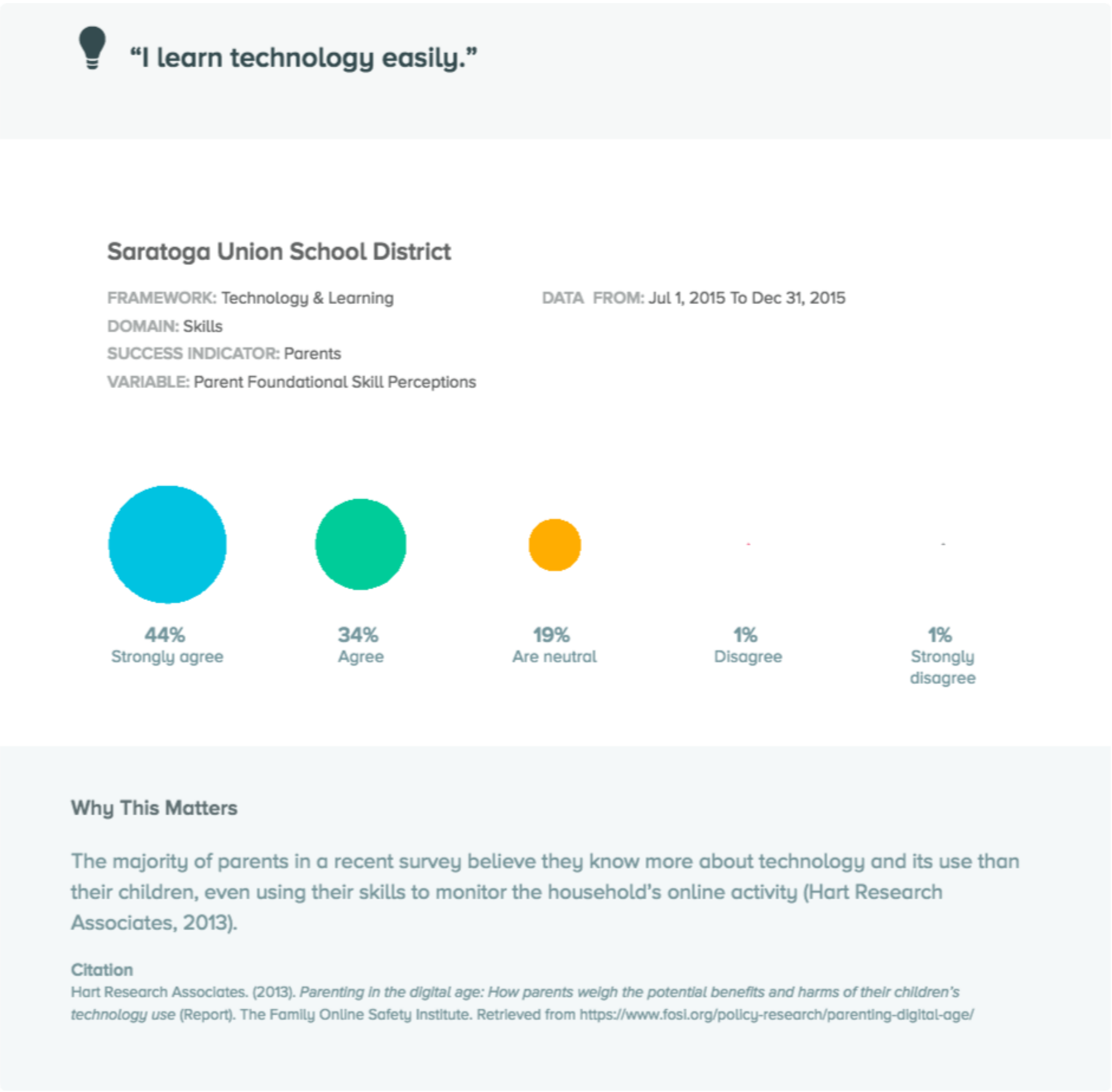
DATA FROM: Jul 1, 2015 To Dec 31, 2015

DOMAIN: Skills

SUCCESS INDICATOR: Parents

VARIABLE: Parent Foundational Skill Perceptions





“I learn technology easily.”

Saratoga Union School District

FRAMEWORK: Technology & Learning
DOMAIN: Skills
SUCCESS INDICATOR: Parents
VARIABLE: Parent Foundational Skill Perceptions

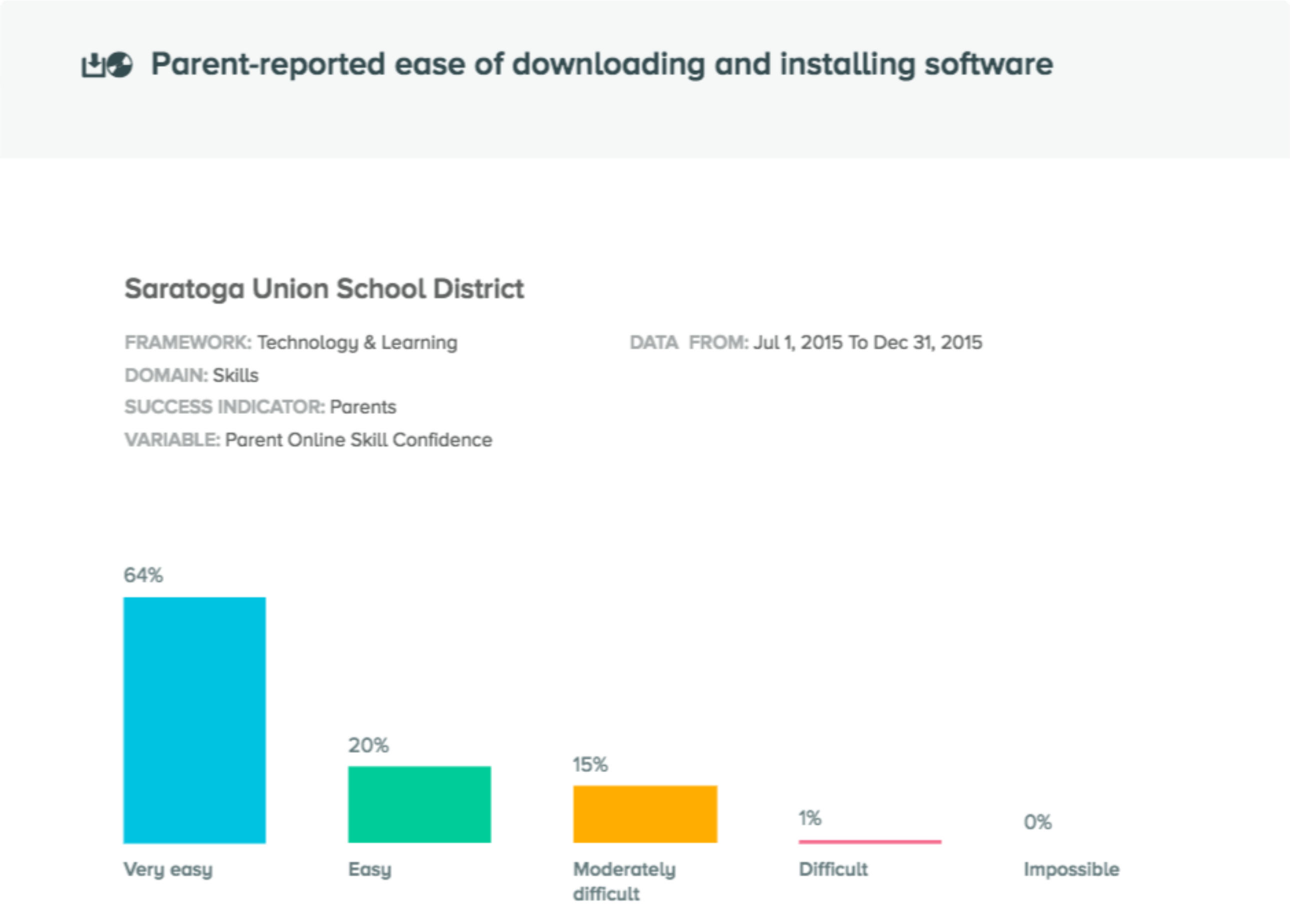
DATA FROM: Jul 1, 2015 To Dec 31, 2015

Why This Matters

The majority of parents in a recent survey believe they know more about technology and its use than their children, even using their skills to monitor the household’s online activity (Hart Research Associates, 2013).

Citation

Hart Research Associates. (2013). *Parenting in the digital age: How parents weigh the potential benefits and harms of their children’s technology use* (Report). The Family Online Safety Institute. Retrieved from https://www.fosi.org/policy-research/parenting-digital-age/

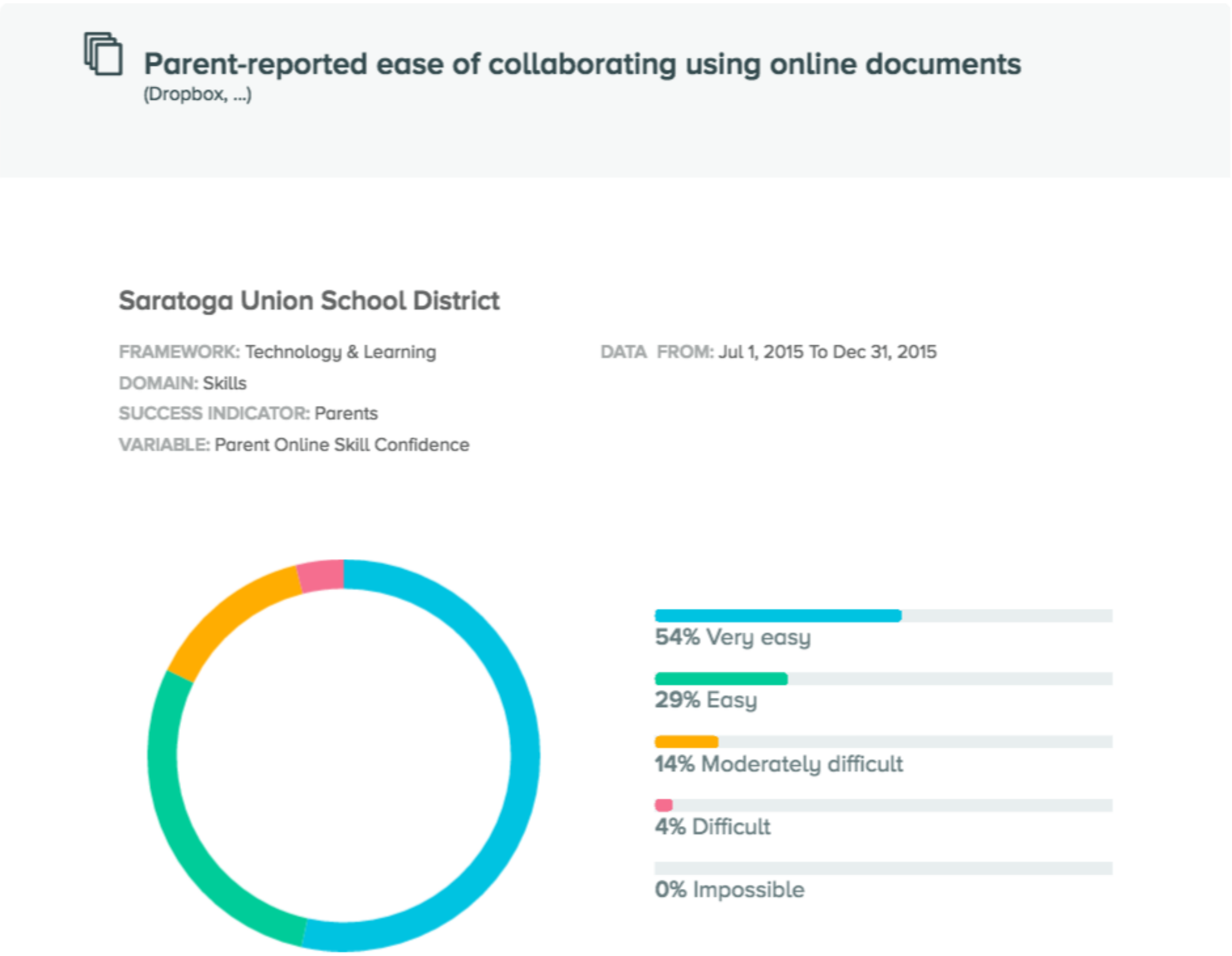


Parent-reported ease of downloading and installing software

Saratoga Union School District

FRAMEWORK: Technology & Learning
DOMAIN: Skills
SUCCESS INDICATOR: Parents
VARIABLE: Parent Online Skill Confidence

DATA FROM: Jul 1, 2015 To Dec 31, 2015



Parent-reported ease of collaborating using online documents

(Dropbox, ...)

Saratoga Union School District

FRAMEWORK: Technology & Learning

DOMAIN: Skills

SUCCESS INDICATOR: Parents

VARIABLE: Parent Online Skill Confidence

DATA FROM: Jul 1, 2015 To Dec 31, 2015

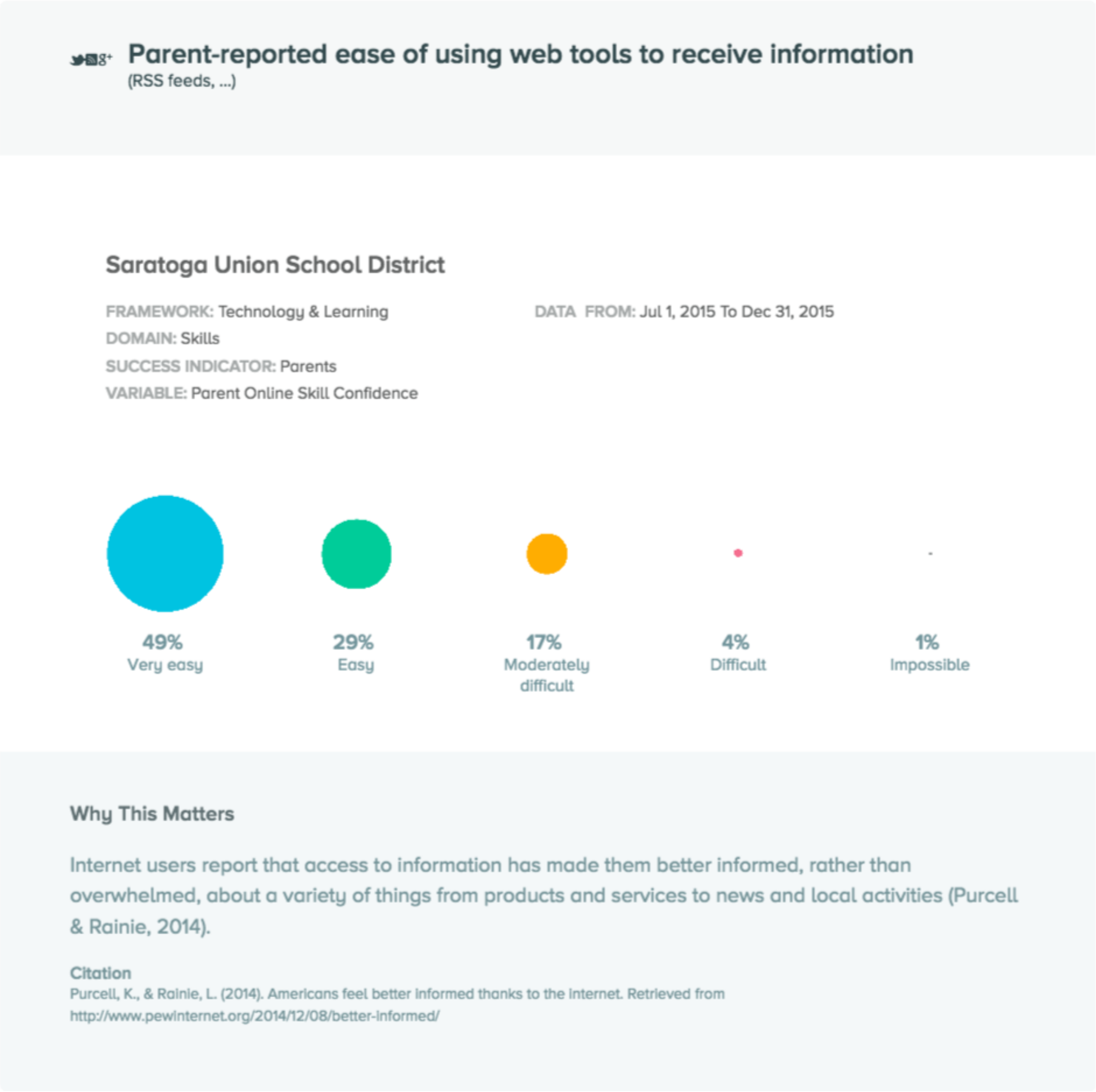
54% Very easy

29% Easy

14% Moderately difficult

4% Difficult

0% Impossible



Parent-reported ease of using web tools to receive information

(RSS feeds, ...)

Saratoga Union School District

FRAMEWORK: Technology & Learning

DOMAIN: Skills

SUCCESS INDICATOR: Parents

VARIABLE: Parent Online Skill Confidence

DATA FROM: Jul 1, 2015 To Dec 31, 2015

49%
Very easy

29%
Easy

17%
Moderately difficult

4%
Difficult

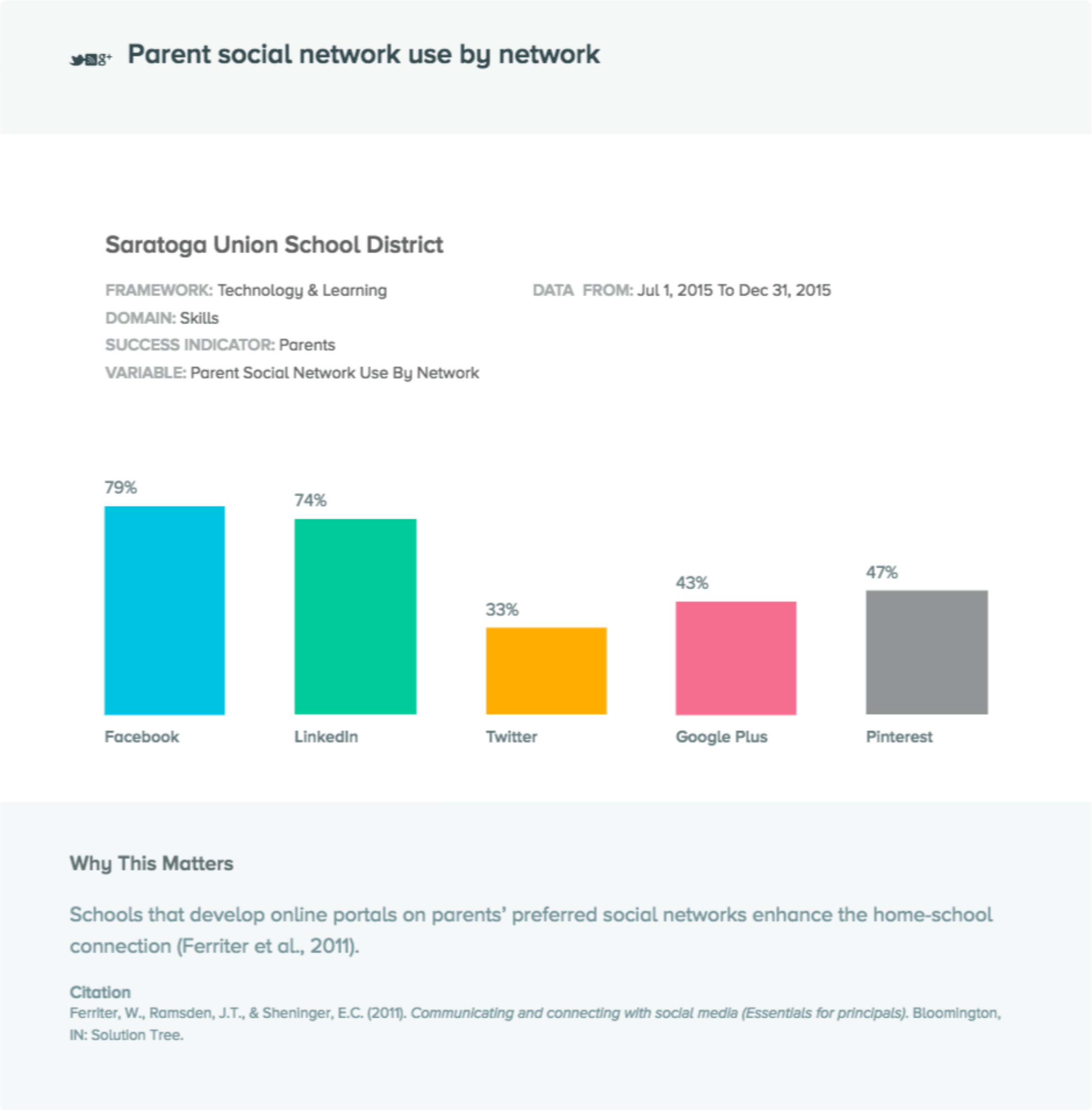
1%
Impossible

Why This Matters

Internet users report that access to information has made them better informed, rather than overwhelmed, about a variety of things from products and services to news and local activities (Purcell & Rainie, 2014).

Citation

Purcell, K., & Rainie, L. (2014). Americans feel better informed thanks to the internet. Retrieved from http://www.pewinternet.org/2014/12/08/better-informed/



Parent social network use by network

Saratoga Union School District

FRAMEWORK: Technology & Learning

DATA FROM: Jul 1, 2015 To Dec 31, 2015

DOMAIN: Skills

SUCCESS INDICATOR: Parents

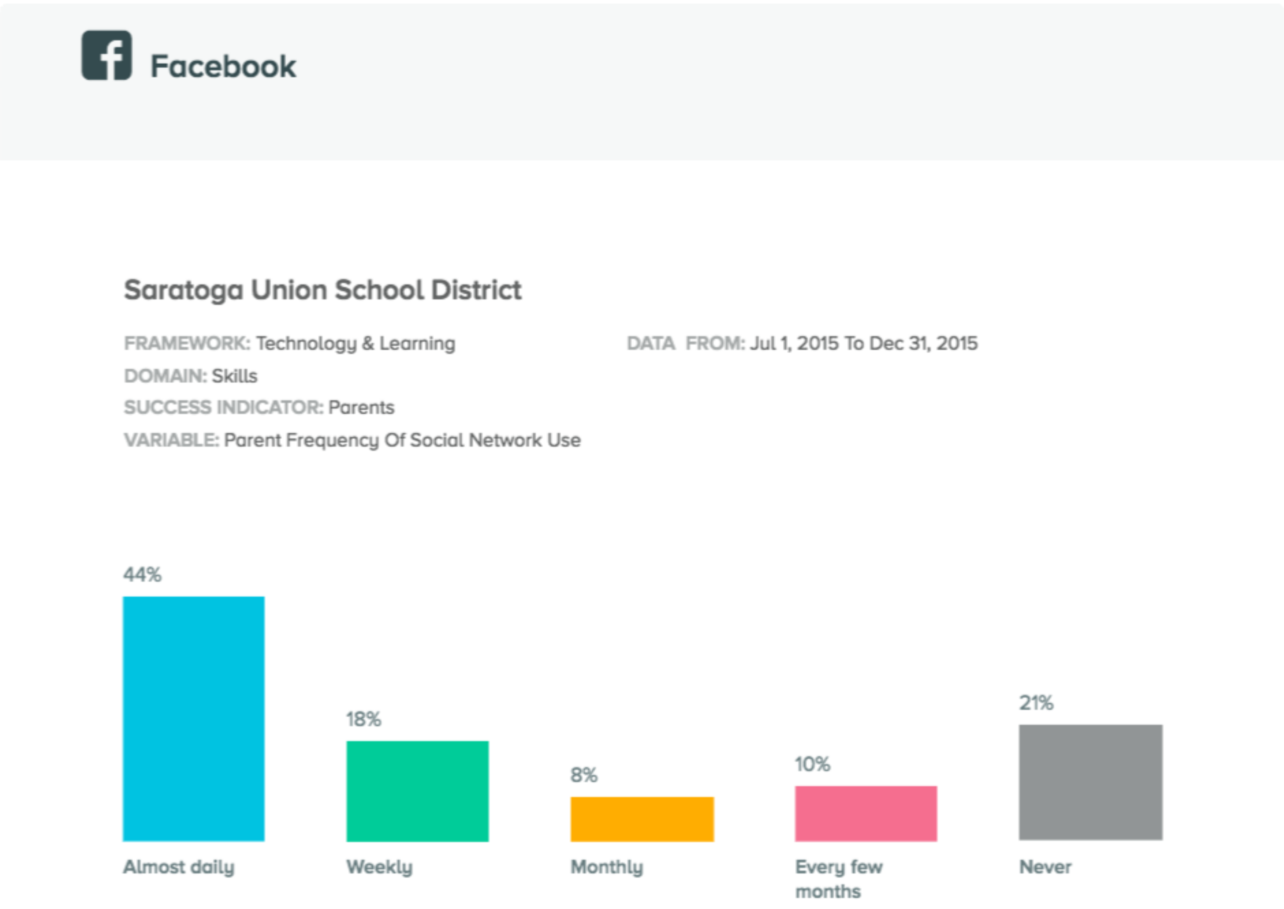
VARIABLE: Parent Social Network Use By Network

Why This Matters

Schools that develop online portals on parents' preferred social networks enhance the home-school connection (Ferriter et al., 2011).

Citation

Ferriter, W., Ramsden, J.T., & Sheninger, E.C. (2011). *Communicating and connecting with social media (Essentials for principals).* Bloomington, IN: Solution Tree.



Facebook

Saratoga Union School District

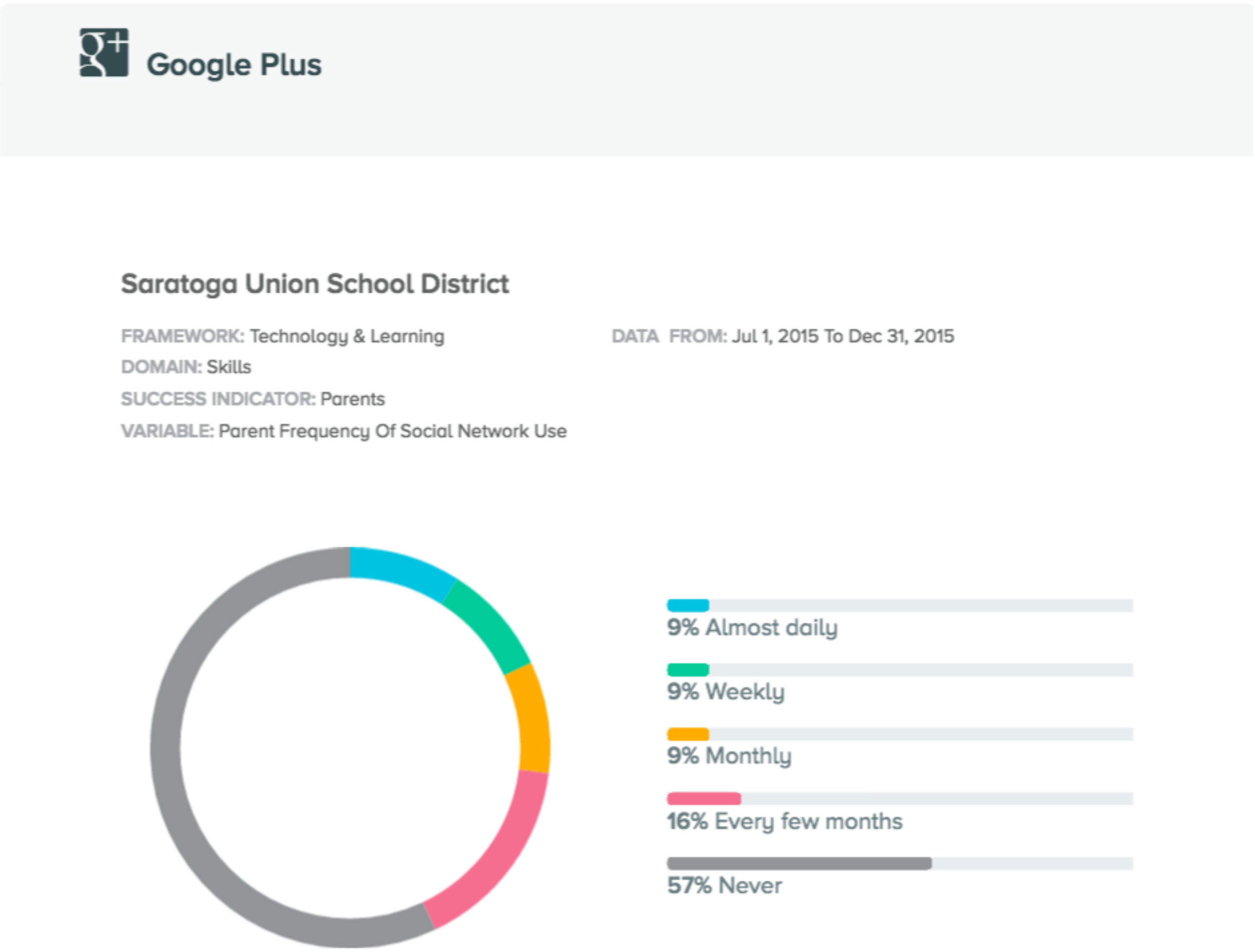
FRAMEWORK: Technology & Learning

DOMAIN: Skills

SUCCESS INDICATOR: Parents

VARIABLE: Parent Frequency Of Social Network Use

DATA FROM: Jul 1, 2015 To Dec 31, 2015



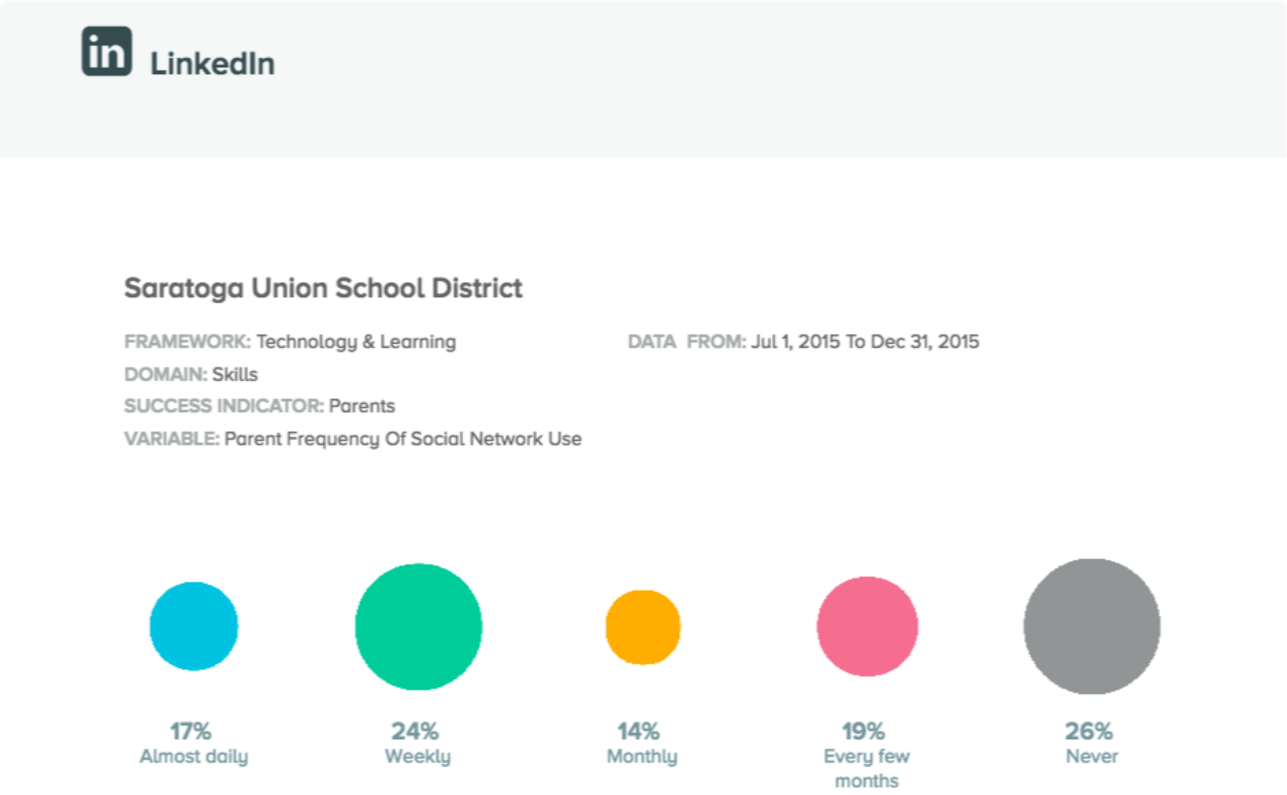
Google Plus

Saratoga Union School District

FRAMEWORK: Technology & Learning
DOMAIN: Skills
SUCCESS INDICATOR: Parents
VARIABLE: Parent Frequency Of Social Network Use

DATA FROM: Jul 1, 2015 To Dec 31, 2015

9% Almost daily
9% Weekly
9% Monthly
16% Every few months
57% Never



LinkedIn

Saratoga Union School District

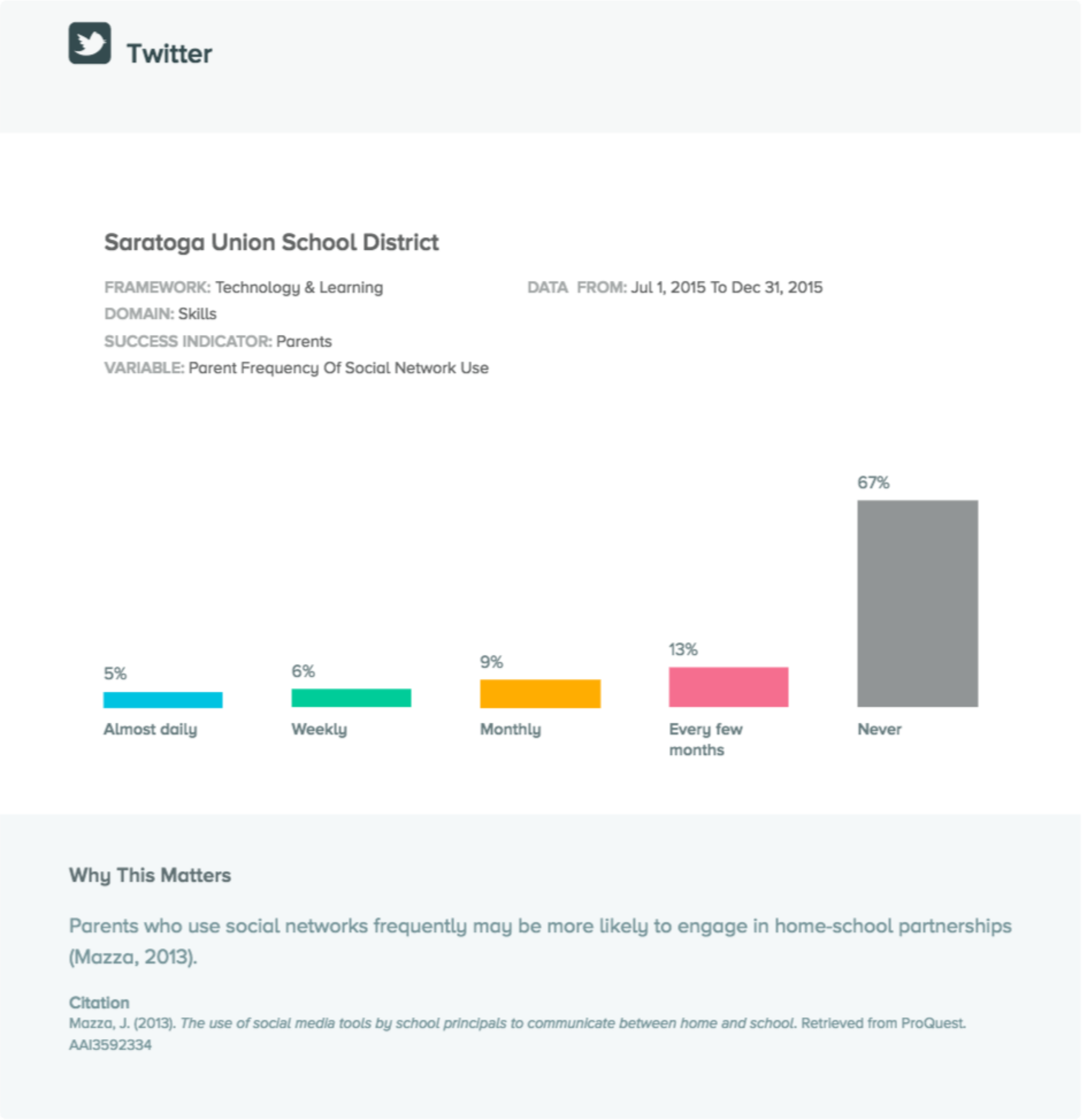
FRAMEWORK: Technology & Learning

DATA FROM: Jul 1, 2015 To Dec 31, 2015

DOMAIN: Skills

SUCCESS INDICATOR: Parents

VARIABLE: Parent Frequency Of Social Network Use



Saratoga Union School District

FRAMEWORK: Technology & Learning

DOMAIN: Skills

SUCCESS INDICATOR: Parents

VARIABLE: Parent Frequency Of Social Network Use

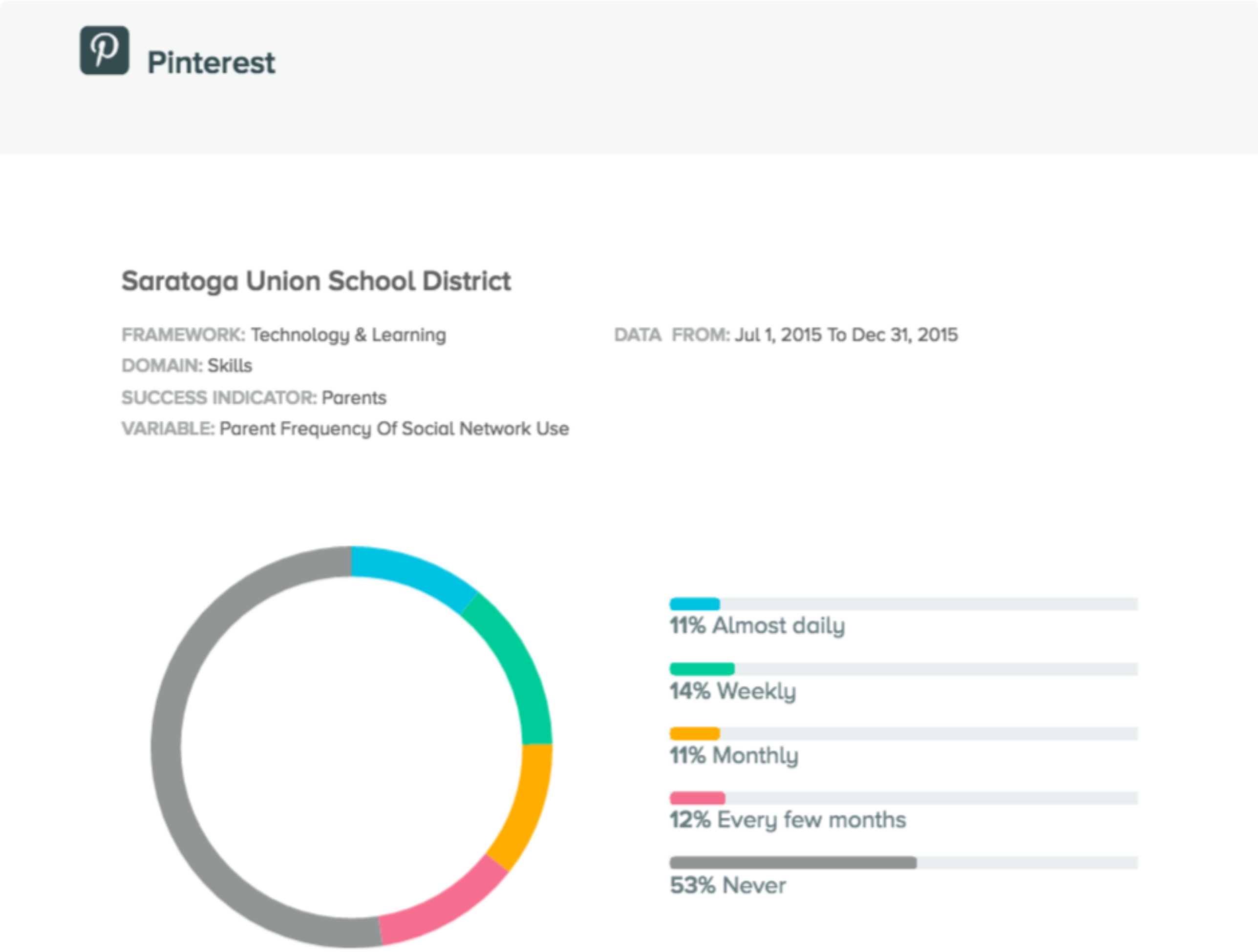
DATA FROM: Jul 1, 2015 To Dec 31, 2015

Why This Matters

Parents who use social networks frequently may be more likely to engage in home-school partnerships (Mazza, 2013).

Citation

Mazza, J. (2013). *The use of social media tools by school principals to communicate between home and school.* Retrieved from ProQuest. AAI3592334



Pinterest

Saratoga Union School District

FRAMEWORK: Technology & Learning
DOMAIN: Skills
SUCCESS INDICATOR: Parents
VARIABLE: Parent Frequency Of Social Network Use

DATA FROM: Jul 1, 2015 To Dec 31, 2015

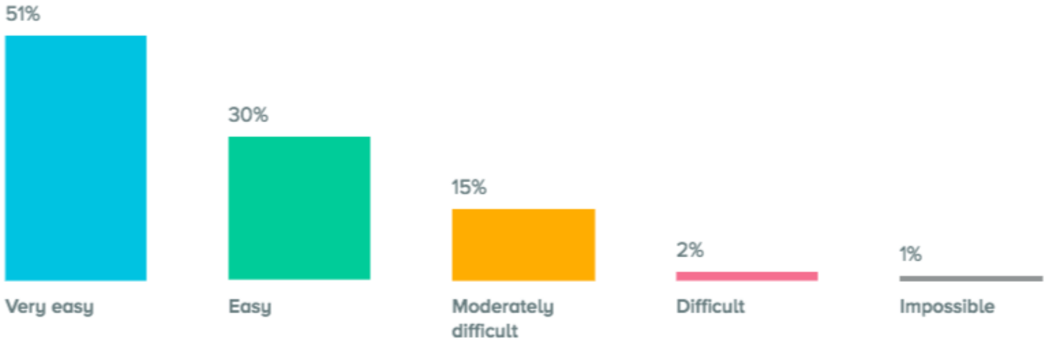
- 11% Almost daily
- 14% Weekly
- 11% Monthly
- 12% Every few months
- 53% Never

Parent-reported ease of editing a photo

Saratoga Union School District

FRAMEWORK: Technology & Learning
DOMAIN: Skills
SUCCESS INDICATOR: Parents
VARIABLE: Parent Multimedia Skill Confidence

DATA FROM: Jul 1, 2015 To Dec 31, 2015



Parent-reported ease of recording and editing audio

Saratoga Union School District

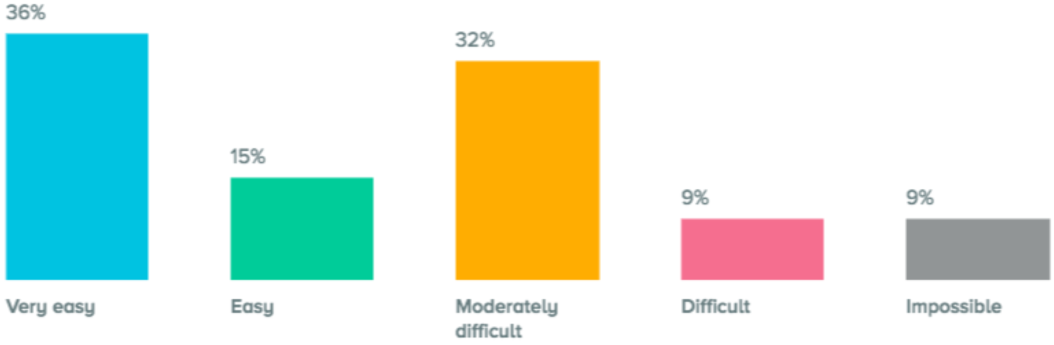
FRAMEWORK: Technology & Learning

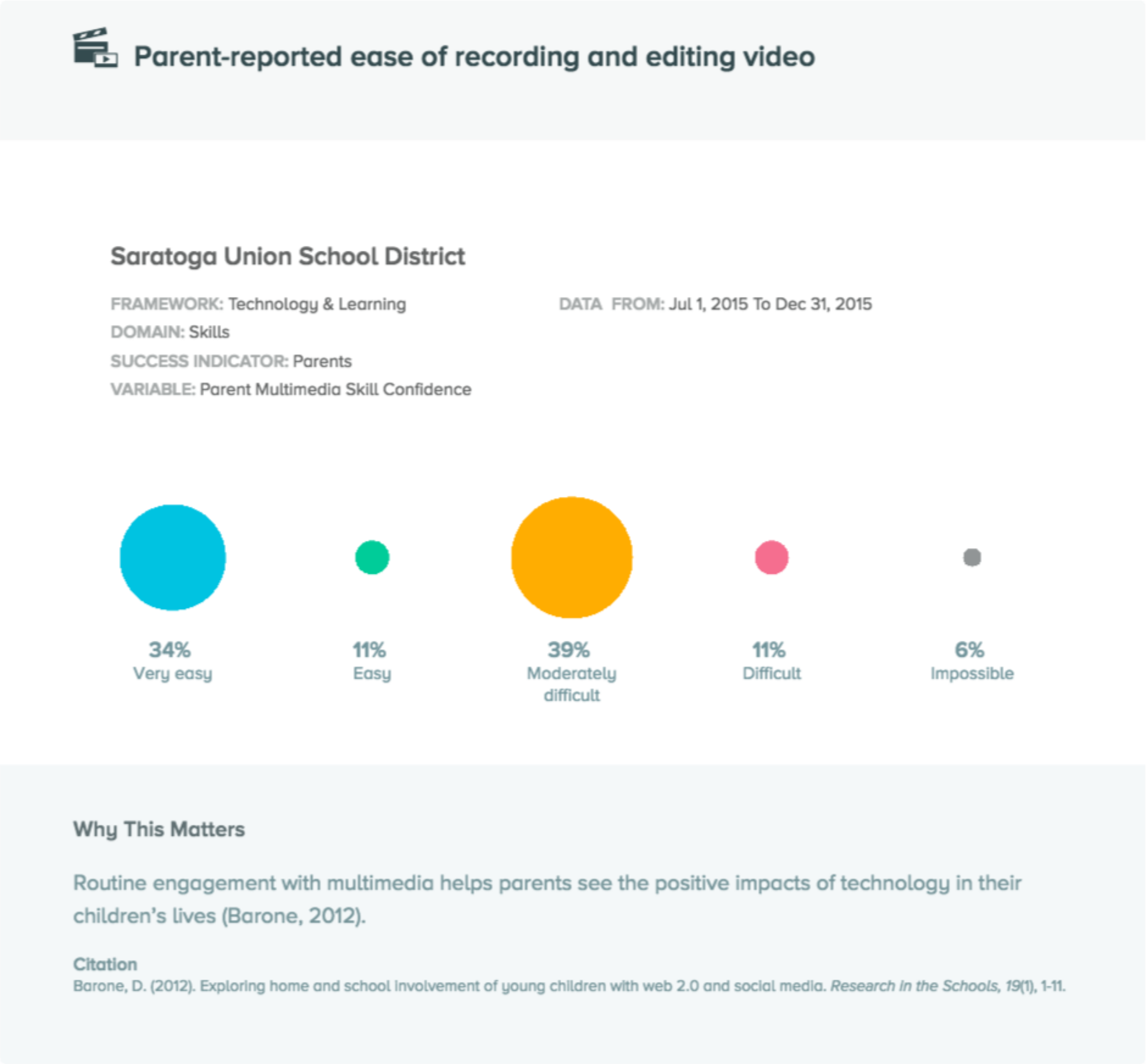
DOMAIN: Skills

SUCCESS INDICATOR: Parents

VARIABLE: Parent Multimedia Skill Confidence

DATA FROM: Jul 1, 2015 To Dec 31, 2015





Parent-reported ease of recording and editing video

Saratoga Union School District

FRAMEWORK: Technology & Learning
DOMAIN: Skills
SUCCESS INDICATOR: Parents
VARIABLE: Parent Multimedia Skill Confidence

DATA FROM: Jul 1, 2015 To Dec 31, 2015

Why This Matters

Routine engagement with multimedia helps parents see the positive impacts of technology in their children's lives (Barone, 2012).

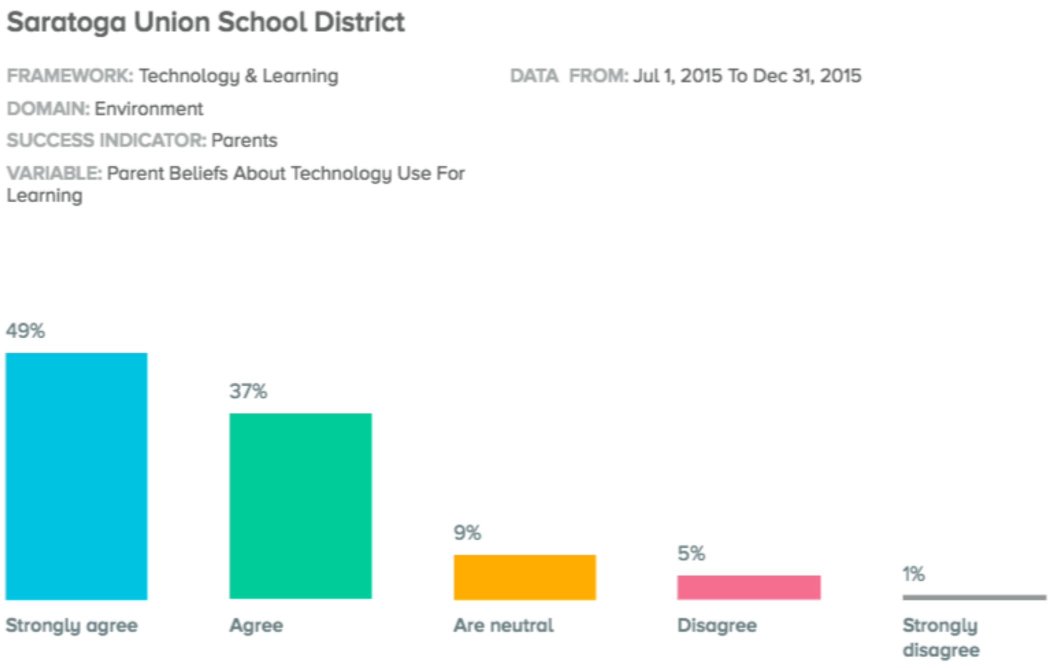
Citation

Barone, D. (2012). Exploring home and school involvement of young children with web 2.0 and social media. *Research in the Schools, 19*(1), 1-11.

Top

Environment>Parent Beliefs About Technology Use for Learning

> “Technology use in class can enhance student learning.”



Saratoga Union School District

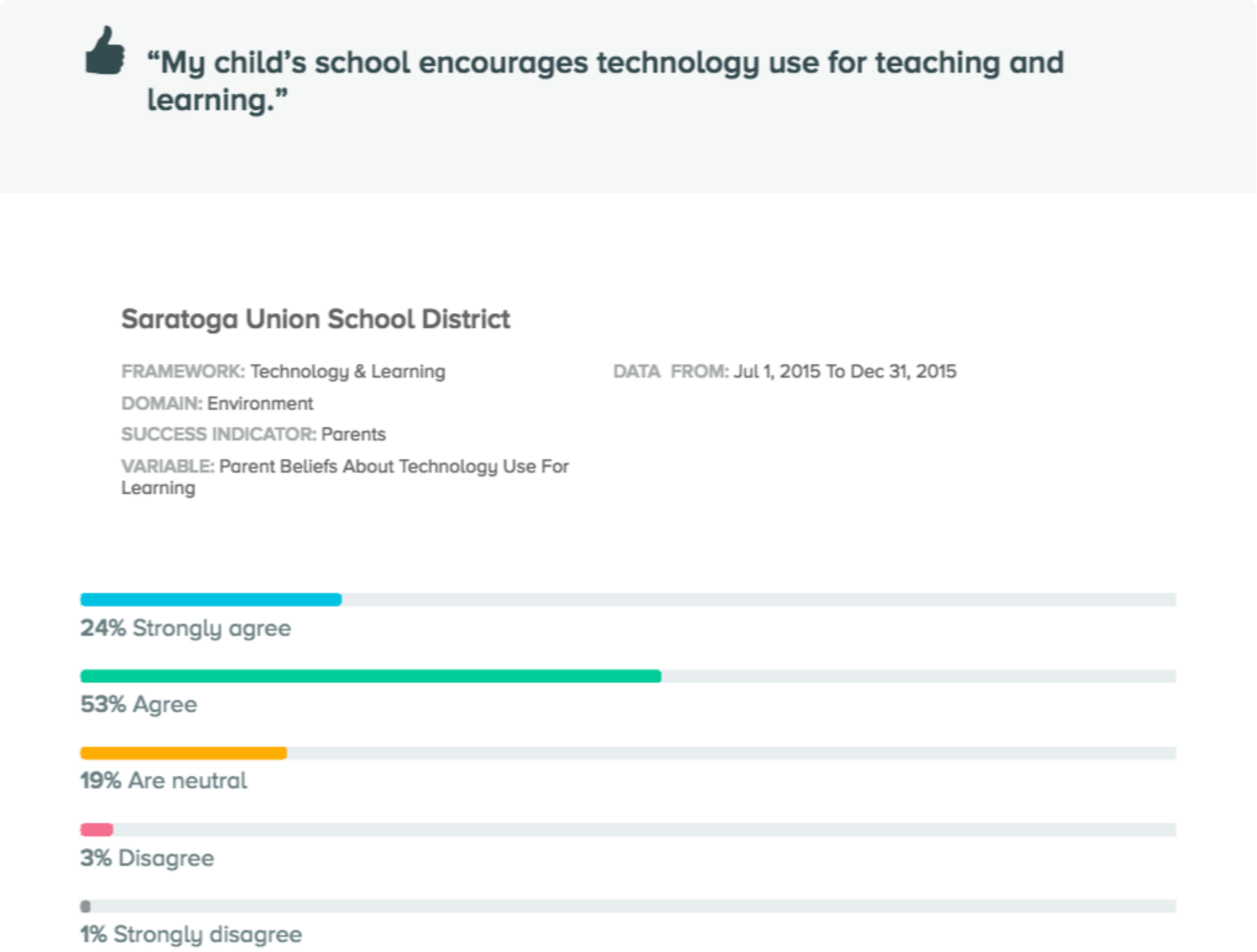
FRAMEWORK: Technology & Learning

DATA FROM: Jul 1, 2015 To Dec 31, 2015

DOMAIN: Environment

SUCCESS INDICATOR: Parents

VARIABLE: Parent Beliefs About Technology Use For Learning



“My child’s school encourages technology use for teaching and learning.”

Saratoga Union School District

FRAMEWORK: Technology & Learning

DATA FROM: Jul 1, 2015 To Dec 31, 2015

DOMAIN: Environment

SUCCESS INDICATOR: Parents

VARIABLE: Parent Beliefs About Technology Use For Learning

24% Strongly agree

53% Agree

19% Are neutral

3% Disagree

1% Strongly disagree

> **“I want to learn more about effective technology use for my child’s learning.”**

Saratoga Union School District

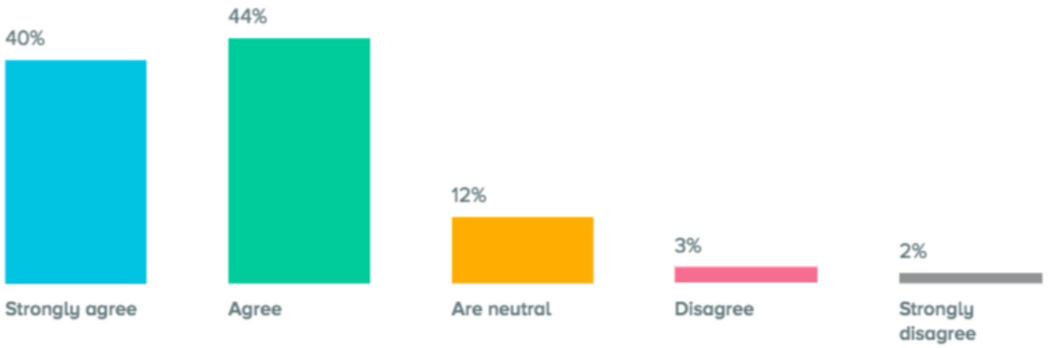
FRAMEWORK: Technology & Learning

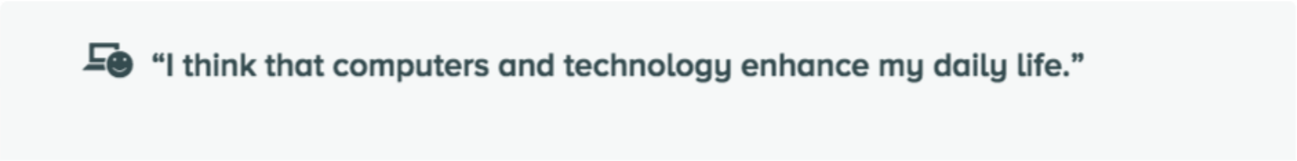
DOMAIN: Environment

SUCCESS INDICATOR: Parents

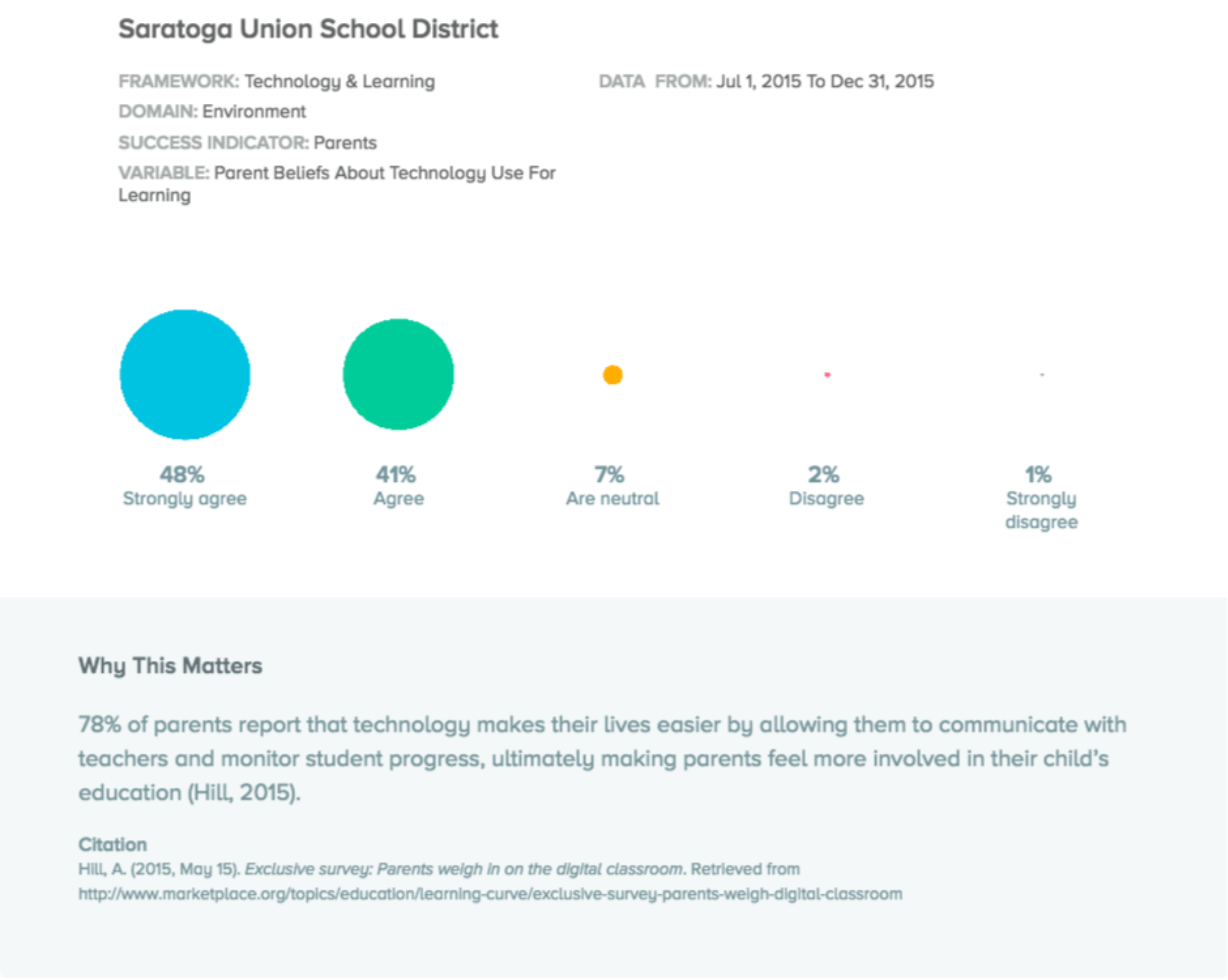
VARIABLE: Parent Beliefs About Technology Use For Learning

DATA FROM: Jul 1, 2015 To Dec 31, 2015





“I think that computers and technology enhance my daily life.”



Saratoga Union School District

FRAMEWORK: Technology & Learning

DOMAIN: Environment

SUCCESS INDICATOR: Parents

VARIABLE: Parent Beliefs About Technology Use For Learning

DATA FROM: Jul 1, 2015 To Dec 31, 2015

Why This Matters

78% of parents report that technology makes their lives easier by allowing them to communicate with teachers and monitor student progress, ultimately making parents feel more involved in their child’s education (Hill, 2015).

Citation

Hill, A. (2015, May 15). *Exclusive survey: Parents weigh in on the digital classroom*. Retrieved from http://www.marketplace.org/topics/education/learning-curve/exclusive-survey-parents-weigh-digital-classroom

Top

Bright Bytes
Teacher Survey
Results
(Technology)

As of Nov 24, 2015

CURRICULUM

Saratoga Union School District

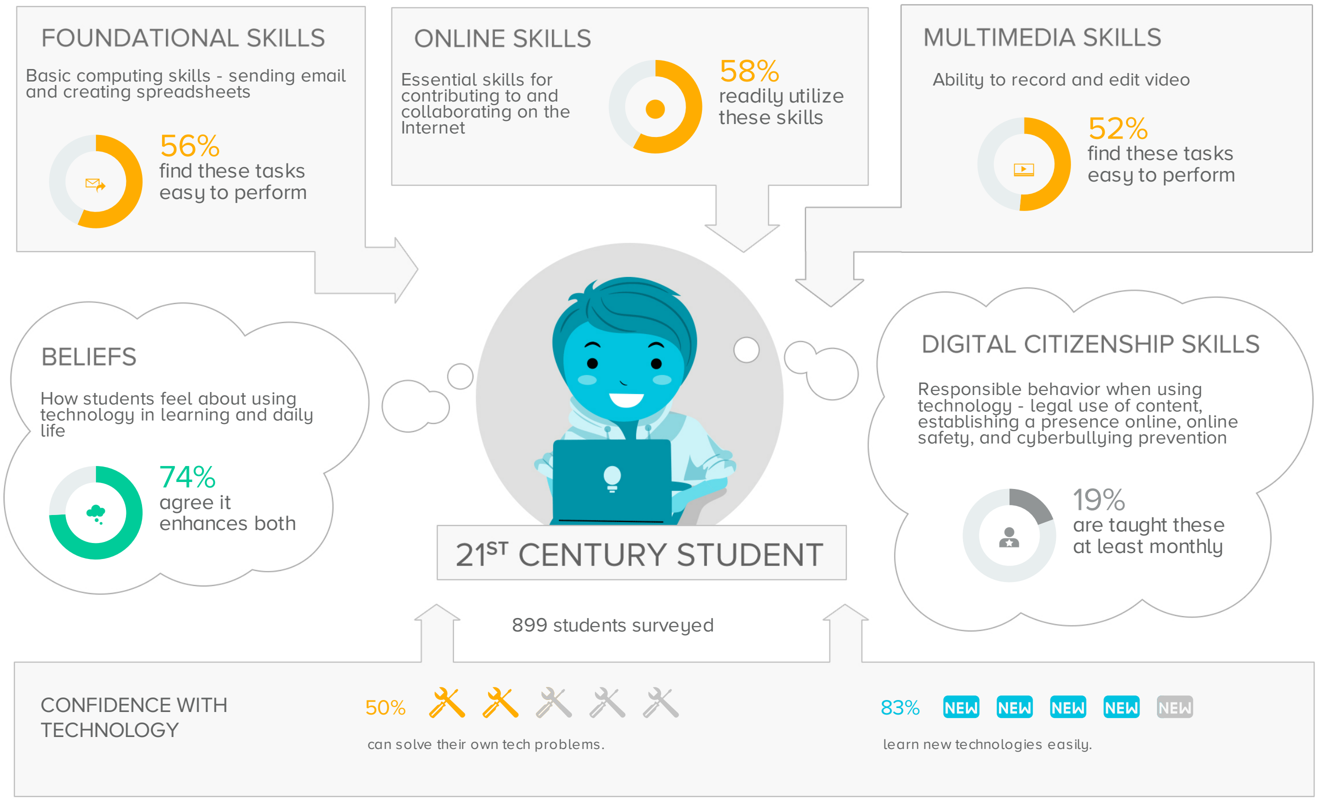
Classrooms that prepare students for college and career seamlessly integrate technology into daily instruction in a way that intentionally scaffolds students' technology skills. Although today's students are digital natives with many skills in social networking, the majority of them are not social learners with the ability to apply complex technology skills to everyday challenges.

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.



FOUNDATIONAL SKILLS

Basic computing skills - sending email and creating spreadsheets

56% find these tasks easy to perform

ONLINE SKILLS

Essential skills for contributing to and collaborating on the Internet

58% readily utilize these skills

MULTIMEDIA SKILLS

Ability to record and edit video

52% find these tasks easy to perform

BELIEFS

How students feel about using technology in learning and daily life

74% agree it enhances both

DIGITAL CITIZENSHIP SKILLS

Responsible behavior when using technology - legal use of content, establishing a presence online, online safety, and cyberbullying prevention

19% are taught these at least monthly

21ST CENTURY STUDENT

899 students surveyed

CONFIDENCE WITH TECHNOLOGY

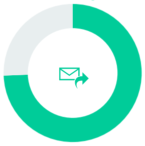
50% can solve their own tech problems.

83% learn new technologies easily.

Contributing Factors

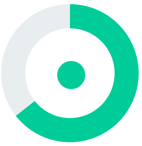
The factors that most contribute to the success of your organization include ...

STUDENT FOUNDATIONAL SKILLS
ADVANCED



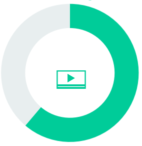
Historical data will appear here once you have collected year-over-year data.

STUDENT ONLINE SKILLS
ADVANCED



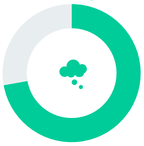
Historical data will appear here once you have collected year-over-year data.

STUDENT MULTIMEDIA SKILLS
ADVANCED



Historical data will appear here once you have collected year-over-year data.

STUDENT BELIEFS
ADVANCED

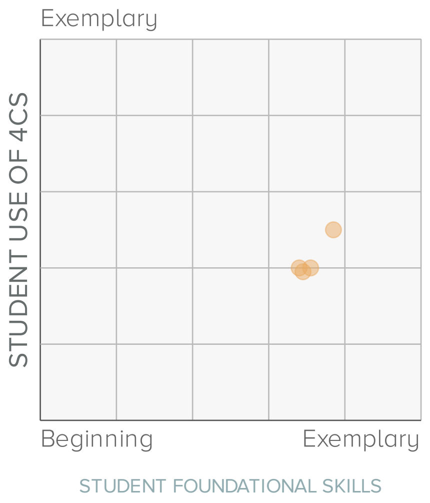


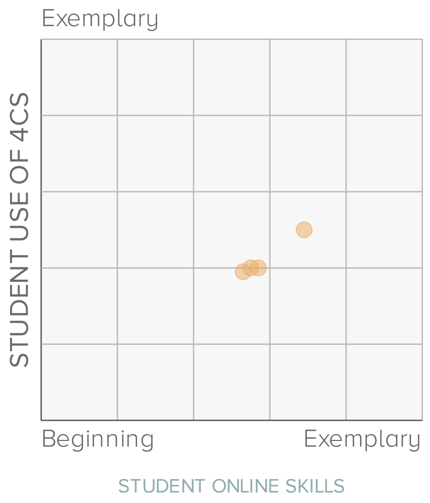
Historical data will appear here once you have collected year-over-year data.

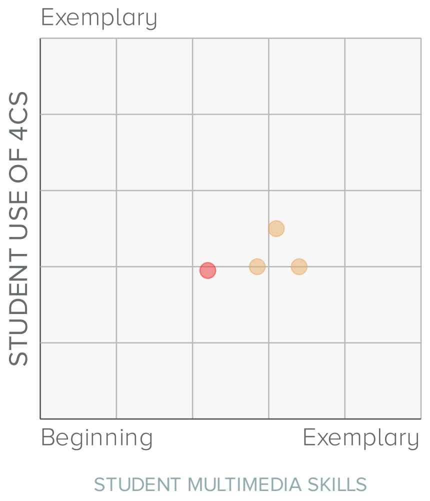
CASE™ Score Legend

● Beginning 800-899
● Emerging 900-999
● Proficient 1000-1099
● Advanced 1100-1199
● Exemplary 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	Foundational Skills	Online Skills	Multimedia Skills	Beliefs
Argonaut Elementary	Jul 29, 2015 - Present	🟢	🟠	🟠	🟢
Foothill Elementary	Jul 29, 2015 - Present	🟢	🟠	🟠	🟢
Redwood Middle	Jul 29, 2015 - Present	🟢	🟢	🟢	🟢
Saratoga Elementary	Jul 29, 2015 - Present	🟢	🟠	🟢	🟢

CASE™ Score Legend	●	🔴	🟠	🟢	🔵
	Beginning 800-899	Emerging 900-999	Proficient 1000-1099	Advanced 1100-1199	Exemplary 1200-1300

As of Nov 24, 2015

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 78% 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.

FOUNDATIONAL SKILLS

Basic computing skills - sending email and creating spreadsheets

61% find these tasks easy to perform

24% of teachers have expressed interest in PD in this area

ONLINE SKILLS

Essential skills for contributing to and collaborating on the Internet

53% readily utilize these skills

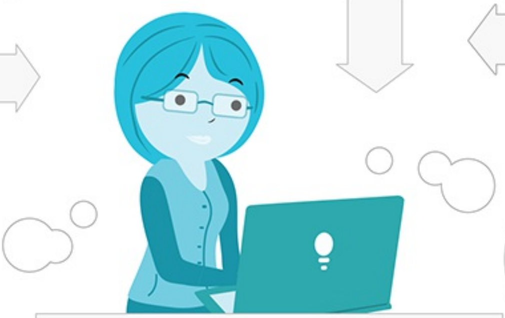
14% of teachers have expressed interest in PD in this area

MULTIMEDIA SKILLS

Ability to manipulate photos and record and edit audio or video

26% find these tasks easy to perform

73% of teachers have expressed interest in PD in this area



21ST CENTURY TEACHER

88 teachers surveyed

BELIEFS

How teachers feel about using technology for learning and in their daily life

88% agree it enhances both

DIGITAL CITIZENSHIP SKILLS

Responsible behavior when using technology - legal use of content, establishing a presence online, online safety, and cyberbullying prevention

27% are highly knowledgeable

CONFIDENCE WITH TECHNOLOGY

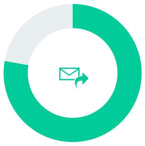
66% can solve their own tech problems

72% NEW NEW NEW NEW NEW easily learn new technologies

Contributing Factors

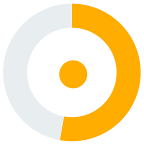
The factors that most contribute to the success of your organization include ...

TEACHER FOUNDATIONAL SKILLS
ADVANCED



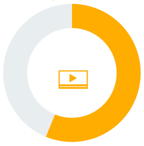
Historical data will appear here once you have collected year-over-year data.

TEACHER ONLINE SKILLS
PROFICIENT



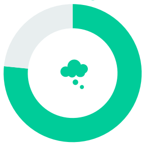
Historical data will appear here once you have collected year-over-year data.

TEACHER MULTIMEDIA SKILLS
PROFICIENT



Historical data will appear here once you have collected year-over-year data.

TEACHER BELIEFS
ADVANCED

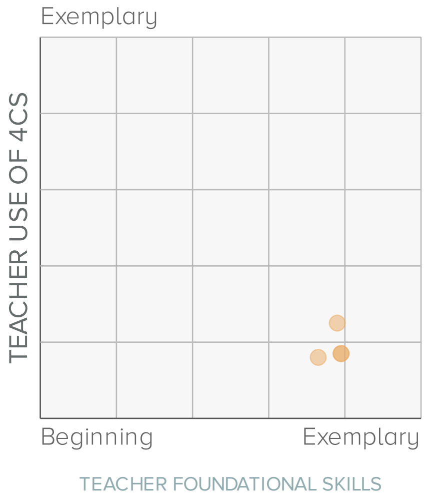


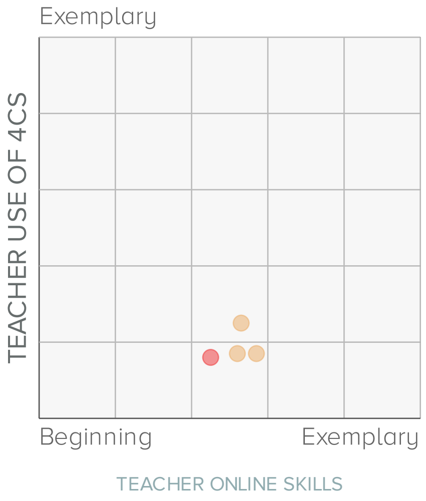
Historical data will appear here once you have collected year-over-year data.

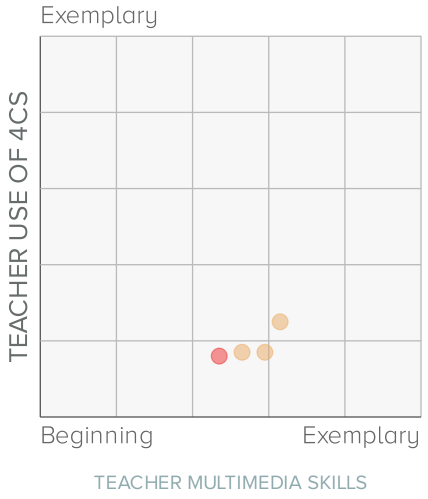
CASE™ Score Legend

●	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

PROFESSIONAL DEVELOPMENT REPORT

SARATOGA UNION SCHOOL DISTRICT

SCHOOL SCORECARD

Schools	Date Range	Foundational Skills	Online Skills	Multimedia Skills	Beliefs
Argonaut Elementary	Jul 29, 2015 - Present	🟢	🟠	🟢	🟢
Foothill Elementary	Jul 29, 2015 - Present	🟢	🟠	🟠	🟢
Redwood Middle	Jul 29, 2015 - Present	🟢	🟠	🟠	🟢
Saratoga Elementary	Jul 29, 2015 - Present	🟢	🟠	🟠	🟢

CASE™ Score Legend	⚫ Beginning 800-899	🔴 Emerging 900-999	🟠 Proficient 1000-1099	🟢 Advanced 1100-1199	🔵 Exemplary 1200-1300

As of Nov 24, 2015

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

93%
of teachers believe that technology in class enhances learning

39%
of teachers received at least 17 hours of professional development on educational technology in the past year

61%
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

93% 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

100% 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

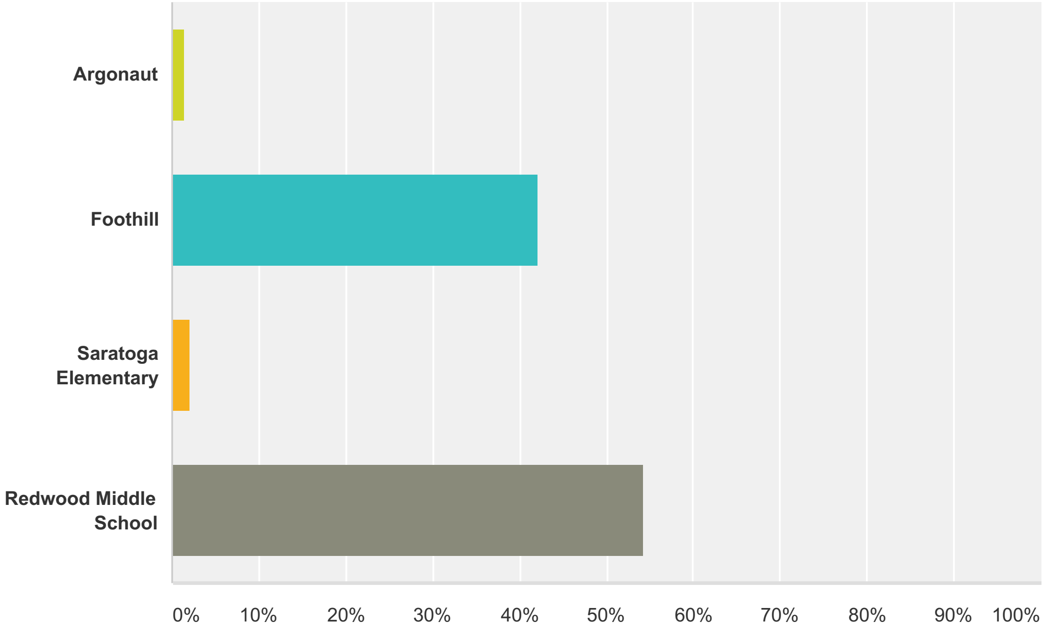
100% of teachers at your child's school have technology-rich homes. This means they are more confident with technology and more likely to engage in personal professional learning.

CASE™ Score Legend	● Beginning	● Emerging	● Proficient	● Advanced	● Exemplary
	800-899	900-999	1000-1099	1100-1199	1200-1300

Student LCAP Survey Results

Q1 Name of my school

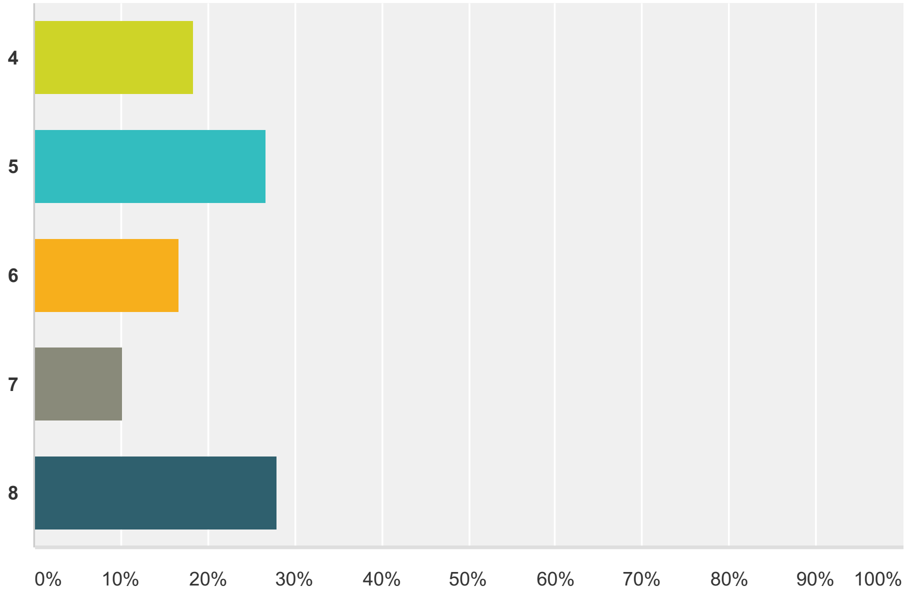
Answered: 417 Skipped: 2



Answer Choices	Responses	
Argonaut	**1.44%**	6
Foothill	**42.21%**	176
Saratoga Elementary	**2.16%**	9
Redwood Middle School	**54.20%**	226
Total		**417**

Q2 I am in grade:

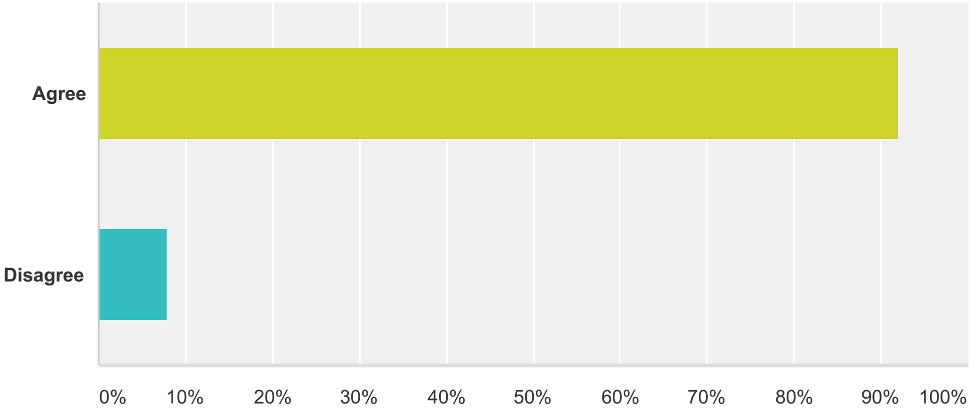
Answered: 414 Skipped: 5



Answer Choices	Responses	
4	**18.36%**	76
5	**26.81%**	111
6	**16.67%**	69
7	**10.14%**	42
8	**28.02%**	116
Total		**414**

Q3 My school provides a good education for students.

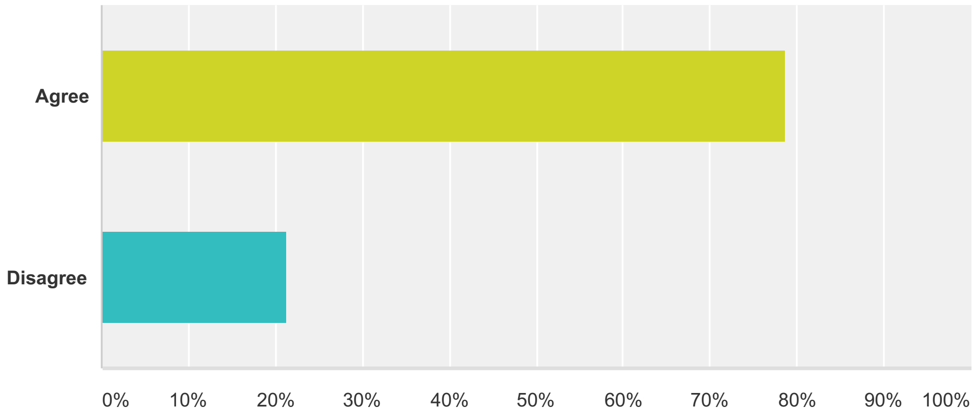
Answered: 417 Skipped: 2



Answer Choices	Responses	
Agree	**92.09%**	384
Disagree	**7.91%**	33
Total		**417**

Q4 My school provides everything I need to learn while at school.

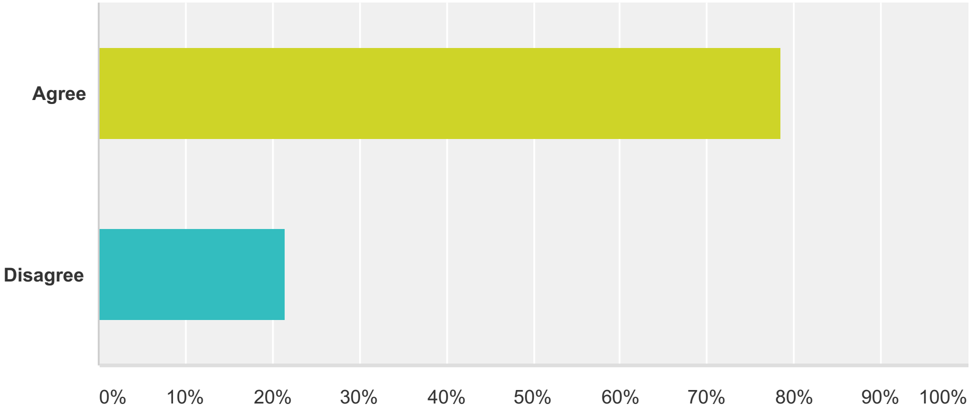
Answered: 417 Skipped: 2



Answer Choices	Responses	
Agree	**78.66%**	328
Disagree	**21.34%**	89
Total		**417**

Q5 My school prepares students for their future in high school, college, or career.

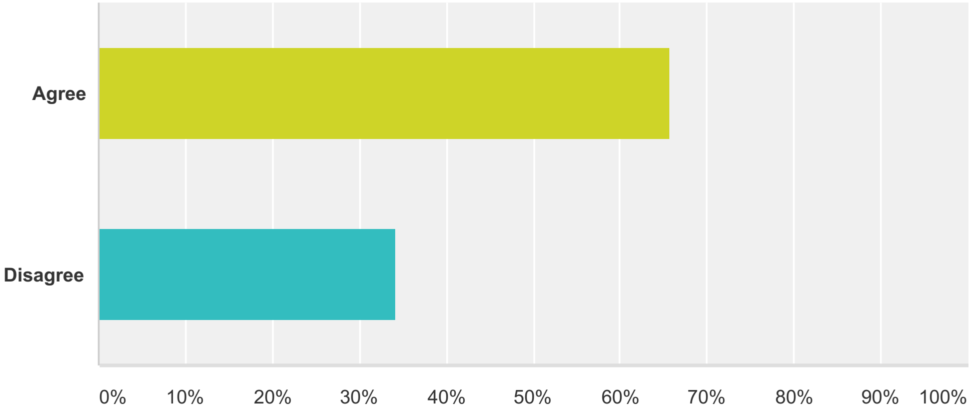
Answered: 417 Skipped: 2



Answer Choices	Responses	
Agree	**78.42%**	327
Disagree	**21.58%**	90
Total		**417**

Q6 I look forward to coming to school each day.

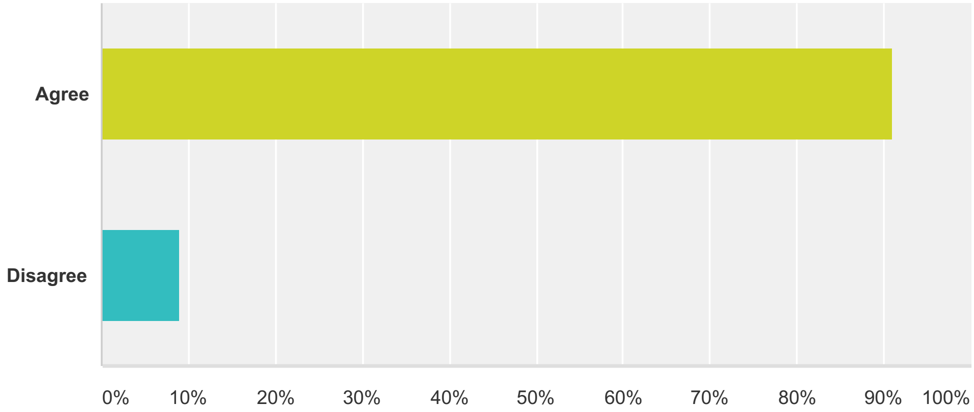
Answered: 416 Skipped: 3



Answer Choices	Responses	
Agree	**65.87%**	274
Disagree	**34.13%**	142
Total		**416**

Q7 I feel safe while at school.

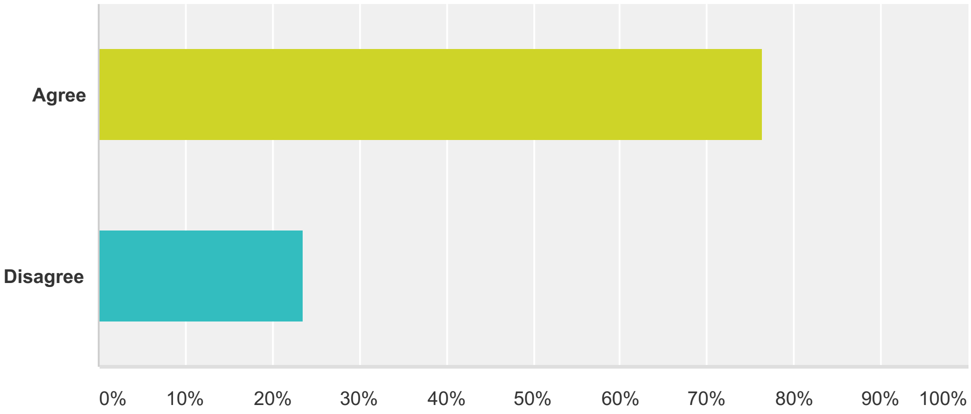
Answered: 414   Skipped: 5



Answer Choices	Responses	
Agree	**91.06%**	377
Disagree	**8.94%**	37
Total		**414**

Q8 My school works with my parents/guardian to help me do my best in school.

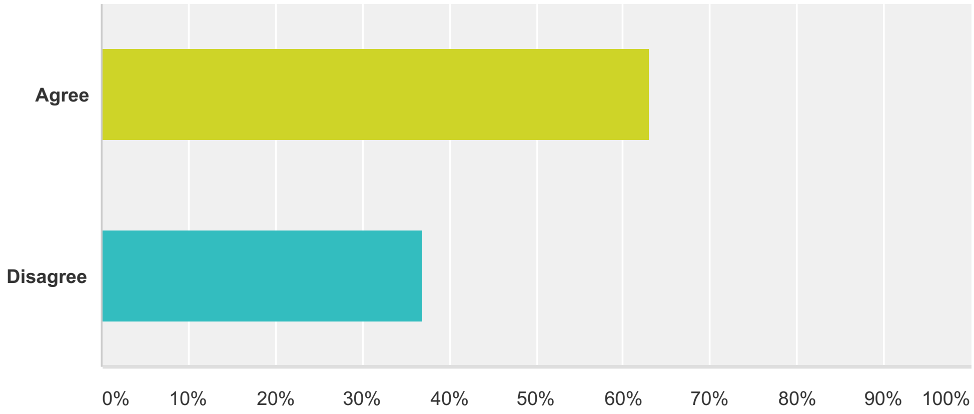
Answered: 413 Skipped: 6



Answer Choices	Responses	
Agree	**76.51%**	316
Disagree	**23.49%**	97
Total		**413**

Q9 My teacher calls or writes my parents/guardian when I am having trouble learning.

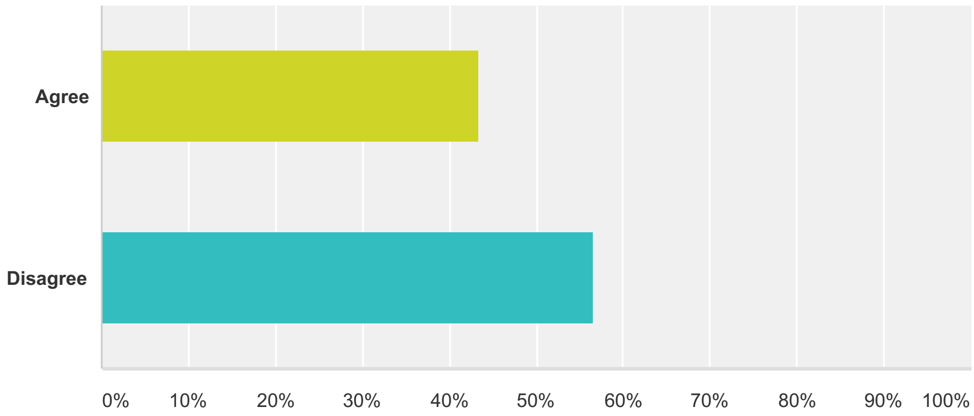
Answered: 412 Skipped: 7



Answer Choices	Responses	
Agree	**63.11%**	260
Disagree	**36.89%**	152
Total		**412**

Q10 My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

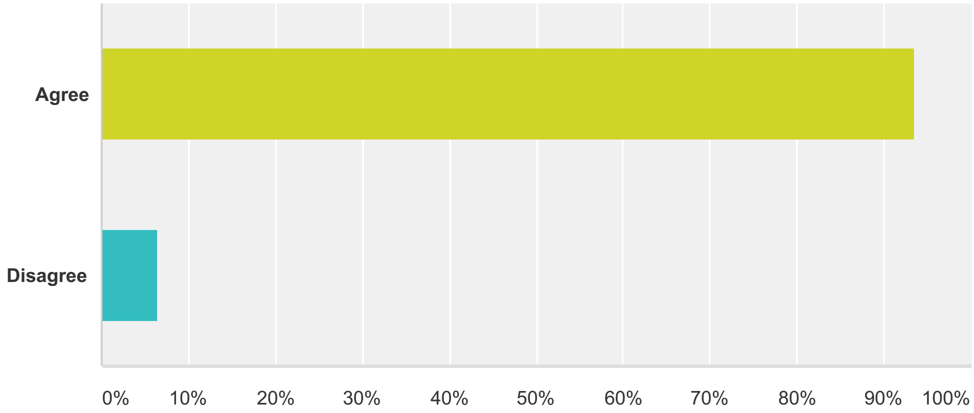
Answered: 417 Skipped: 2



Answer Choices	Responses	
Agree	**43.41%**	181
Disagree	**56.59%**	236
Total		**417**

Q11 My school provides textbooks and learning materials to meet the needs of all students, including English language learners and students with disabilities.

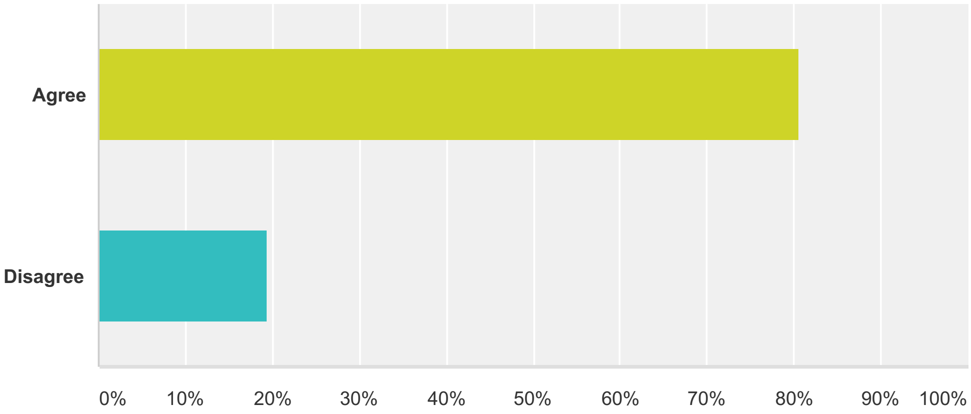
Answered: 412 Skipped: 7



Answer Choices	Responses	
Agree	**93.45%**	385
Disagree	**6.55%**	27
Total		**412**

Q12 My school provides textbooks and learning materials to challenge and meet the needs of all students.

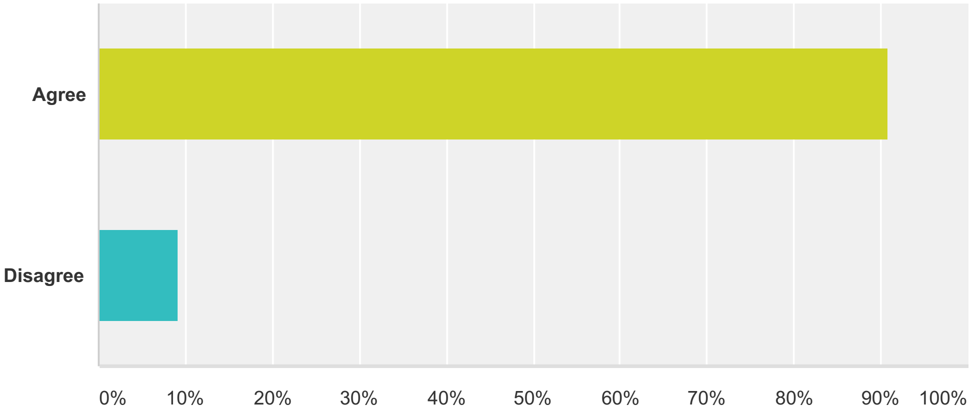
Answered: 416 Skipped: 3



Answer Choices	Responses	
Agree	**80.53%**	335
Disagree	**19.47%**	81
Total		**416**

Q13 Common Core State Standards are being taught to all students at my school, including English language learners and students with disabilities.

Answered: 413 Skipped: 6



Answer Choices	Responses	
Agree	**90.80%**	375
Disagree	**9.20%**	38
Total		**413**

What is one thing that the school could do that would help you better achieve all of your goals?

more science time and textbooks and clean bathrooms girls spider free bathrooms and lees hw and more science and lots of recess like 30 min or more .

a better PE program

a field and better bathroams

better bathrooms and lunch tables, most of them are covered with moss and toilet paper

Better bathrooms. Longer recess.

Better desks

clean bathrooms

clean the bathrooms

Connect better individually with each student on their own.

Cooking school

Create a time when you can do whatever on Khan Academy.

decrease cafeteria food prices, help people without friends, and to have a sheriff on campus at all times for safety and emergencies

do harder math

doing projects to help us learn better, and make school more fun and look forward to

What is one thing that the school could do that would help you better achieve all of your goals?

Don't have P.E. right after lunch.

easier math

Educate us more about things that will matter in the long run, such as politics and taxes.

Extra teachers like English teachers and volunteer moms.

Foothill could teach me maths in a way that they aren't making me draw pictures

For my teachers to respond to my needs quicker whether it is to fix my PowerSchool before progress report or to actually respond to my emails.

Get better faster computers

get less homework and get out earlier

Get more modern technology.

getting our own computer cart for each classroom, that would be useful

Give challenging work for advanced students

Give kids different levels of work depending on what they know

Give us more one on one time

Give us more time to do our work

What is one thing that the school could do that would help you better achieve all of your goals?

Giving me ideas with what books I can read because I haven't been able to find any interesting books lately

Harder learning material

have harder math

Have a better teachers

Have a goal setting assembly

Have a little more relax time

Have a time during school for getting help from teachers(not lunch/break)

Have better preparation for tests and quizzes, including state testing.

Have better sports and make the bathrooms cleaner

Have challenge activities in every subject so that people who are ahead can also be challenged.

Have cleaner bathrooms and more reces

Have more activities like drama club or soccer team

Have more computer classes

have more electives

What is one thing that the school could do that would help you better achieve all of your goals?

Have more recess time to play

Have more time teaching just me

Have textbooks and lessons that could challenge some students better.

Having a school sports team

Having better scissors

having more copies of books

Help me English

Help people with disabilities more. Teachers are supposed to have some sort of training for students with disabilities,

Help us learn in more fun ways, like sports and games, and have more competitions for things like history, and writing

I always do my homework at school or in class

I believe that this school has great learning material, but I think that there should be more interactive lessons.

I don't know. I guess they could make sure that the student understands all of the material the teacher is teaching.

I don't think the school could do anything.

I feel my school is good just the way it is

What is one thing that the school could do that would help you better achieve all of your goals?

I think Foothill could have more PE, art and music time, because those are very important things to do.

I think it has everything I need to become a better learner and achieve

I think learning things in a fun way will encourage kids to come to school to learn more

I think tha school should have better lunches at the cafeteria so that I can have a warm and delicious lunch to eat and also to have more time in the mornings to do other things instead of packing my lunch.

I think that my school doesn't need to do anything to help me achieve my goals.

I think that our lunches are not fresh, too unhealthy and it does not taste good.

I think that the school can help prepare better for big tests, such as SBAC and common core.

I think that we should have more math time to improve my math and get better

I think the school could include better extra fun programs, such as a longer art class/more engaging science labs/two hour computer labs.

I think the school lunches could get even better, this year the school lunches have gotten better than last year, but, I think they can get even better and healthier.

I think the school should work more on physical education.

I think they should provide free tutors for kids who dont have much money but need education

I want to improve on my writing.

I would appreciate more time to study or finish assignments.

What is one thing that the school could do that would help you better achieve all of your goals?

I would have an extra class teach the students what they missed during while they were sick or away because I sometimes couldn't achieve my goals because I was not here.

I would have less stress which would help me achieve my goals if we had less homework.

I would have the yard duty do better, because they do not catch some things

I would like if we could have a sports program

I would like to see an improved science curriculum that teaches more advanced concepts.

If they taught us more about collage

If you have a place where only girls can play non competitive sports

Include more specific/ intrest oriented classes

integrate after school programs into the school day

It could increase the amount of electives taught

It could try to help kids when they are having trubble.

It would help me better achieve all of my goals if the school let us use the chromebooks more for khan academy and additional research for assignments.

It's already the best right now.

Less homework

What is one thing that the school could do that would help you better achieve all of your goals?

Less homework

less worksheets, and more physical displays

Let the students have more fun

Longer lunch period

longer science and math

Make better bathrooms + facilities

Make every core class do Terms and Essential Questions for social studies. (study guide

Make learning less mind-numbing.

Make learning more enjoyable and interactive

make learning more interesting

Make lectures less boring.

Make school a bit cleaner for the toilet and the trash on the ground

Make sure that there are no bullies

Make the bathroom floors cleaner and have extra challenge math classes that are for more advanced students to challenge them more

What is one thing that the school could do that would help you better achieve all of your goals?

Make the math lessons shorter, everybody already knows it.

Make the report time to school later, so people could get more sleep and could pay attention in class better.

Make the school cleaner

Make the students be more exited about school

math clubs like math league.

Math program at school

Maybe the math could be more challenging but have less showing work involved.

Maybe we can have a program for people with disabilities.

Maybe you could have tutorial time after school for students to go over stuff they learned more thoroughly.

More chromebooks

more code red drills

more days to study for tests

more food per meal in hot lunch

More group project

What is one thing that the school could do that would help you better achieve all of your goals?

More group projects.

More interactive learning

More Practice In Classes.

More sharing in the classroom to improve public speaking skills

More time outside.

more vocabulary test

Most of my goals are outside of the common core standards, I think that the school should create more diverse after school activities for the more creative kind of students attending schools at our district.

newer recources

no homework

Nothing

One thing it could do that would help me achieve my goals is to have a study hall, so students could work on whet they really wanted.

One thing that could help me better to achieve all my goals is to have more verities of things to learn. So, I can fins my occupation I want do in the future.

One thing that my school can do to help me better achieve my goals is to give extra personal advice and talk than already presently given.

One thing that the school could do better would be to have different types of books in the classrooms.

What is one thing that the school could do that would help you better achieve all of your goals?

One thing that the school could do for me is that to help me get work done and plan for future work.

One thing that the school could do is, that for writing we could do is have more intresting topics.

One thing to achieve my goals is to have SSR

One way you can help me achieve all my goals is by helping out students individually when they are having trouble in a subject.

Our school should have more water fountains.

Place students in higher math classes, because some math classes are too easy.

Provide a better hot lunch

provide harder math

Provide life-skill related electives, machinery, woodshop, cooking, etc.

Provide more band classes

Redwood middle could maybe go more in depth with mythology

review past lessons before a test

school can help me with achieve math

School could keep on challenging me to learn new things so I am smarter.

What is one thing that the school could do that would help you better achieve all of your goals?

schools need to teach life skills

Serve better school lunches , and provide more vegetarian choices. Right now we only have 1 a day.

social studies

specialized learning

start a school sports team to help kids who are interested in sports

start a soccer team

Stay the way it is

Take extra teachers like English teachers and volunteer moms.

Teach us how to do different things, like cooking and sewing.

Teaching Drama (Acting).

Textbooks for Social Studies instead of newspapers, "Writing program: better feedback from teacher when writing essays. Would like to see more feedback during drafting instead of only responding when grading the final.

The education is already good.

The one thing that the school could do is to provide extra work for kids who are done early, so that they could challenge themselves. Another way to make learning easier is to teach our new math program in an easier way, which covers all standards but

The school could challenge kids a little more because some kids are ahead of others and get bored in class.

What is one thing that the school could do that would help you better achieve all of your goals?

The school could challenge students who are needing a challenge.

The school could focus on everything for the same amount of time and not like we focus more on math and less focus on other subjects. We should focus on almost every subject equally.

The school could give harder math

The school could have healthier and tastier lunch.

The school could provide clean bathroom for everyone.

The school could provide more learning time outside during Science so we can get a idea what is outside.

The school should have a better web filter

The school should have a tutorial period just like the high school does so that there is more time to talk one on one with teachers for help.

The school should have separate classes for people who are more advanced, people who find the level right, and people who are having trouble.

the school sportteams should not cancel or change trainnings, or do it less

The school that i go could treat all students the same and the lower grade math students should not have to be ashamed that they are in a lower grade math

The teachers could be more thorough in the subject they teach

There should be more after school programs for bigger kids.

They can have some instructions translated into diverse languages.

What is one thing that the school could do that would help you better achieve all of your goals?

They could give us more time to do unfinished work.

They could help me more often when I need it.

They could make learning more engaging and interactive.

They could provide better HOT LUNCHES

To have better and funner math so people won't get too bored.

use kumon

Use technology more

We can get more PE, art, and music time because those are as important as math and any other school subjects.

We can learn more stuff.

We don't do many computer classes.

We need some work at school to be more challenging.

We should focus more on language, science,social studies ect.

well-rounded, understand all kids are not high performers, bus service to/from school, breakfast, buddy system so new students can better meet people, counseling

What is one thing that the school could do that would help you better achieve all of your goals?

What is one thing that the school could do that would help you better achieve all of your goals?

Work with me when I'm struggling

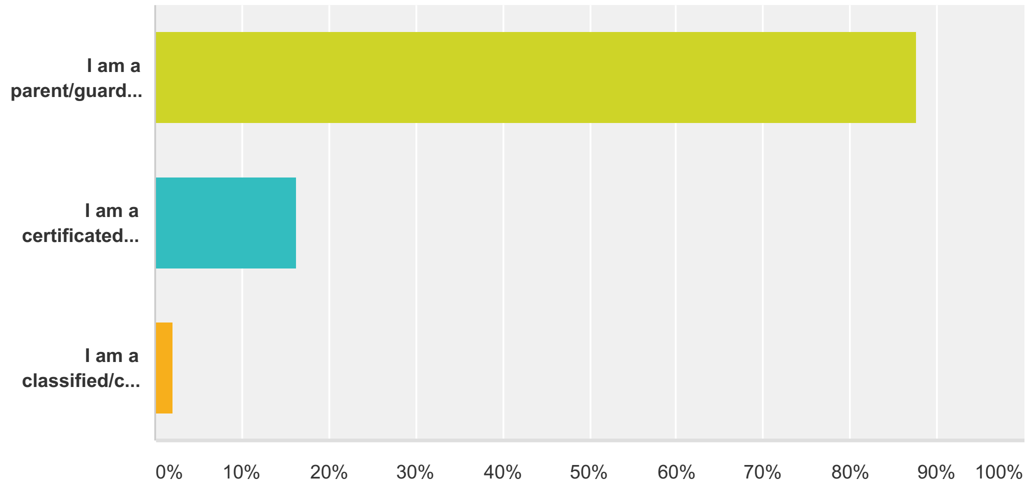
Writing: Teachers should edit rough drafts and provide more written feedback while student is drafting the essays.

You could tell the teacher want your goals are and the teacher can help you achieve them

LCAP Parent & Staff Survey Results

Q1 Please check all descriptors that apply to you.

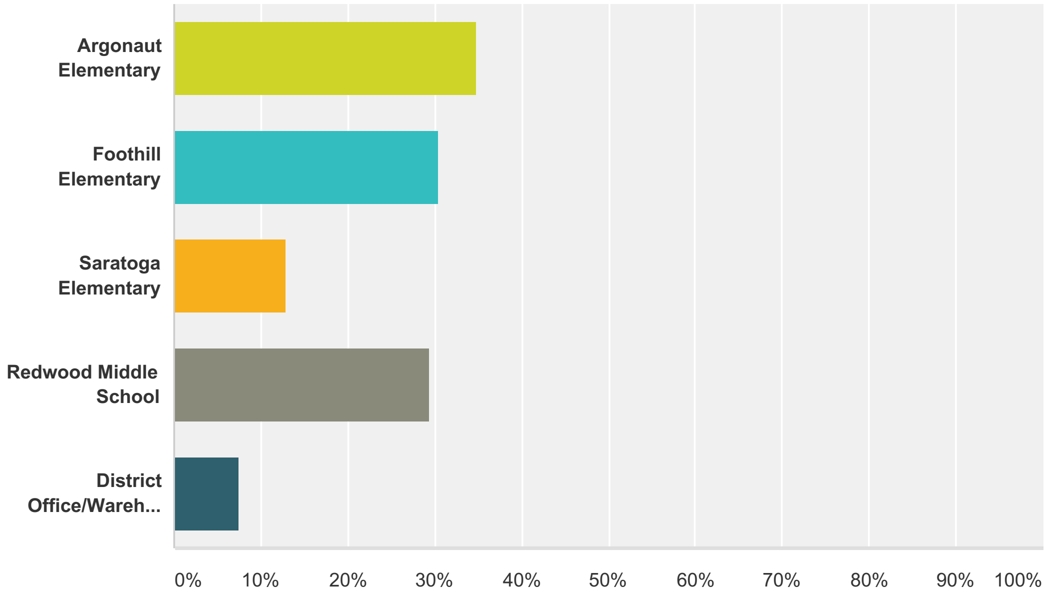
Answered: 423 Skipped: 3



Answer Choices	Responses	
I am a parent/guardian of a current SUSD student. (Continue to #3)	**87.71%**	371
I am a certificated SUSD employee.(Continue to #2)	**16.31%**	69
I am a classified/confidential SUSD employee. (Continue to #2)	**2.13%**	9
Total Respondents: 423		

Q2 If you are an SUSD employee, at what school(s) do you work? Choose all that apply.

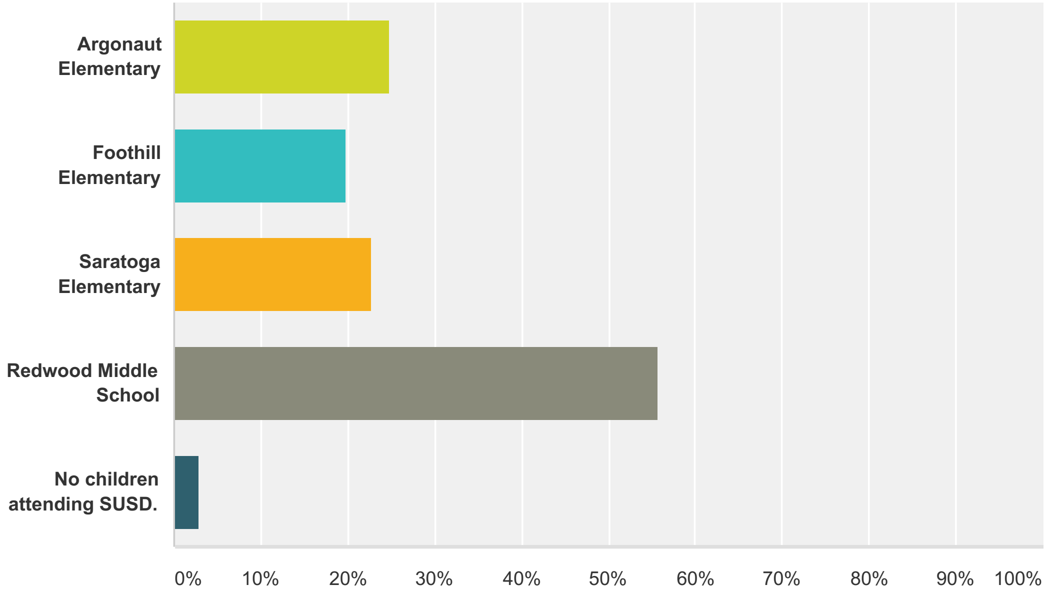
Answered: 92 Skipped: 334



Answer Choices	Responses	
Argonaut Elementary	**34.78%**	32
Foothill Elementary	**30.43%**	28
Saratoga Elementary	**13.04%**	12
Redwood Middle School	**29.35%**	27
District Office/Warehouse	**7.61%**	7
Total Respondents: 92		

Q3 What school(s) does your child(ren) attend?Choose all that apply

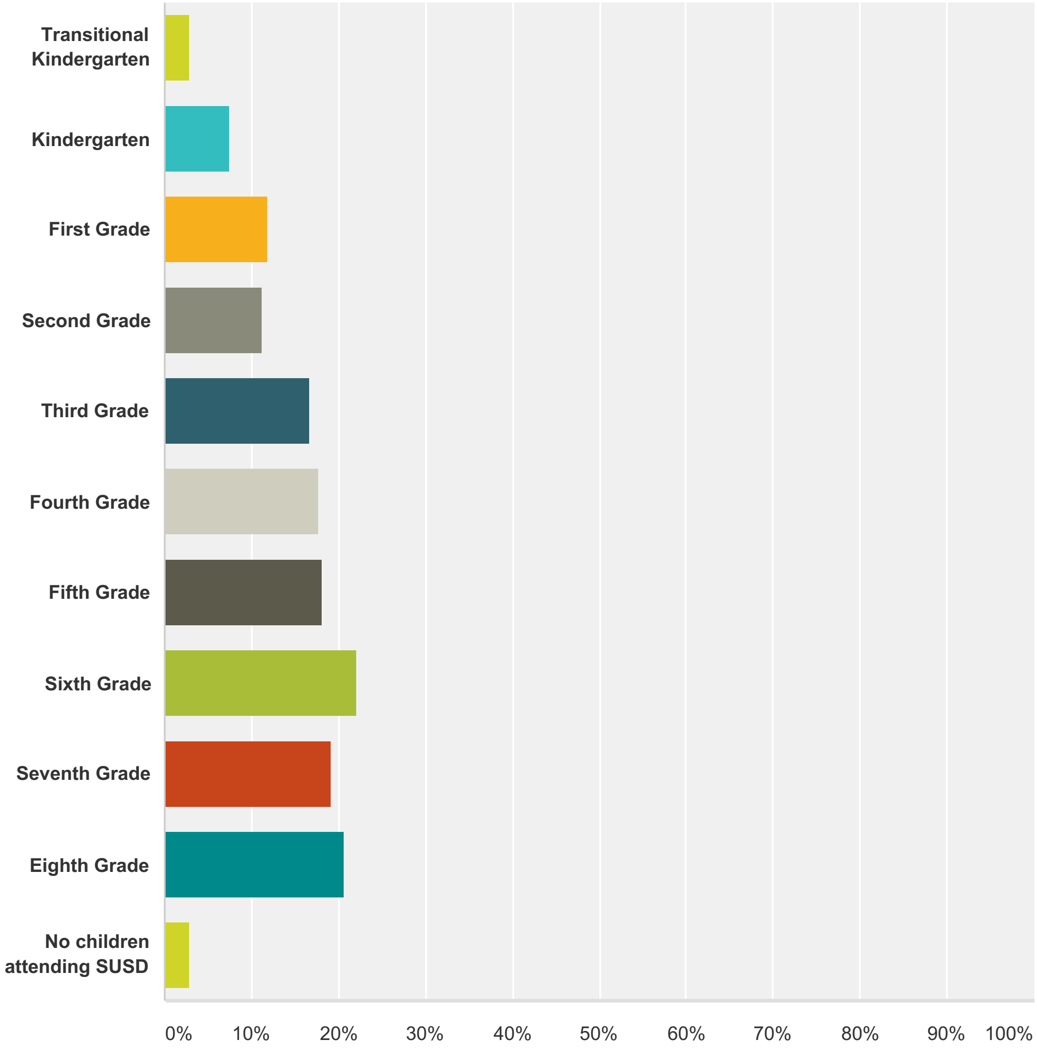
Answered: 385 Skipped: 41



Answer Choices	Responses	
Argonaut Elementary	**24.94%**	96
Foothill Elementary	**19.74%**	76
Saratoga Elementary	**22.86%**	88
Redwood Middle School	**55.84%**	215
No children attending SUSD.	**2.86%**	11
Total Respondents: 385		

Q4 Indicate the grade(s) of your child(ren).Choose all that apply.

Answered: 384 Skipped: 42

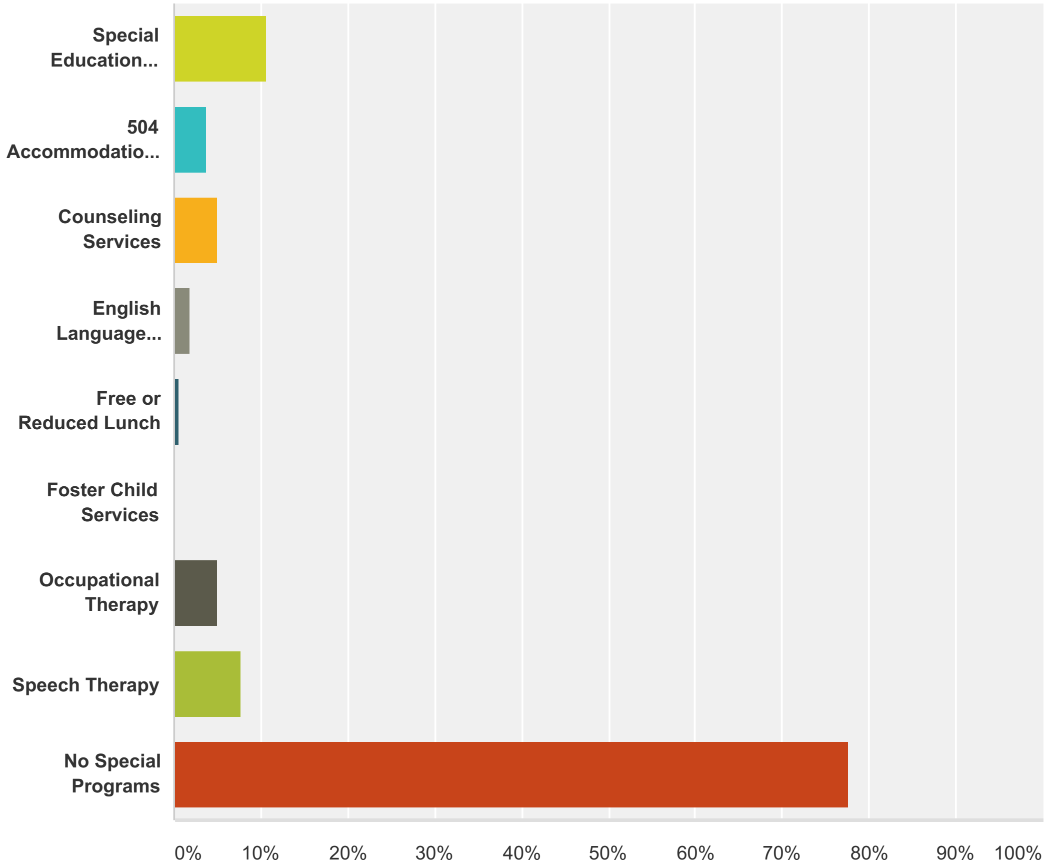


Answer Choices	Responses	
Transitional Kindergarten	**2.86%**	11
Kindergarten	**7.55%**	29
First Grade	**11.98%**	46
Second Grade	**11.20%**	43
Third Grade	**16.67%**	64
Fourth Grade	**17.71%**	68
Fifth Grade	**18.23%**	70
Sixth Grade	**22.14%**	85
Seventh Grade	**19.27%**	74

Eighth Grade	**20.57%**	79
No children attending SUSD	**2.86%**	11
Total Respondents: 384		

Q5 Please indicate all programs in which your student is participating. All individual comments are CONFIDENTIAL and will not be shared.Choose all that apply.

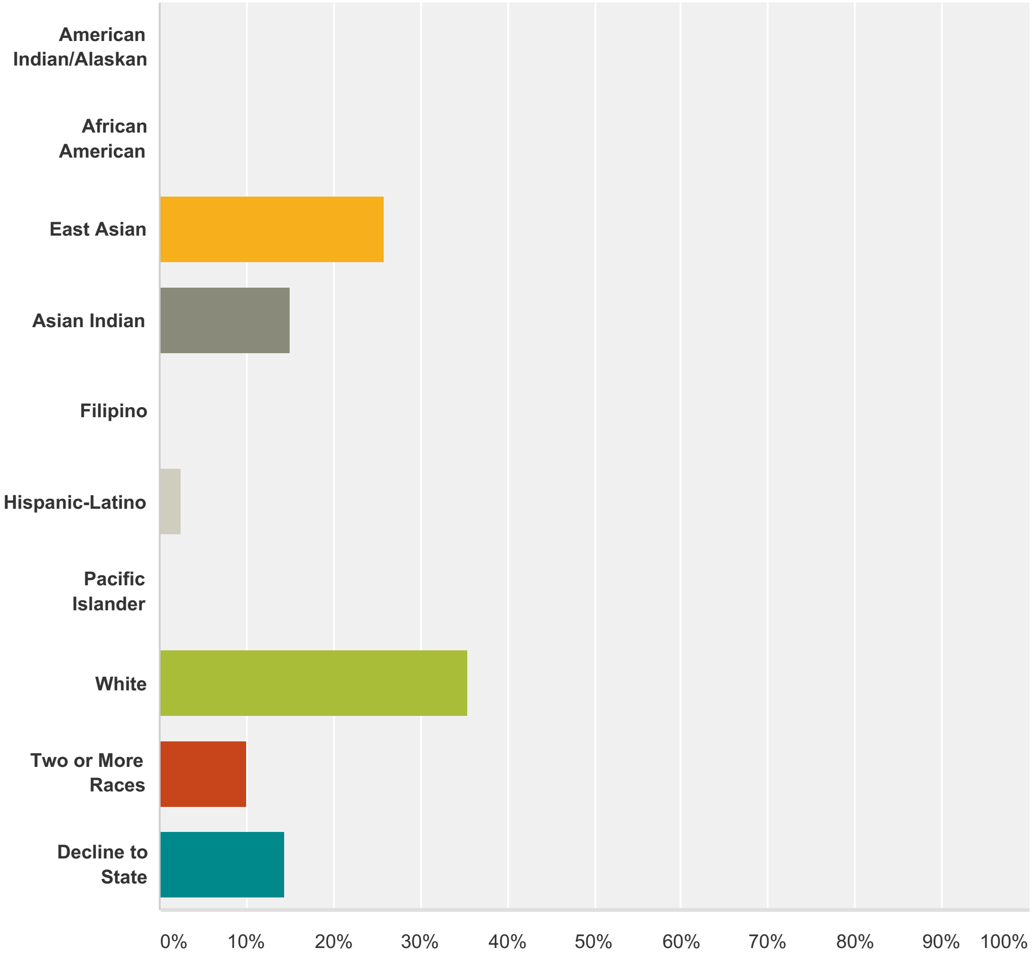
Answered: 321 Skipped: 105



Answer Choices	Responses	
Special Education Program	**10.59%**	34
504 Accommodation Plan	**3.74%**	12
Counseling Services	**4.98%**	16
English Language Development	**1.87%**	6
Free or Reduced Lunch	**0.62%**	2
Foster Child Services	**0.00%**	0
Occupational Therapy	**4.98%**	16
Speech Therapy	**7.79%**	25
No Special Programs	**77.57%**	249
Total Respondents: 321		

Q6 Please indicate the race or ethnicity of your student.

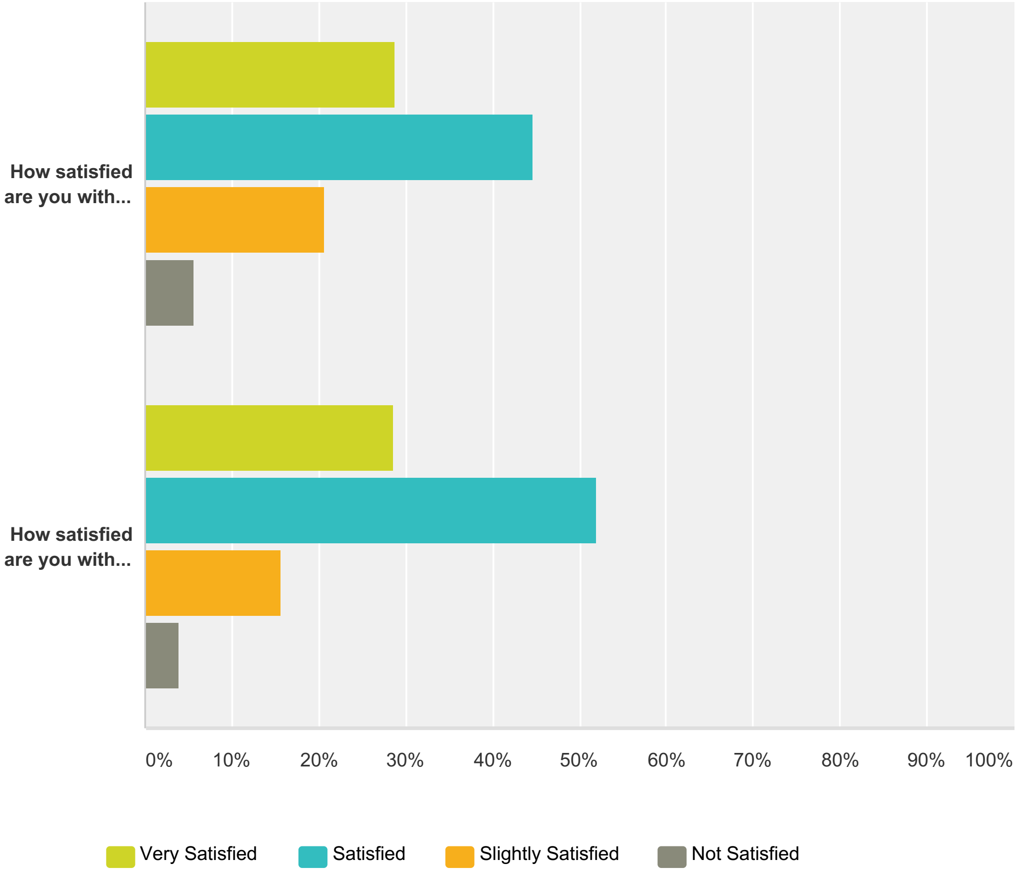
Answered: 360 Skipped: 66



Answer Choices	Responses	
American Indian/Alaskan	**0.28%**	1
African American	**0.00%**	0
East Asian	**25.83%**	93
Asian Indian	**15.00%**	54
Filipino	**0.00%**	0
Hispanic-Latino	**2.50%**	9
Pacific Islander	**0.28%**	1
White	**35.56%**	128
Two or More Races	**10.00%**	36
Decline to State	**14.44%**	52

Q7 STUDENT ACHIEVEMENT/ENGAGEMENT: SUSD strives to provide and support engaging, high quality instruction which promotes active learning and maximizes student achievement.

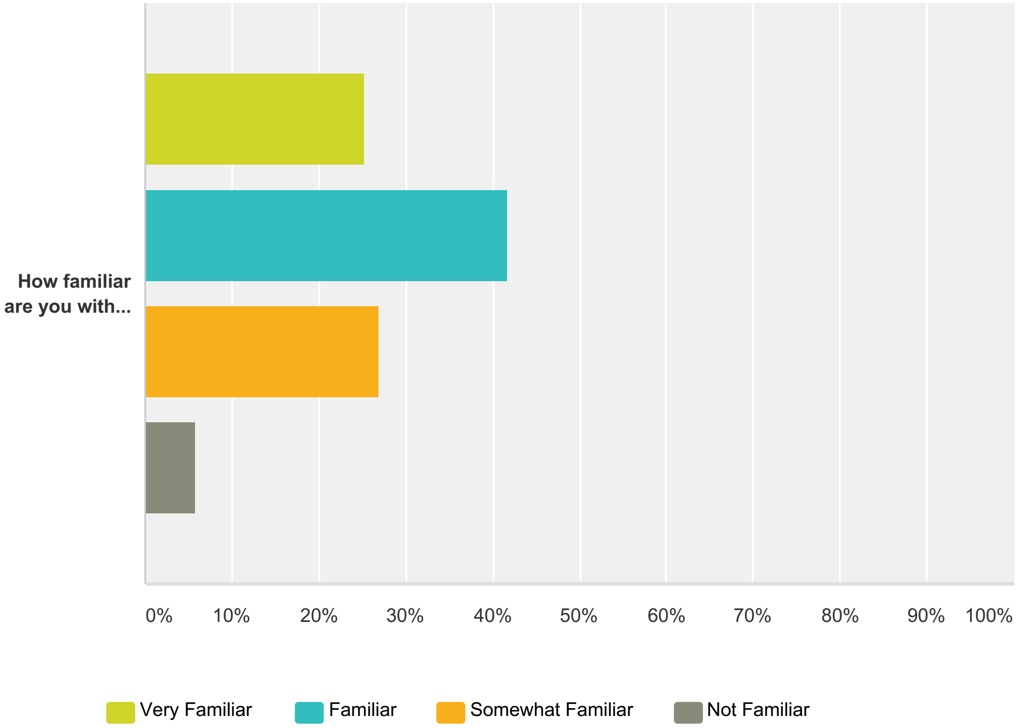
Answered: 420 Skipped: 6



	Very Satisfied	Satisfied	Slightly Satisfied	Not Satisfied	Total
How satisfied are you with the level of instruction provided for our students?	**28.81%** 121	**44.76%** 188	**20.71%** 87	**5.71%** 24	420
How satisfied are you with student engagement in school?	**28.50%** 118	**51.93%** 215	**15.70%** 65	**3.86%** 16	414

Q10 COMMON CORE STATE STANDARDS (CCSS): The Common Core State Standards (CCSS) prepare children for the challenges of a constantly changing world by learning real-world skills they need for college and career. Implementing the Common Core State Standards is a priority in Saratoga Union School District.

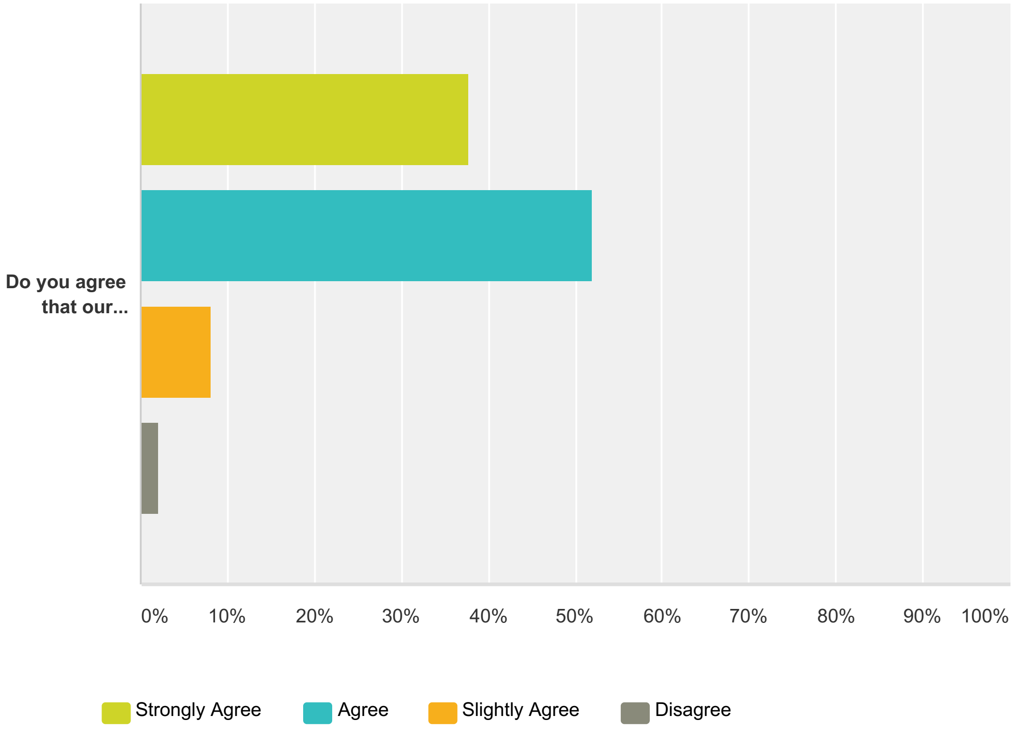
Answered: 422 Skipped: 4



	Very Familiar	Familiar	Somewhat Familiar	Not Familiar	Total
How familiar are you with the Common Core State Standards?	**25.36%** 107	**41.71%** 176	**27.01%** 114	**5.92%** 25	422

Q12 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 free from bullying, isolation, racism, and intolerance, and practice open two-way communication and problem-solving with their peers and adults.

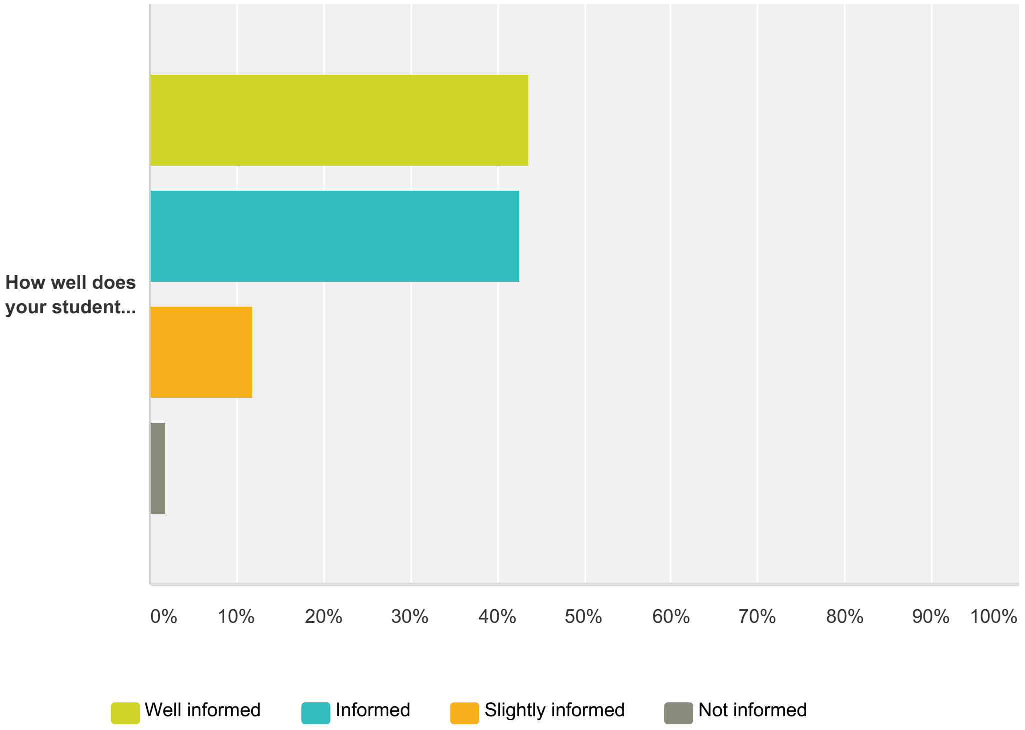
Answered: 419 Skipped: 7



	Strongly Agree	Agree	Slightly Agree	Disagree	Total
Do you agree that our schools have a safe and positive learning environment?	**37.71%** 158	**52.03%** 218	**8.11%** 34	**2.15%** 9	419

Q14 PARENTAL INVOLVEMENT: The district values parents and supports parent involvement in schools. We communicate with parents or guardians about individual student academic achievement and options for supporting students. We hold workshops about parent/family education on student achievement and development at the school and district level. We maintain a high level of regular communication about school events and activity opportunities with parents.

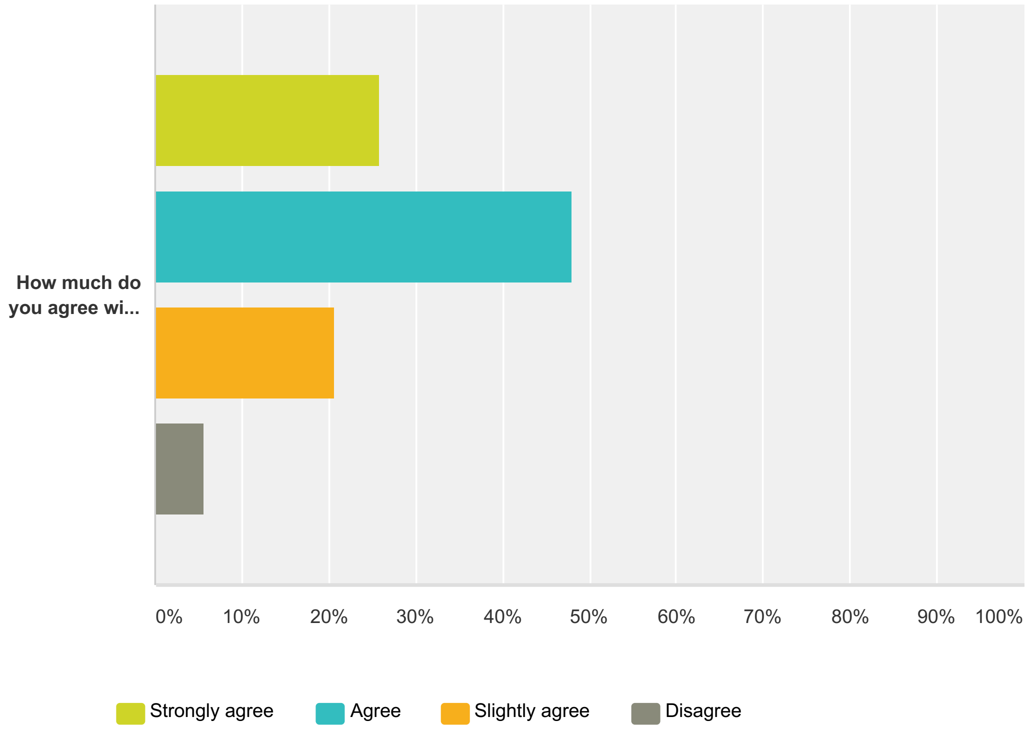
Answered: 406   Skipped: 20



	Well informed	Informed	Slightly informed	Not informed	Total
How well does your student's school keep you informed on issues and encourage you to be involved?	**43.60%** 177	**42.61%** 173	**11.82%** 48	**1.97%** 8	406

Q16 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.

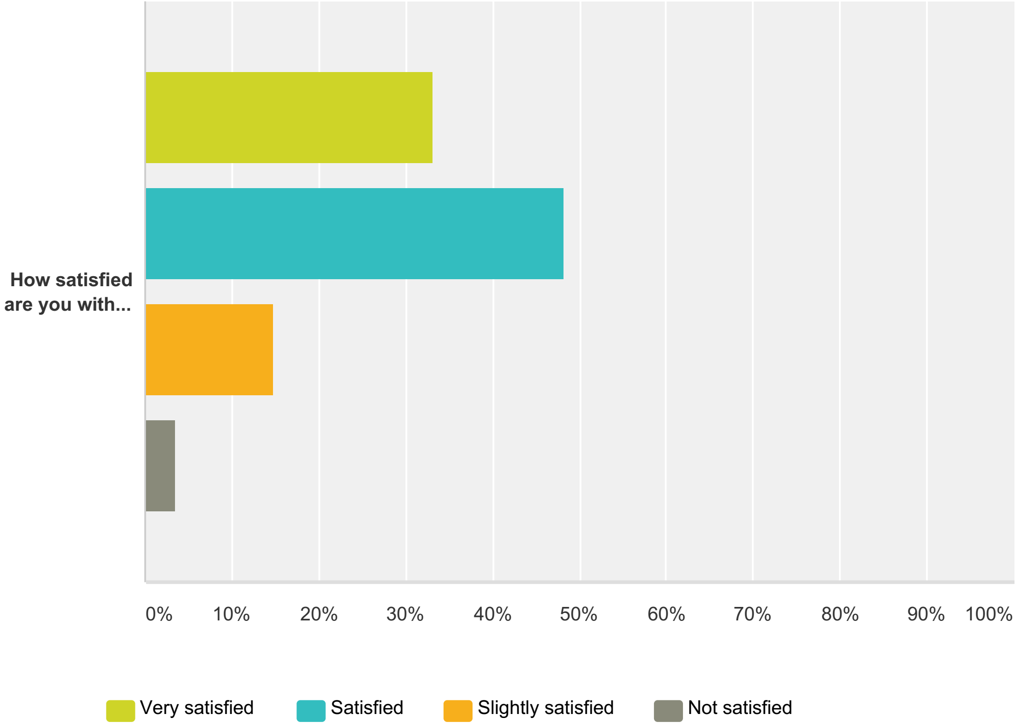
Answered: 415 Skipped: 11



	Strongly agree	Agree	Slightly agree	Disagree	Total
How much do you agree with this statement? The students at Saratoga Union School District are well prepared for High School and beyond.	**25.78%** 107	**47.95%** 199	**20.72%** 86	**5.54%** 23	415

Q18 BASIC SERVICES: Access to appropriate textbooks and learning materials, along with appropriately credentialed teachers, is important to ensuring that students succeed in school . The 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.

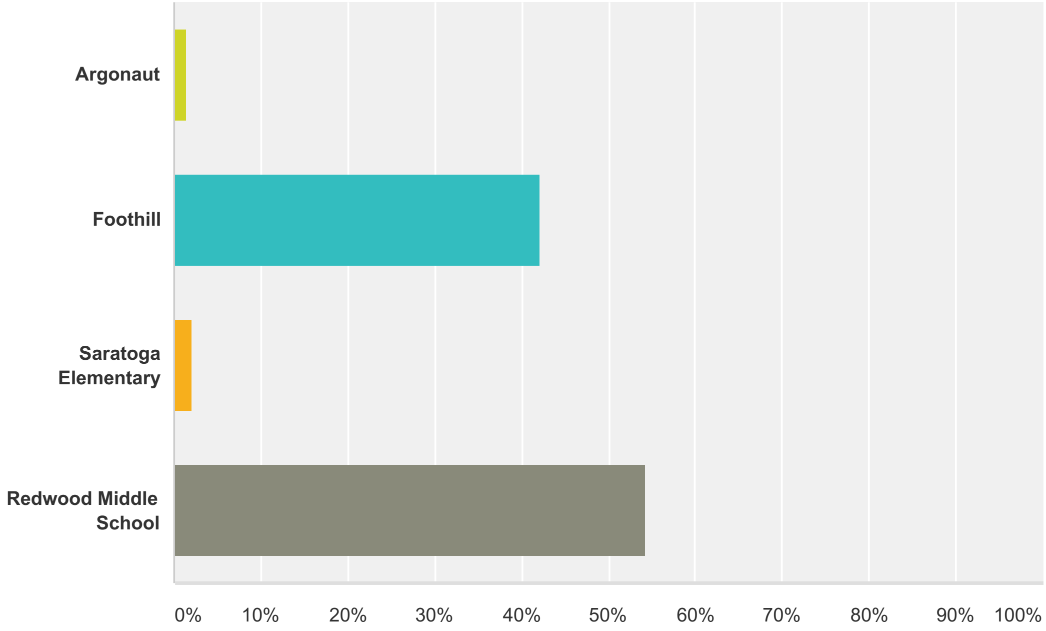
Answered: 418 Skipped: 8



	Very satisfied	Satisfied	Slightly satisfied	Not satisfied	Total
How satisfied are you with the quality of our facilities and availability of instructional materials?	**33.25%** 139	**48.33%** 202	**14.83%** 62	**3.59%** 15	418

Q1 Name of my school

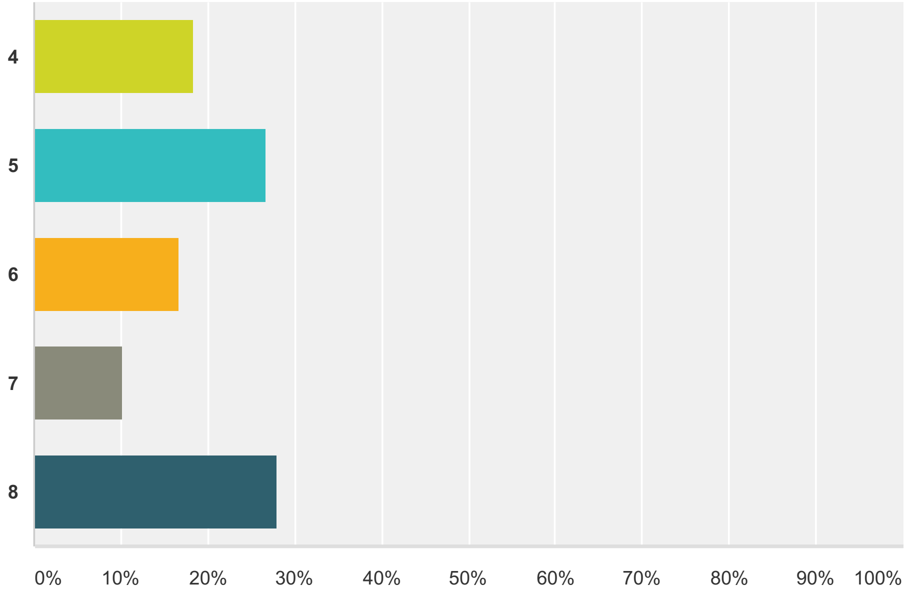
Answered: 417   Skipped: 2



Answer Choices	Responses	
Argonaut	**1.44%**	6
Foothill	**42.21%**	176
Saratoga Elementary	**2.16%**	9
Redwood Middle School	**54.20%**	226
Total		**417**

Q2 I am in grade:

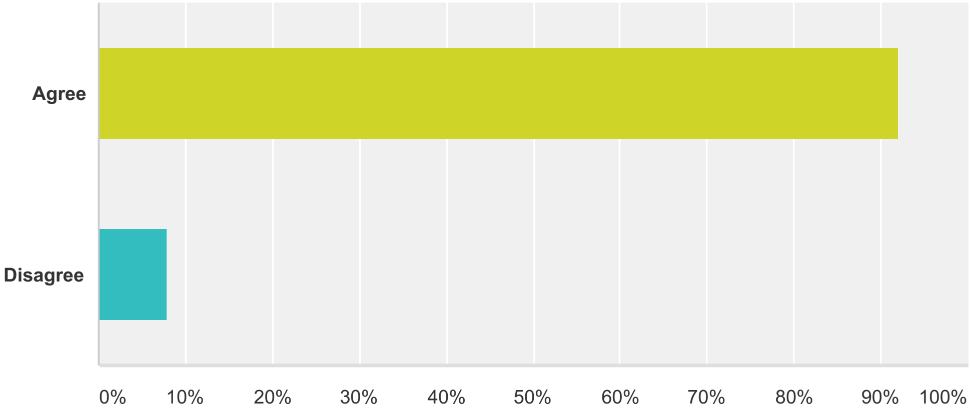
Answered: 414 Skipped: 5



Answer Choices	Responses	
4	**18.36%**	76
5	**26.81%**	111
6	**16.67%**	69
7	**10.14%**	42
8	**28.02%**	116
Total		**414**

Q3 My school provides a good education for students.

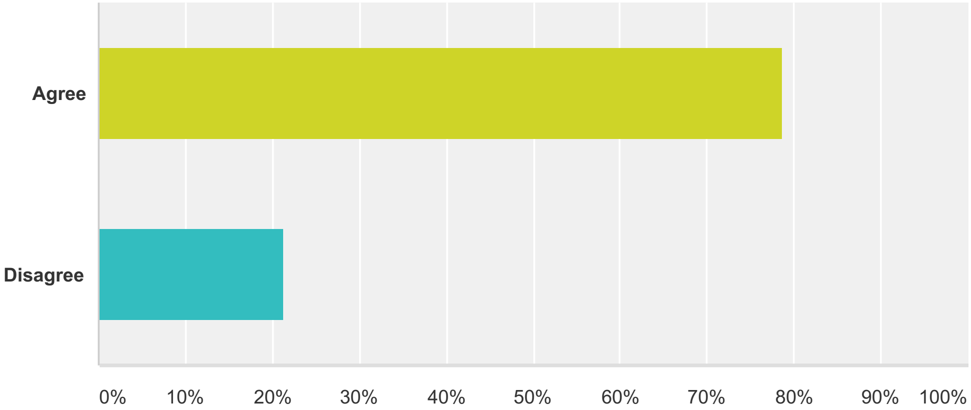
Answered: 417 Skipped: 2



Answer Choices	Responses	
Agree	**92.09%**	384
Disagree	**7.91%**	33
Total		**417**

Q4 My school provides everything I need to learn while at school.

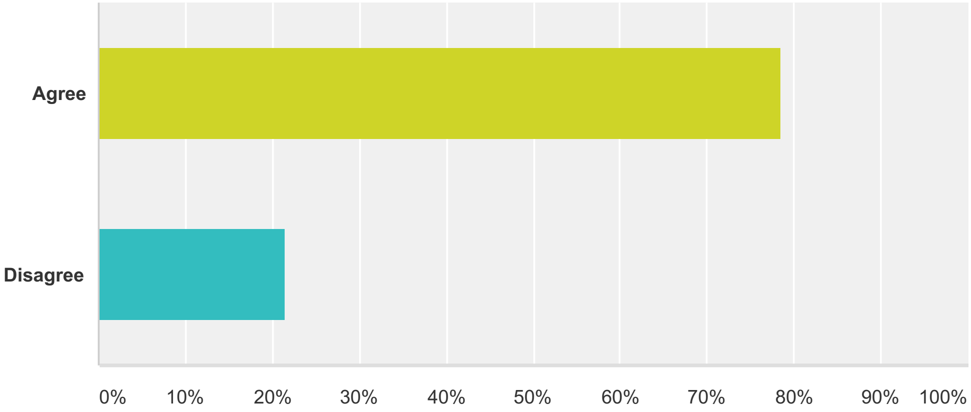
Answered: 417 Skipped: 2



Answer Choices	Responses	
Agree	**78.66%**	328
Disagree	**21.34%**	89
Total		**417**

Q5 My school prepares students for their future in high school, college, or career.

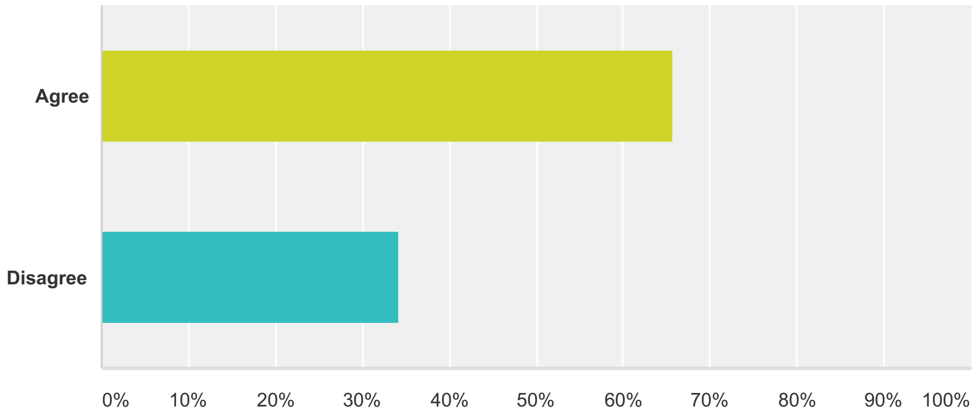
Answered: 417 Skipped: 2



Answer Choices	Responses	
Agree	**78.42%**	327
Disagree	**21.58%**	90
Total		**417**

Q6 I look forward to coming to school each day.

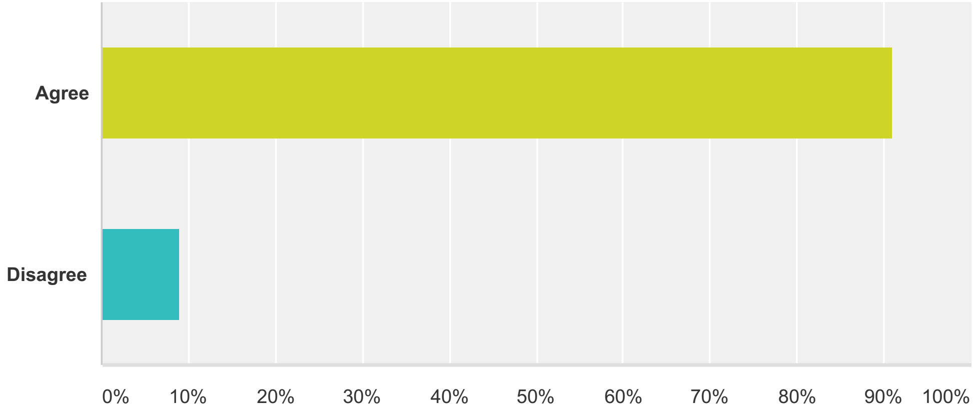
Answered: 416 Skipped: 3



Answer Choices	Responses	
Agree	**65.87%**	274
Disagree	**34.13%**	142
Total		**416**

Q7 I feel safe while at school.

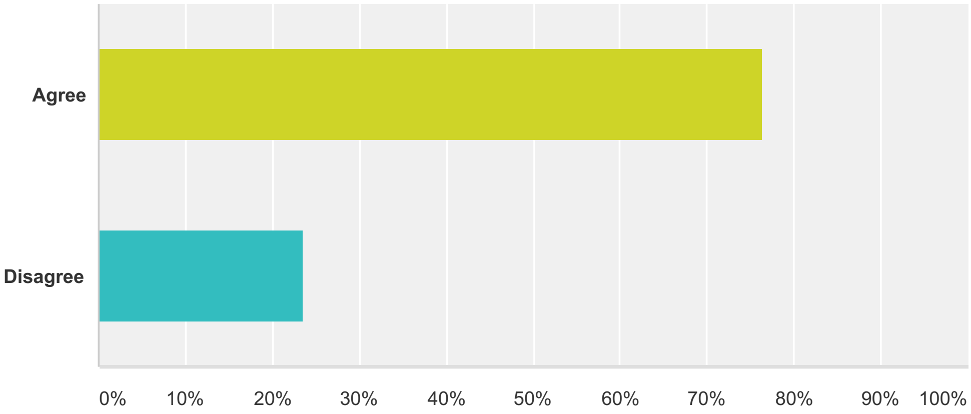
Answered: 414 Skipped: 5



Answer Choices	Responses	
Agree	**91.06%**	377
Disagree	**8.94%**	37
Total		**414**

Q8 My school works with my parents/guardian to help me do my best in school.

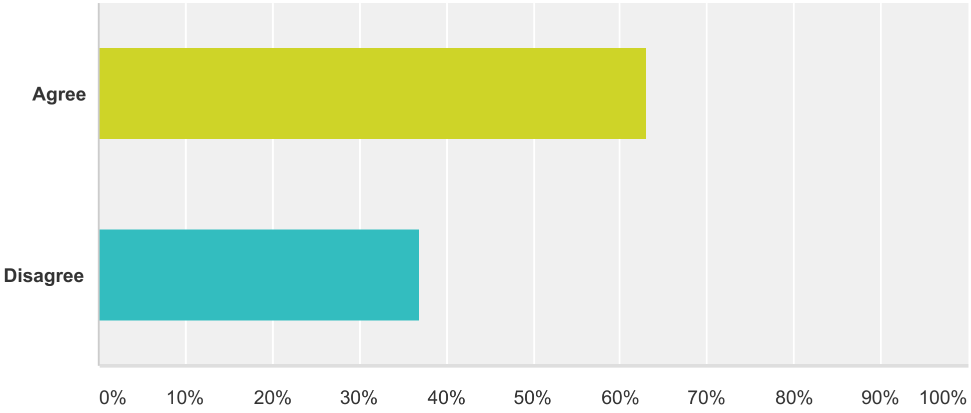
Answered: 413 Skipped: 6



Answer Choices	Responses	
Agree	**76.51%**	316
Disagree	**23.49%**	97
Total		**413**

Q9 My teacher calls or writes my parents/guardian when I am having trouble learning.

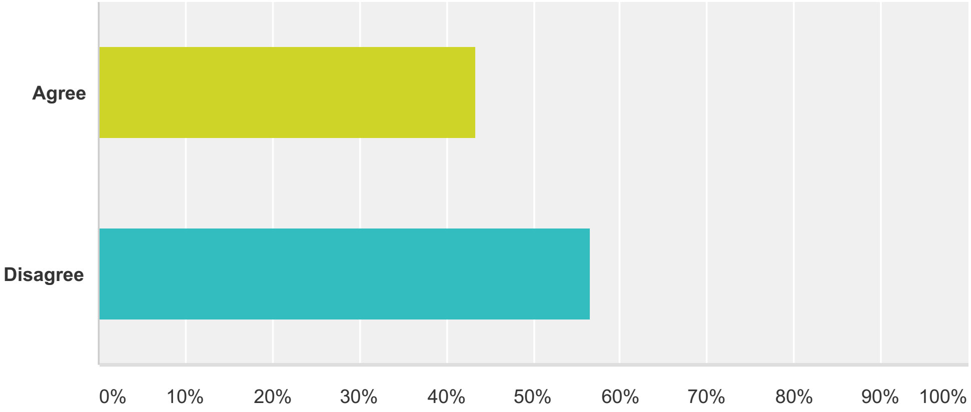
Answered: 412   Skipped: 7



Answer Choices	Responses	
Agree	**63.11%**	260
Disagree	**36.89%**	152
Total		**412**

Q10 My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

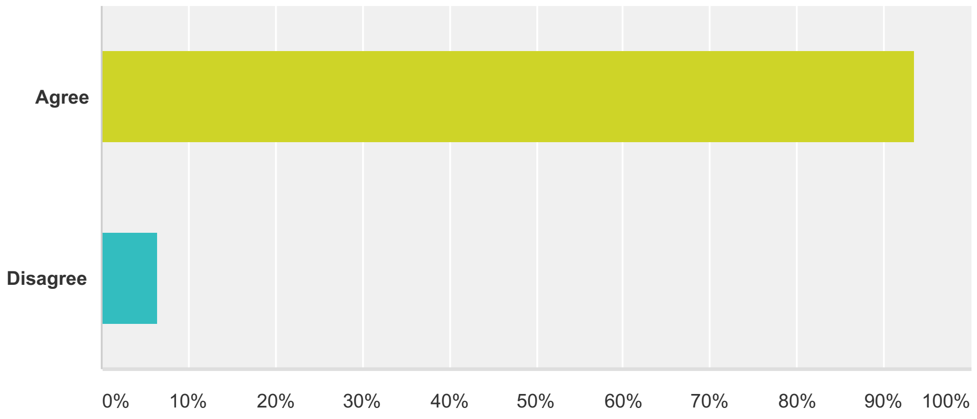
Answered: 417 Skipped: 2



Answer Choices	Responses	
Agree	**43.41%**	181
Disagree	**56.59%**	236
Total		**417**

Q11 My school provides textbooks and learning materials to meet the needs of all students, including English language learners and students with disabilities.

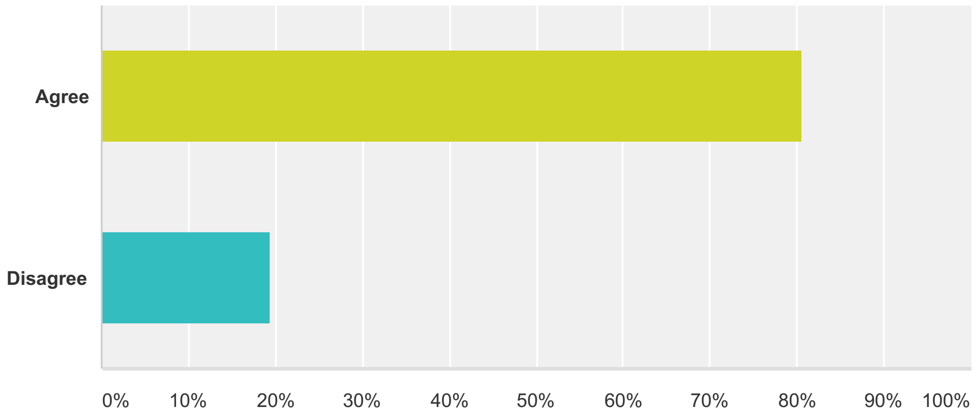
Answered: 412   Skipped: 7



Answer Choices	Responses	
Agree	**93.45%**	385
Disagree	**6.55%**	27
Total		**412**

Q12 My school provides textbooks and learning materials to challenge and meet the needs of all students.

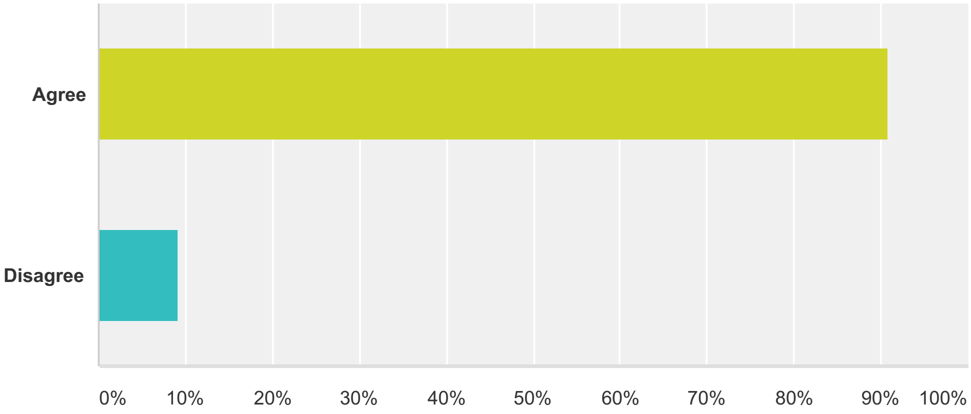
Answered: 416 Skipped: 3



Answer Choices	Responses	
Agree	**80.53%**	335
Disagree	**19.47%**	81
Total		**416**

Q13 Common Core State Standards are being taught to all students at my school, including English language learners and students with disabilities.

Answered: 413 Skipped: 6



Answer Choices	Responses	
Agree	**90.80%**	375
Disagree	**9.20%**	38
Total		**413**

How else might the district improve STUDENT ACHIEVEMENT? (optional)	Category
step up after school class.	after school programs
after school programs for children in special education	After-School Programs
after school reading or academic programs like argonaut through LGS	After-School Programs
More support from school for different clubs	afterschool programs
provide after school tutoring and study area for homework	afterschool programs
Provide more high quality after school activities. Such as music, sports and academic related after school programs.	afterschool programs
Consider adding orchestra to the electives list as it should be valued the same as band, arts, GNN, etc. Redwood NEEDS to maintain a high caliber of orchestra instruction as it feeds directly to SHS's highly recognized orchestra ensembles.	Arts
Include orchestra as part of curriculum	Arts
Increase music program	Arts
Offer music as an elective and not an after school program	arts
Orchestra as regular class	arts
Please add orchestra as a Redwood elective.	arts
We'd like to see the continuation of the intermediate to advanced level of string orchestra program after school, so that students can select other elective they like as well as continuing on the advanced orchestra program after school. Or it would be great to allow more electives so students won't have to drop anything that is interesting to them.	Arts
Keep classroom sizes small for more individualized attention-this is KEY.	class size
Keep small class size	class size
more depth, reduce teacher/student ratio to 15	class size
Please keep small teacher vs. student ratio. My daughters moved from a school with 23 students in the class to 15 at Argonaut. They are having better grades and learning much more with less kids in the class.	class size
Please keep the class size small. 15 kids to 1 teacher ratio is very good, any larger than that would not be good.	class size
Provide smaller classes with low student teacher ratio.	class size
Smaller classroom size would make a huge difference! We saw a note about next year enrollment is lower by 45 students, that is <2% out of 2000 students, what is the big deal? This should not be an excuse for increasing classroom size, especially we have been approving and paying so much add on/additional new school taxes year after year.	class size

2015-16 SUSD LCAP parent and staff survey.xls

Continuing to Keep student teacher ratio small is the best thing the district can do for excellence in education	Class-size
Better communication between parent and teacher, consistent lesson plan, better management when teachers go on long leave of absence	Communication
Differentiated instruction. Computer-based training.	Differentiation
Divide classes by ability so higher level students can excel.	Differentiation
Have girl only classroom option in middle school + Tailor program to child level (child bored)	Differentiation
increased differentiation	Differentiation
more speech and learning (minor) disabilities	differentiation
Participation in more competitions	differentiation
Provide better supplemental instruction for above-academic-average students. There are no gateway programs, etc. for students to excel.	differentiation
Provide differentiated teaching if possible, according to different aptitides.	differentiation
Provide options for parents seeking outside tutoring.	differentiation
providing flexible differentiated instruction options	differentiation
Stop using the phrase "student achievement" and rephrase the question, How else might the district support educational needs for a whole child/ a whole person	differentiation
SUSD should provide more challenging work for students above grade level and not allowing "free" time during class time to do their homework.	differentiation
There is very little emphasis on liberal arts and language skills. Saratoga Elementary has no art docent despite having volunteers and there is no second language program. Learning a second language early is probably more important to brain development than any other skill, but there is zero effort in that direction.	differentiation
There should be more opportunities for students to advance at different grade levels	differentiation
After school tutoring	Differntiation
Teach student study discipline	discipline
understand not all students are high-achievers, everyone has different gifts	diversity
Core 5 Lexia computer program (personalized reading instruction, like Dreambox but for reading)	ELA
More emphasis on writing. I haven't seen a single book report assignment, or spelling/comprehension test, and very few essays	ELA
teach better writing skills to students - from the basics on up	ELA

Differentiate in Reading in the upper grades and differentiate in Math in all grades.	ELA, Math
Increase the electives offerings.	Electives
Better lunch choices	Food
By stopping giving them sugar and sweet at school	Food
assign optional homework over long weekends, week-long-breaks, and summer break. If the kids are interested and have time, they can have more to work with. More attention on typing, with correct fingering.	Homework
consistent homework schedule and grading	Homework
Less homeowork in elementary, stop stressing our young children out about grade and percentages!	homework
less homework so students are not as stressed and rushing through everything	homework
less homework that seems to be busy work	homework
less homework that seems to be busy work	homework
provide optional homework over Feb break, Spring break, summer, and some holiday long weekends. So that if some kids want to do more, they have something extra to work on.	homework
Set standard teaching curriculum for every teacher to follow	instructional materials
stop changing math or reading curriculums. seems things change too often w/ 'fads'	instructional materials
Allow the kid bring home their works at least every week. All reading/writing works are given to parent as teacher-student conf is not a good idea.	Instructional Pedagogy
Assign more purposeful assignments and provide meaningful feedback, especially in language arts	Instructional Pedagogy
Continue to make learning fun and integrate concepts into all lessons. The "How To" books are a great example of doing this - step by step thinking, writing, spelling, art all tied up together.	Instructional Pedagogy
Create more practical projects to apply their learning	Instructional Pedagogy
Don't create a more rigorous pace.	Instructional Pedagogy
Elementary curriculum is too easy. Most students are capable of taking more challenged problems.	Instructional Pedagogy
focus more on process, less on product.	Instructional Pedagogy
Lrss busy work. More engaging instruction	instructional pedagogy

Make learning more interesting and "sneaky" through individual and group projects; institute a program of daily required reading which includes award winning books, like the Los Gatos school district does. Reading translates to good writing, and improves overall communication.	instructional pedagogy
More emphasis on team activities	instructional pedagogy
More student centered work – more inquiry based curricula	instructional pedagogy
Providing good quality instructional time.	instructional pedagogy
Reduce mindless work and increase projects in all subjects	instructional pedagogy
Social study and science have lead tire instead of just have student takes the notes by themselves ! We did have some science lab. But most of the textbook knowledges kids got were from self learnt . Not all class works were corrected . Some got rated by peers . Parents / student would like to have feedback on what they did wrong to prevent Dane mistakes	instructional pedagogy
Teachers can engage students by providing more group activities, compete in contests, like scince bowl, synopsys science fairs	instructional pedagogy
Teachers need to stop assuming and relying on outside learning. Please do not skip sections in the book.	instructional pedagogy
There is very little focus on writing of documents one page or more. Students should be practicing the different writing styles multiple times and students should be required to generate at least two drafts of the documents. The second draft should include teacher comments in addition to peer comments.	instructional pedagogy
To create programs that encourage learning: homework groups, book clubs, library visits for projects or studying	instructional pedagogy
more language program	Languages
The district can expand the school's libraries and provide more time for independent reading.	libraries
allow all students to take Algebra 1 and geometry	Math
change the math program	Math
Eliminate the need for a double math period in 7th grade for Geometry Pathway	Math
Extra math help	Math
I feel having students at an appropriate level of math allows students the opportunity the excel in multiple areas and creates a diverse curriculum.	Math
I quite often see signs of misunderstanding of concepts particularly in math and science.	Math
Improve math.	Math
More structured math shadow program to support the students	math
Participant mathcount kind of competation	math

The double math period for 7th grade is not a good idea, it should be discarded.	math
help parents recognize that grades are not everything	Parent Education
more teacher parent interaction to better motivate	parent education
Most teachers dont send out weekly newsletter to update the parents, that makes it hard to support the teachers and students	parent education
More parent engagement at the middle school level	parent engagement
At all grade levels, have teachers match their curriculum so that students are receiving similar material. Also give teachers time to meet as a department and determine needs for each grade level so that they are getting prepared consistently through all grades.	PD
better quality of teacher and teaching	PD
More physical activity. Have you read Spark? More recesses a day.	PE
provide more exercises in class	PE
8:30am-3pm full time at school	Schedule
By having teachers spend more time with students by eliminating SCLT minimum days.	Schedule
Science instruction in redwood middle seems weak. we should integrate basic physics/chemistry into science.	science
Focus on the well-being, not always math centered	SEL
I think the district should focus a less on student achievement. Kids need to be kids and the constant focus on academic achievement puts too much pressure on students.	SEL
In some areas, more value and respect toward students - they'll be more motivated to perform	SEL
less stress, less homework, less busywork	SEL
Lower the academic expectation in order to reduce pressure on kids to enjoy their life at the moment.	SEL
More unstructured time to explore and build relationships	SEL
Social/Emotional teaching has taken a backseat while we are rolling out the new curriculum. It is so intensive, it seems we do not have time for social/emotional learning which has led, I think, to more behavior issues. Finding a curriculum balance is something we may need to emphasize over the next few years. Instructional aide or teacher for lower grades would benefit students for SBAC testing/help with basic computer skills	SEL
Stop making them feel so pressured	SEL
Broader circumlum - Math isn't the only important subject	Standards
Challenging curriculum for capable kids, elementary to middle school collaboration to make sure kids can transition easy in terms of curriculum	Standards

Create a broader curriculum	Standards
get rid of common core. instead of teaching kids to be the same, let them explore their indivdual passion and skills. Common Core is heading in the wrong direction.	Standards
Go back to the basics of teaching, reading writing and arithmetic	Standards
Provides more STEM related Extra-curriculum	STEAM
We should look to incorporate a bit more STEM instruction for our kids	STEAM
Provide computers taught by certificates teacher in lower grade	technology
Update computers in classrooms	technology
Add music class to curriculum, more access to technology	Technology, Music
Be less test oriented	Testing
less standard testing and testing preperation	testing
More formative assessment to meet kids where they are at	testing
Regular testing to see whether the student is grasping the concepts. And if found not progressing as should be, extra optional lessons for struggling students on weekends or after school.	testing
greater focus on writing instruction and supporting student mental health/stress management	Writing/SEL
How else might the district support STUDENT ENGAGEMENT? (optional)	
"special friends" program, buddy system, counseling	
1)Add more extra curricular club and activities. 2)Chinese translation service of school meeting and announcement to help communication with immigrant parents and families.	
A more nurturing environment for the middle school kids	
Aim to improve the average student not the students that already have higher academics because they do extra tutoring.	
Allow the classrooms to bring back more "fun" learning activities, such as quiet reading, art, drama. These things have had to be pulled because the curriculum is so impacted.	
Be less test oriented	
Clubs or activities during lunch, focus on social/emotional	
Constantly train/improve teachers	

decrease use of worksheets	
decreased focus on math achievement; a more balanced approach to curriculum	
Differentiate to accommodate all the different learning levels	
Do away with homework.	
empower students in the learning. break the traditional model of teaching and learning.	
Encourage students to participate in clubs that would assist them in difficult subjects- i.e. Lit club for all levels, not just excelling/AP students.	
facilitate more student led activities and opportunities for kids to make decisions about what happens at school and take action to make their suggestions a reality.	
Focus on student creativity; More student centered work - more inquiry based curricula	
get students more involved	
Have students do more community focussed activities more often.	
Have teachers across the grade level and subject level provide the same projects and assignments do the learning outcomes and student experiences are very similar.	
If parents can get more updates from the teachers about what is going on in the class, then we can ask students auestions when they come home, to build a closer relationship by staying in touch what is being taught in class	
Improve the level of instruction and amount of homework in elementary school to prepare them for what is coming in middle school. Keep the instruction and assignments consistent among elementary school teachers. Elementary school teaches should be better at communicating with parents	
Increase PE related activities.	
Increase their confidence through performances skills (eg music, drama) learning	
Interative Smart Boards/Promethean Active Boards	
It would be great to introduce advanced math curriculum for more advanced students to keep them engaged and challenged, as the current elementary math curriculum has lots of repetition for the same set of skills, it may not be suitable for those who are at the advanced level.	
Keep the class size small would be supporting this as each kids get more attention from the teacher compare to a large class size.	
Keep the classroom student-teacher ratio low.	
Larger scale activites around social issues	
Make classes more fun including physical activities, props, trips, etc. Allow longer breaks between classes so students are refresh between classes	
Make more hands on science experiments so students can understand.	

make orchestra an elective period
Make projects similar to life tasks. When kids go out in the real world they dont need to just memorize facts
more assemblies
More clubs at school would be great
More education based social events like student 2 student. Less activity night, jogaton type.
More educational field trips
More extracurricular activities at middle school level in addition to sports
more field trips, hands on projects for younger students
more hands on work and group activitiy
more hands-on, more recess
More movement in class, more recess. Kids learn better when active.
more project based learning that incorporates the Arts
Orchestra as regular class
Please add orchestra as a Redwood elective.
project based learning
Provide resources for PBL
Provide Strings orchestra - beginner, intermediate, advanced - all levels as an elective (Like you do for band)
providing flexible differentiated instruction options
Providing to special education kids with cycling equipment, ping pong tables or even painting classes.
Science olympiad,STEM program
Small teacher student ratio
Stupport teachers with CCSS so they have the needed PD so they can break away from the traditional lecture format. (ie teaching to the book)
Suggest have a smaller classroom size to better support the student full engagement during the class

Support more longer days for kindergarten students.	
SUSD should provide more challenges for students in maths, reading and writing.	
Teachers need to differentiate within their classroom and allow for options/multiple ways of demonstrating content knowledge.	
Think about how teachers can meet and develop a few cross curriculum projects at each grade level	
With differentiation, ensure the problems given to students actually make the students pause and think. If they are still cruising through the assignments, they are likely not engaged.	
BASIC SERVICES: How else can the district ensure that all students have access to 1) appropriate textbook /learning materials, 2) appropriately credentialed teachers, and 3) well maintained schools?	
Enable soft/digital copies, enable warm water in the bathrooms and possibly better climate control.	
Better food.	
bring a full set of orchestra classes into RMS (just like band). Have beginner, intermediate, and advanced.	
Classrooms could be cleaned more frequently. I find myself cleaning, wiping down surfaces, vacuuming when it's "not my day" for a vacuum.	
Compensate teachers well so that they stay and have the option to live near our community.	
Each year theif seems to becouple of teacher who do not perform at the level they were hired for. It seems they did not have much experience teaching that dubject matter at that grade level. It seems like a gamble which ends of low wuality learning for students	
Except for having to utilize the mandated common ‘cored’ text books the district has done well supplying learning materials. Facilities are great. And, our experience in elementary school had a preponderance of exceptional teachers and staff there.	
Girls restrooms and water fountains need more work please.	
give online access to more materials.	
Have accountability in place for the custodians when it comes to bathroom and classroom cleanliness.	
Have an actual gym instead of mpr	
Have enough copies so that students don't need to haul heavy books back and forth between home and school.	
Having worksheets available online so that parents can download them and use at home	
I feel that the district needs to adopt programs that are through grades K-8. So if the elementary school adopts a math curriculum, the middle school should continue with that particular curriculum for consistency. Having the curriculum match throughout high school would be the ultimate and ideal situation.	
I'd like to see text books online rather than just being heavy and cumbersome copies carried back and forth.	

In Literature class, it isn't clear that all classes have access to at least one book at all times. Some classes seem to have to wait for books to become available. Perhaps have a couple of extra sets of books.	
Increase on-line learning materials	
Keep the small size of a class, that is why we move here	
Latest edition textbooks would be a start	
Look at reducing paper - copying. Introduce written work books rather that indiviidual worksheets. Use book fair funds to purchase books relevant to the lessons.	
Lunch portion is so small, my kid has to buy 3 orders of it, they only give out one ice cream scop of pasta, how is that enough for any kid? They also served canned fruits/veg, or very old /brown veg, how could we ask the kids to eat it if adults were not going to touch it?	
more computers, technology that works, educate teachers on best practice use of technology	
More trash cans around SES.	
My son is in the after school strings and he loves the program and it fosters the orchestra environment for him to pursue string instrument instead of seeking outside sources.	
My child has had a lot of subs in the classroom this year, are they all credentialed?	
Need to have web access to textbooks	
Offer electives that majority wants, not just the vocal few.	
One thing I love about being in SUSD is a small class size and personal attention from the faculty. This way, teachers are able to give closer attention and focus to our students, which why SUSD is so coveted. I strongly request that SUSD continues a small teacher vs. student ratio, so our students can thrive. All parents will be devastated and extremely dissipated if SUSD change its policy.	
One to one devices, more cleaning in the classrooms	
Perhaps keep the bathrooms open for at least 15 minutes afterschool.	
Please fix the RMS indoor gym floor. It is too slippery and may cause injuries.	
Please provide more electronics versions of textbooks and materials so that kids can access them through one laptop instead of carring the heavy textbooks around after-school to finish homeworks in the library when they can not go home directly.	
Provide left-handed notebooks to left handers!!	
Prioritize key subjects and get the right teachers; Redwood's strings program is an example	
Provide more access to online textbooks/learning materials.	
restroom facilities are horrible. Many students will not use during the day. Restaurants have hourly cleaning, perhaps SUSD should require the same	
Revisit buildings, paint, carpets deep cleaned more than once a year. Replace wood that is rotting, andd fix cracks in sidewalks.	

School bathroom may need to be cleaned more often or maintained better. A lot of dog owners have their dogs play on the grass area, it should not be allowed and should issue warnings to those dog owners.	
smaller classrooms for more focused attention to students	
Textbook adoption should be a formal process; do not put technology training ahead of the availability of devices; post positions early in the hiring season and offer multiple days for interviews.	
The lack of technology to support learning is disappointing	
The physical text books are old and not current. Many other schools include computer chrome books or mac books but we do not	
The track is in poor shape. I hear that students have twisted their ankles while running. Pls invest in improving it for the sake of the future students. Thank you.	
How might we improve the CLIMATE in our schools to ensure that all students and employees feel SAFE and connected to their schools? (optional)	
A lot said about bullying, but nothing much done about it when there is an issue.	Bullying
Act at much higher speed if there is a report about bullying. Base on our personal experience bullying is not a priority for the school.	Bullying
continued education of all staff and students esp on racism and intolerance. it's sadly still present on our campus.	bullying
More adult engagement at Middle School during lunch/recess to avoid bullying, etc.	bullying
Need to decrease bullying, students are unkind due to so much video games, project cornerstone is the only way to improve positive human behaviors	bullying
Notice the bullying more and address asap not to take the children's self esteem away.	Bullying
stronger anti-bullying program	bullying
There is still some bullying around school but seems to be addressed fairly well. More assemblies about being kind. More encouragement for bucket fillers etc.	bullying
Collect data from a larger population, not just those usual few.	communication
More communication between administration and teachers	communication
More communication with parents and students	communication
less homework, have a better balance overall for our students, research based methodology into amount/what type of work is beneficial for students	Curriculum
We should have less interest in summative assessment - and less focus on high achieving math -- more focus on liberal arts and SEL	Curriculum/SEL
Have clearer standards to expected behavior and consequences.	discipline

better care of play fields	facilities
keep the weed whackers away during school hours	facilities
signs for outside of buildings so visitors know where the multipurpose room is or the gym etc.	facilities
Lunch and learn presentations on key topics	PD
Are there supervision in the Kinder playground after 8:10am? I don't feel comfortable dropping my child off	safety
Lock the front door to classroom since there is so much gun violence in schools now.	safety
More friendly police presence. Yes. There is nothing else you can do.	safety
More organized drills that will better prepare us for an emergency.	safety
Parents need to be more cautious when driving. The other day one driver ran through the crosswalk without looking almost killing my son	safety
Security camera installed	safety
Theft, especially of bicycles, at the Redwood campus needs to be addressed.	safety
You can never achieve the goal of ALL student and employees being SAFE. It is the schools job to instruct students, discipline the ones who disrupt and the individuals responsibility to maintain vigilance for problems	Safety
More activities for school spirit and fun (i.e. asset building), which would ultimately lead to more positive feelings toward school resulting in better engagement.	SE
One exercise some other schools do is to have every student write in a journal one good deed he/she did each day at the end of the school day.	SE
building EQ (emotional intelligence), dealing with academic stress, begin dialogue in an open environment regarding what constitutes bullying so that as children become older they are more aware of how to be more socially engaged and not only academically engaged.	SE safety
by providing to each child a nonjudgmental and nongiltly environment from teacher and peers.	SE safety
Continue programs like project cornerstone and make it more consistent	se safety
Create an environment where learning is the focus and not test scores. The overall feeling about school is that it is a scary place where you can often fail.	se safety
i strongly feel that we should have lessons or programs for value systems and empathy etc	se safety
If possible, find ways to allow for students' stress levels to lower.	se safety
More parent talks about anti-bullying and racism amongst parent groups. You should ask the students what they think too.	SE Safety
More school counselors to provide classroom guidance	SE Safety
Project Corner Stone is fantastic for elementary school but maybe add to it in Middle School with more social thinking and empathy training	se safety

supporting student mental health/stress management; more opportunities for students to participate in clubs at the middle school	se safety
Teachers and Aides need to listen to both sides of arguments versus assuming some students are always the troublemaker/other students are perfect.	SE safety
Check up on teachers' enthusiasm levels, their energy and ability to handle children, and ensure that all teachers are in the right grade level. Just as students are assessed for suitability to a grade level.	teachers
Teacher emphasis fairness practice to her student	teachers
continue to educate students	Positive
continuously talk about the climate with students	SEL Safety
don't overprotect them out on playground.	discipline
Give kids for education on behavior	discipline
It feels safe but the instruction still seems to more towards knowledge acquisition than developing learning and thinking interest and ability.	
Listen to the trained professionals that work in the district and give consideration that they know what is good for kids.	teachers
More volunteer opportunities for students (student council is elected, what about the quieter kids)	
My kids feel safe for the most part	safety

How else might the schools of SUSD encourage and support PARENT INVOLVEMENT?	**Category**
Better communication from instructors and inviting parents to be more involved	communication
Better communication of what involvement requires. A lot of parents are put off thinking they will be committed to huge amounts of volunteering. Instead let parents know how any time they can give is appreciated.	communication
by providing attention and awareness in their own language.	communication
Encourage formation of parents groups, and parents group champions to ensure relevant information are communicated.	communication
I would like to have parent – teacher conference organized for semester	communication
More communication on issues related to curriculum changes, advance notice of upcoming state tests (SBAC etc), more information on staff changes etc	communication
More tjmely communication and asking parental inputs in decisions that affects their child education and development	communication
Need weekly newsletter from teachers to stay in tuned with the class	communication
Power school grades need to go online asap. Also need to know when assignments are not turned in on time.	communication

short and bullet pointed emails (sometimes there are too many long emails that go out and parent's don't read them all.	Communication
The Argonaut newsletter is very informative to key dates, announcements, etc.. However, it would also be a good platform to provide very specific areas in which parents can get more involved. The newsletter can be reformatted so that there is a section devoted to this. If parent "jobs" were more specifically laid out, I think it would make it more palatable for parents to decide whether or not they could afford the time to volunteer more. This can also be added as a section to the school web site.	Communication
While I appreciate the time and effort that goes into all of the emails, it gets overwhelming. I don't know what to read between teacher emails, shutterfly, district emails, PTA, school etc.	Communication
Work on providing compelling arguments as to why parent involvement is necessary to provide their children with a high-level of education. Must be crafted to address various cultural groups' interests.	Communication
Would also be helpful to keep parents informed of changes in Saratoga high school as most SUSD students go to SHS.	Communication
family night, games pizza interaction for all?	community events
Make fun activities where parents can help	community events
Offer more opps to be involved	Community Events
SES is great. Redwood should do more community building like Family picnic etc.	Community Events
Offer lecture series with topics around student stress, cyber safety, sex ed, etc. (similar to those hosted at Saratoga High) for parents and students	parent education
parent info nights?	parent education
parent only networking opportunities, what a day in the life of their student is like?	parent education
Teach parents new skills, like lifelong music or tutoring	Parent Education
You could have some online workshops...	Parent Education
We currently have an IEP in place so we are kept informed. However	Positive
Hold PTA meetings during Math Olympiad nights; publicize the PTA agenda and minutes	PTA
holding more events (PTA, etc.) in the evening so that more working parents can participate	PTA
more grass roots community outreach before students enroll	se safety
Support both students and parents so that they feel they are heard and respected. They can ask for (and listen to) feedback, aside from just asking for money.	SEL
Provide language translation service to help immigrant families and parents to get informed.	Translation
Advertise the % of parents who volunteer per school	Volunteering
Allow for more opportunities to be involved outside of the typical school day so working parents can be involved.	Volunteering

Be more appreciative of parent volunteers especially ones that do the tedious jobs regularly. Be more receptive of parent feedback.	volunteering
develop more opportunities to volunteer or help early in the morning or late afternoon/evening. Most volunteer opportunities are in the middle of the day, which is very difficult for working parents.	volunteering
I feel informed but often am unable to participate because so many opportunities to be involved are during the work day. As a single working parent, this is prohibitive.	volunteering
I would like more opportunities for parent involvement in MIDDLE SCHOOL next year.	volunteering
make it mandatory to volunteer few times a year	volunteering
More to do than chaperon at dances.	volunteering
Push a bit harder on the fact that parent involvement is necessary and not just nice to have.	volunteering
There is very minor parent involvement in the middle school	Volunteering
voluntary.	Volunteering
More consolidated web site like, "Schoolspeak": one stop for calendars, events, volunteering and communication.	website
SUSD should provide all of activities schedule & detail marterials on the SUSD website allowing parents check the schedule & read the materials.	Website
The website could have more information and be a better layout, especially on mobile devices.	Website
Appreciate parents involvement, acknowledge	
At this point there should be less parent involvement. Students need to be prepared to high school where ther is less parent involvement	volunteering
Better PTA government. Signed up for PTA – never received the directory as promised.	PTA

LCAP
Glossary of Terms and Acronyms

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.