



2017-20 SUSD DRAFT LCAP Working Document 5.9.2019 Board Meeting

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2017-20 The Plan Summary

The Story

The Saratoga Union School District (the District) is located in Santa Clara County in the heart of Silicon Valley. We provide our students with a challenging and enriching education that promotes lifelong learning. Our schools are at the heart of our community and are recognized as

some of the best in our county, state and country. All of them have been recognized as California Distinguished Schools. In 2018, two of our schools, Argonaut Elementary and Redwood Middle School, were recognized as National Blue Ribbon Schools.

Our District serves students in grades K-8 and presently operates three elementary schools and one middle school. Our student population consists of approximately 1,015 elementary school students and 766 middle school students. We provide an outstanding education to our students through a highly professional and differentiated system of education, which engages the community as educational partners, embraces diversity, inspires creativity, and fosters student well-being.

SUSD's student demographics are diverse and made up of many ethnicities: 57.29% Asian, 25.43% Caucasian, 6.20% Hispanic, and 7.07% two or more races. Five percent of our students (96) are classified as English learners (ELs). 62% of our ELs speak Mandarin. The others speak additional languages including Spanish (8%), Korean (8%), Turkish (3%), Farsi (2%), Hindi (2%), Russian (2%), Vietnamese (2%), and multiple other languages. Two percent of our students are considered Socioeconomically Disadvantaged; 11.3% have disabilities; and we currently have no students in foster care.

Our District is a Community-Funded (Basic Aid) district. Therefore, we do not receive state aid under the LCAP and Local Control Funding Formula (LCFF). We use our Basic Aid funds to meet the needs of all of our students.

Our District has a rich tradition of active involvement of parents, community members, and employees. We engage all of these stakeholders each year in the creation of our Local Control and Accountability Plan (LCAP), which reflects our District's commitment to continuous improvement and building upon our current systems and traditions.

LCAP Highlights

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

English learners and provided suggestions for the LCAP. After reviewing all input from the community, four goals were developed:

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

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

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

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

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

- * Annual student achievement data from the Smarter Balanced Assessment
- * Local assessments in reading, writing, and math
- * Attendance and suspension/expulsion data
- * Student, staff, and parent survey data

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

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

- * Relevant and consistent professional development and collaboration for SUSD teachers and classified staff (Goal __, Action___)
- * Rigorous, standards-based CCSS- and NGSS- instructional materials (Goal __, Action___)

* Diagnostic, formative, interim, and summative assessments to inform instruction (Goal __, Action__)

* Consistent and clear communication and consultation with the community to enhance meaningful opportunities for student, staff, and parent involvement (Goal __, Action__)

* Implementation of social-emotional literacy programs, such as Project Cornerstone (Goal __, Action__)

* Increase social-emotional supports for all students (Goal __, Action__)

* Increased support for integration of technology for purposeful learning during instruction and for assessment (Goal __, Action__)

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

The LCAP was created based on input from a wide range of stakeholders and an analysis of data focused on the eight State Priorities (Basic, State Standards, Parental Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, Other Pupil Outcomes). It reflects the areas of District and site needs and suggestions and recommendations identified by all stakeholder groups throughout the input process. The SUSD LCAP will continue SUSD's traditions of excellence with all students and encourage informed parent involvement and engagement with all stakeholders.

Review of Performance

Greatest Progress

Saratoga Union School District students continue to excel academically, as reflected on the California School Dashboard (the CA Dashboard). The CA Dashboard is California's accountability and continuous improvement system. It displays the performance of the district, district schools and student groups on a set of state and local indicators. Performance is based on two factors: 1) current performance level (Very High, High, Medium, Low, Very Low) and 2) improvement or lack of improvement from prior year results (Increased Significantly, Increased, Maintained, Declined, Declined Significantly). Combining these two factors gives the dashboard color, ranging from Blue (Highest performance) through Green, Yellow, and Orange, to Red (Lowest performance).

English Language Arts

In 2018, 1,366 district students in grades 3-8 completed the Smarter Balanced Summative Assessment in English Language Arts (ELA SBAC). In aggregate, these students' scores Increased and they performed at the Very High level. Therefore, this group is represented by Blue on the CA Dashboard.

The district also receives ELA scores for six student groups. Aggregate scores of each of these groups either Increased or Increased significantly from last year, and all group scores were at the High or Very High levels. Five of these groups are represented by Blue on the CA Dashboard and the sixth group (Students with Disabilities) is represented by Green.

Math

In 2018, 1,366 district students in grades 3-8 completed the Smarter Balanced Summative Assessment in Math (Math SBAC). In aggregate, these students' scores Increased and they performed at the Very High level. Therefore this group is represented by Blue on the CA Dashboard.

The district also receives Math scores for six student groups. Aggregate scores of four of these groups Increased from last year and all group scores were at the High or Very High levels. Three of these groups are represented by Blue on the CA Dashboard and three are represented by Green.

Effects of Past Increases and Improvements

Last year, in our 2018-19 Local Control Accountability Plan (LCAP), we listed specific actions and services to meet the needs of students reading below grade level and/or not meeting grade-level standards on the 3-8 Math SBAC. We also focused on the need to continue to support our Hispanic students to improve in both English Language Arts and Math. Based on the 2018 SBAC scores, our students made progress in each of these areas.

In Spring 2017, 13% of students in grades 3-8 did not meet grade level standards on the ELA SBAC. In Spring 2018, that number decreased to 10%. In Spring 2017, 10% of students in grades 3-8 did not meet grade level standards on the Math SBAC. In Spring 2018, that number decreased to 8.9%.

In Spring 2018, 56 Hispanic students in grades 3-8 took the ELA SBAC. In aggregate, these students' scores Increased Significantly and they performed at the Very High level. Therefore this group is represented by Blue on the CA Dashboard.

In 2018, 56 Hispanic students in grades 3-8 took the Math SBAC. In aggregate, these students' scores Increased and they performed at the High level. Therefore this group is represented by Green on the CA Dashboard.

Local Indicators

Implementation of Academic Standards: This measure covers the implementation of state academic standards.

(Reflection Tool Rating Scale: 1 = Exploration and Research Phase; 2 = Beginning Development; 3 = Initial Implementation; 4 = Full Implementation; 5 = Full Implementation and Sustainability)

Professional Development: Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- English Language Arts – Common Core State Standards for English Language Arts Standards: 4
- English Language Development (Aligned to English Language Arts Standards): 4
- Mathematics – Common Core State Standards for Mathematics: 5
- Next Generation Science Standards: 4
- History - Social Science: 1

Instruction Manuals: Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- English Language Arts – Common Core State Standards for English Language Arts Standards: 4
- English Language Development (Aligned to English Language Arts Standards): 3
- Mathematics – Common Core State Standards for Mathematics: 5
- Next Generation Science Standards: 3
- History - Social Science: 1

Policy & Program Support: Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

- English Language Arts – Common Core State Standards for English Language Arts Standards: 2
- English Language Development (Aligned to English Language Arts Standards): 3
- Mathematics – Common Core State Standards for Mathematics: 5
- Next Generation Science Standards: 5
- History - Social Science: 3

Implementation of Standards: Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

- Career Technical Education: 4
- Health Education Content Standards: 4
- Physical Education Model Content Standards: 4
- Visual and Performing Arts: 4
- World Language: 2

Engagement of School Leadership: Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- Identifying the professional learning needs of groups of teachers or staff as a whole: 4
- Identifying the professional learning needs of individual teachers: 4
- Providing support for teachers on the standards they have not yet mastered: 4

SUSD has developed a multi-year curriculum framework which delineates implementation stages of subject area standards, instructional materials, and professional development.

We plan to continue to build upon these results by continuing to focus Professional Development efforts on differentiating instruction, integrating technology, and building content area knowledge and pedagogy in all subject areas, as indicated in the 2019-20 LCAP Goals, Actions, and Services.

Greatest Needs

Based on the 2018 CA Dashboard, there are two state indicators for which overall performance was in the Red or Orange: Chronic Absenteeism for Students with Disabilities (Orange: status = Medium; growth = Increased from prior year) and Suspension Rate of English Learners (Orange: status = Medium; growth = Increased from prior year). The steps we will take to address these areas are described below under Performance Gaps.

Additionally, we will continue to focus improving the performance of our students who did not meet grade level standards on the Math and ELA SBAC, as well as the K-2 grade students who are reading below grade level, we will continue to provide the following actions and services:

- Provide differentiated instruction to elementary students within reading and writing workshop (Goal 1, Action 1.1);
- Meet with teachers to plan reading interventions for students reading below grade level and offer Tier 2 interventions (e.g., small group or individualized instruction using and intensive intervention curriculum) to students, as needed based on progress monitoring data(Goal __, Action __);
- Offer a literacy support elective to 6-8 grade students who are reading or writing below grade level(Goal __, Action __);
- Use customized Eureka Math lessons and formative assessments to differentiate elementary math instruction (Goal 1, Action 1.1, 1.3g) (Rebecca);
- Use our math placement assessment system to place students in the math course for which they are best prepared to succeed and in which they will be challenged to learn (Goal 1, Action 1.3); and

- Offer Math Advisory classes to students in the grade level math courses who need additional assistance (Goal __, Action __)

Hispanic achievement on the SBAC improved in English Language Arts and stayed at the same level in Mathematics. To continue to support students in this group, we will continue to provide the following actions and services:

- Identify Hispanic students, review data at aggregate and student level, put academic supports in place, monitor success of the supports, and make adjustments as needed (Goal __, Action __);
- Provide Professional Development for teachers on differentiating instruction in content area subjects(Goal 1, Action 1 ;
- Offer Academic Summer School for intensive intervention in literacy (Goal 1, Action1.4c);
- Provide English language support when needed (Goal __, Action __); and
- Implement high-quality instructional materials in math, English language arts (reading and writing), and science (Goal __, Action __).

Performance Gaps

Based on the 2018 data, there are two state indicators for which performance for a student group was two or more performance levels below the “all student” performance on the CA Dashboard - Chronic Absenteeism for Students with Disabilities and Suspension Rate for English Learners.

Chronic Absenteeism of Students with Disabilities

7.9% of 240 Students with Disabilities (18 students) were chronically absent based on the 2018 CA Dashboard (orange performance level - increased 0.8% from the previous year). To address this performance gap, we will take the following steps (Goal __, Action __):

- Identify these students
- Determine the reasons for their absences
- Provide student and or family support needed to improve attendance
- Monitor progress and move to the Student Attendance Review Board process, as necessary

Suspension Rate for English Learners

2.1% of 140 English Learners (3 students) were suspended at least once based on the 2018 CA Dashboard (orange performance level- increased 2.1% from the previous year). To address this performance gap, we will educate our administrators and teachers to use progressive discipline strategies (incremental interventions) to address inappropriate behavior with the ultimate goal of teaching prosocial behavior. We will strive for the prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused;
- Understand what they could have done differently in the same situation;
- Take responsibility for their actions;
- Be given the opportunity to learn prosocial strategies and skills to use in the future;
and
- Understand the progression of more stringent consequences if the behavior reoccurs.
(Goal __, Action __)

Comprehensive Support and Improvement - Schools Identified, Support for Identified Schools, Monitoring and Evaluating Effectiveness

No schools in our District have been identified as needing Comprehensive Support and Improvement.

2018-19 Annual Update

Goal 1

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Teacher feedback and classroom observations of Next Generation Science Standards (NGSS) implementation</p> <p>18-19 100% of Grades TK-8 science teachers will implement NGSS.</p> <p>Baseline 100% of 6th grade teachers implemented NGSS through field testing the StemScopes supplementary curriculum.</p>	<p>100% of Grades 4-8 science teachers are implementing NGSS through STEMScopes with varying degrees of fidelity.</p> <p>100% of K-3 teachers are implementing NGSS-aligned curriculum.</p>

<p>Metric/Indicator Teacher feedback and classroom observations of Middle School Core ELA curriculum implementation</p> <p>18-19 100% of Grades 6-8 Core teachers will implement the Core ELA curriculum, as revised by grade-level teams based on their review of first year curriculum implementation, including Core (ELA and Social Studies) integration.</p> <p>Baseline MS Core ELA teachers piloted new Core ELA curriculum.</p>	<p>100% of 6-8 core teachers are implementing the district's myPerspectives ELA curriculum with varying degrees of fidelity.</p>
<p>Metric/Indicator BrightBytes SAMR (Substitution, Augmentation, Modification, Redefinition) Lens Survey</p> <p>18-19 The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from the 2017-18.</p> <p>Baseline Current self-reported SAMR levels of all SUSD classroom teachers: Beginner (pre-SAMR level) - 34% Substitution - 24% Augmentation - 30% Modification - 5% Redefinition - 4%</p>	<p>The total percentage of SUSD classroom teachers in the four SAMR levels did not increase by at least 5% from the baseline levels (63%), according to the Bright Bytes Survey:</p> <p>Beginner (pre-SAMR level) - 32% Substitution - 28% Augmentation - 26% Modification - 8% Redefinition - 3%</p> <p>Total SAMR=65%</p>
<p>Metric/Indicator STEAM Integration: MakerSpace Usage by Teachers</p> <p>18-19 Increase the MakerSpace access by developing a MakerSpace at the final elementary school.</p> <p>80% of elementary classes will complete a three projects using a MakerSpace. 60% of middle school teachers will use the Maker Space with their classes this year.</p> <p>Baseline</p>	<p>All District schools have established MakerSpaces.</p> <p>96% of TK-5 students at schools with MakerSpaces completed a project using a MakerSpace.</p> <p>36% of middle school teachers completed a project using a MakerSpace.</p>

<p>MakerSpaces became available at Foothill Elementary and Redwood Middle School.</p> <p>Two-thirds of the classes at Foothill used the MakerSpace. Many K-5 students attended either Robotics Club after school or the community Fab Lab night supported by the PTA.</p> <p>Five lunch MakerSpace drop-in sessions were held at Argonaut - a total of approximately 50 students participated.</p> <p>20% of middle school teachers used the Maker Space with their classes this year.</p>	
<p>Metric/Indicator Professional Development: PD Sign-In Data and Participant Feedback Surveys; Professional Development Calendar</p> <p>18-19 Teachers and staff will participate in differentiated professional development, structured collaboration, and coaching with a focus on data-driven instruction and differentiating instruction to meet the needs of all students.</p> <p>Sites will determine specific professional development topics based on teacher surveys, requests, and needs.</p> <p>Continue to provide K-8 coaching upon teacher request.</p> <p>Baseline Teachers and staff participated in professional development, structured collaboration focusing on elementary literacy and math instruction, middle school departmental content-based PD, and G-Suite technology (cloud-based computing, collaboration, and productivity tools) district-wide.</p> <p>All classroom teachers participated in an SBAC Data Review session. Elementary teachers were given release time to align writing scoring and plan writing instruction based on scoring results. Pilot collection of elementary DRA (Reading Assessment) data in Spring 2017</p>	<p>100% of teachers and staff participated in differentiated professional development chosen by school sites based on surveys of teacher and staff needs.</p> <p>All grade levels and departments had structured collaboration time to focus on data and instructional practices.</p> <p>All elementary and middle school teachers have access to instructional coaching.</p> <p>100% of TK-8 teachers administered curriculum-based assessments.</p> <p>100% of TK-3 grade teachers uploaded the Developmental Reading Assessment to the district data management system.</p> <p>100% of TK-5 grade teachers participated in ongoing PD collaboration sessions to analyze data and plan instruction in reading.</p> <p>100% of TK-8 teachers were offered coaching on differentiation and data-driven instruction in literacy and math.</p> <p>100% of TK-5 teachers were offered coaching on implementation of Next Generation Science Standards (NGSS).</p>

<p>Pilot of Ellevation program to collect English learner data to inform placement and instruction.</p> <p>Pilot of English learner daily support logs to track student progress and promote teacher collaboration</p> <p>Content-specific PD was provided for middle school departments based on student need and teacher request.</p>	
<p>Metric/Indicator SBAC Performance Data for English language learners; ELD and classroom teacher interactive log for EL student support; Reclassification Rates</p> <p>18-19 Principals and teachers will continue to track and monitor academic performance data of English learners and reclassified students to provide differentiated support to improve their performance. Educators and parents will participate in SST meetings and parent conferences to collaborate together.</p> <p>English learners and Reclassified ELs will attain "Blue" (Very High Status and Increase in Growth) in both ELA and Mathematics on the 2018 SBAC.</p> <p>Baseline Principals and teachers tracked and monitored academic performance data of English learners and reclassified students to provide differentiated support to improve their performance. Educators and parents participated in SST meetings and parent conferences to collaborate together.</p> <p>CA School Dashboard Data for English learners (all ELs and Reclassified): ELA status = Very High (51.2 points above level 3) ELA change = Increased (by 7.5 points) EL Students Overall Performance in ELA = "Blue"</p> <p>46% of English learners met or exceeded standards in ELA on the 2016 SBAC</p>	<p>The EL Team collected and reviewed data from the sources listed below to track and monitor academic performance of English learners and reclassified students and to provide differentiated support to improve their performance. Educators and parents participated in SST meetings and parent conferences to collaborate together, as needed.</p> <p>Data Sources:</p> <ul style="list-style-type: none"> ● Elementary ELD teacher lesson logs; ● Middle school report cards; ● English Learner and reclassified student monitoring forms sent to teachers twice yearly; and ● Formative and summative assessments from the middle school ELD class. <p>In Spring 2018 on the CA Dashboard, English Learners in aggregate maintained Blue (Very High status and Increased change) in Mathematics. Status for ELA improved to Blue (Very High status and Increased Significantly change).</p> <p>39 English Learners took the 2018 ELA SBAC. 41% of these students met or exceeded standards (increased from 39% on the 2017 ELA SBAC). 45 English Learners took the 2018 Math SBAC. 78% of these students met or exceeded standards (increased from 73% on the 2017 Math SBAC).</p> <p>268 reclassified students took the 2018 ELA SBAC. 94% of these students met or exceeded standards (increased from 86% on the 2017 ELA SBAC). 268 reclassified</p>

<p>88% of Reclassified English learners met or exceeded standards in ELA on the 2016 SBAC</p> <hr/> <p>Mathematics status = Very High (81.5 points above level 3) Mathematics change = Increased (by 11.6 points) EL Students Overall Performance in Mathematics = "Blue"</p> <p>55% English learners met or exceeded standards in Mathematics on the 2016 SBAC</p> <p>90% Reclassified English learners met or exceeded standards in Mathematics on the 2016 SBAC</p>	<p>students took the 2018 Math SBAC. 95% of these students met or exceeded standards (increased from 91% on the 2017 Math SBAC).</p>
<p>Metric/Indicator SBAC Performance Data for Underperforming Groups (Hispanic and Students with Disabilities)</p> <p>18-19 Principals and teachers will track and monitor academic performance data of these student groups to provide differentiated support to improve their performance. Educators and parents will participate in SST and IEP meetings and parent conferences to collaborate together.</p> <p>Hispanic students' academic performance in both ELA and Mathematics will increase.</p> <p>Academic performance of Students with Disabilities in both ELA and Mathematics will increase.</p> <p>Baseline Principals and teachers tracked and monitored academic performance data of these student groups to provide differentiated support to improve their performance. Educators and parents participated in SST and IEP meetings and parent conferences to collaborate together.</p> <p>CA School Dashboard Data for Hispanics: ELA status = High (27 points above level 3)</p>	<p>Hispanic Students</p> <p>In Spring 2018, 56 Hispanic students in grades 3-8 took the ELA SBAC. In aggregate, these students' scores Increased Significantly and they performed at the Very High level. Therefore this group is represented by Blue on the CA Dashboard.</p> <p>In 2018, 56 Hispanic students in grades 3-8 took the Math SBAC. In aggregate, these students' scores increased and they performed at the High level. Therefore this group is represented by Green on the CA Dashboard.</p> <p>Students with Disabilities</p> <p>In Spring 2018, 145 Students with Disabilities in grades 3-8 took the ELA SBAC. In aggregate, these students' scores Increased and they performed at the High level. Therefore this group is represented by Green on the CA Dashboard.</p> <p>In 2018, 145 Students with Disabilities in grades 3-8 took the Math SBAC. In aggregate, these students' scores Increased and they performed at the High level.</p>

<p>ELA change = Declined (by 3.5 points) Hispanic Students Overall Performance in ELA = "Yellow"</p> <p>73% of Hispanic students met or exceeded standards in ELA on the 2016 SBAC</p> <p>Mathematics status = High (7 points above level 3) Mathematics change = Declined Significantly (by 18.7points) Hispanic Students Overall Performance in Mathematics = "Orange"</p> <p>58% of Hispanic students met or exceeded standards in Mathematics on the 2016 SBAC</p> <hr/> <p>CA School Dashboard Data for Students with Disabilities: ELA status = Medium (.1 points above level 3) ELA change = Increased (by 11.2 points) Students with Disabilities Overall Performance in ELA = "Green"</p> <p>49% of Students with Disabilities met or exceeded standards in ELA on the 2016 SBAC</p> <p>Mathematics status = High (10.4 points above level 3) Mathematics change = Increased (by 11.8 points) Students with Disabilities Overall Performance in Mathematics = "Green"</p> <p>51% of Students with Disabilities met or exceeded standards in Mathematics on the 2016 SBAC</p>	<p>Therefore this group is represented by Green on the CA Dashboard.</p>
<p>Metric/Indicator Priority 1: 1A: Fully credentialed in all subject areas 1B: Standard- Aligned Instructional Materials 1C: Include facility measure (Williams/FIT Report)</p> <p>18-19</p>	<p>1A: All SUSD teachers are fully credentialed. 1B: All instructional materials are standards-aligned. 1C: Williams and FIT Reports continue to be satisfactory.</p>

<p>1A: All teachers will continue to be fully credentialed. 1B: All instructional materials will continue to be standards-aligned. 1C: Williams and FIT Reports will continue to be satisfactory.</p> <p>Baseline 1A: All teachers are fully credentialed. 1B: All instructional materials are standards-aligned. 1C: Williams and FIT Reports are satisfactory.</p>	
<p>Metric/Indicator Priority 4: CELDT/ELPAC Data</p> <p>18-19 ELPAC baseline results will be established.</p> <p>Baseline CELDT will transition to ELPAC in 2017-18</p>	<p>108 English Learners took the Spring 2018 California Summative English Learner Proficiency Assessment (ELPAC). The percentage of The percentage of students scoring in each of the Overall Performance Levels on the 2018 Summative ELPAC were as follows:</p> <ul style="list-style-type: none"> ● Level 4 - Well Developed English skills: 61.1% ● Level 3 - Moderately Developed English skills: 22.2% ● Level 2 - Somewhat Developed English skills: 8.3% ● Level 1 - Beginning Stage 8.3%
<p>Metric/Indicator Priority 7: RMS Master Schedule</p> <p>18-19 Continue to expand course offerings to ensure equity for RMS special education and English learner classes.</p> <p>Baseline Review of class availability for middle school students within scope of RMS Task Force.</p>	<p>7th graders at Redwood Middle School had access to two electives, given the shift of core from three to two periods.</p>

Actions/Services

Goal 1 Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>PROFESSIONAL DEVELOPMENT/TEACHER SUPPORT</p> <p>1.1a Teachers, professional staff, and classified staff will continue to participate in differentiated professional development, structured collaboration, and coaching focused on standards-based, data-driven instruction differentiated to meet the needs of all students.</p> <p>1.1b The District's Teachers on Special Assignment (TOSAs) will continue to work together to provide coaching and support for all TK-8 grade teachers in implementing CCSS- and NGSS-aligned instruction and integrating instructional technology, as well as to coordinate professional development and provide information regarding instructional materials. Specific coaching areas will be determined based on teacher needs, as determined through teacher surveys and classroom observations.</p>	<p>PROFESSIONAL DEVELOPMENT/TEACHER SUPPORT</p> <p>1.1a Teachers, professional staff, and classified staff participated in differentiated professional development, structured collaboration, and coaching focused on standards-based, data-driven instruction differentiated to meet the needs of all students.</p> <p>1.1b The District's Teachers on Special Assignment (TOSAs) worked to offer and provide coaching and support for all TK-8 grade teachers in implementing standards-aligned instruction and integrating instructional technology. They also coordinated professional development and provided resources regarding instructional materials. Specific coaching areas were determined based on teacher needs, as determined through teacher surveys and classroom observations.</p>	<p>Professional Development (salary/benefits, reg fees, expenses, etc) [Title II: 060-4035-040350] 26000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Professional Development (salary/benefits, reg fees, expenses, etc) [Educator Effectiveness not included this year, funded by other sources] 0</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Professional Development (salary/benefits, reg fees, expenses, etc) [General Fund: 010-0000-002110] 90000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>CPR & First Aid Training [General Fund: 010-000-008400] 5000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) [General Fund: 060-9010-072720] 14600</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900] 116059</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>TOSA ELA/ELD (K-8) 1.0 FTE (MD)</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

<p>1.1c District NGSS Strategic Leadership Team will continue to plan for professional learning, explore instructional resources, form community and business partnerships, and align NGSS implementation with other initiatives.</p> <p>1.1d Elementary Science Support Aides will continue to provide teachers with science support, including organizing and delivering hands-on science lessons and science centers, depending on the grade level.</p> <p>1.1e The District's Library team, comprised of the RMS head librarian and the four school site library instructional aides, will continue to collaboratively coordinate the district's library programs to support students and staff in accessing ideas and information.</p> <p>1.1f New SUSD teachers will continue to be supported by a mentor and participate in professional development with the Santa Cruz Silicon</p>	<p>1.1c Our District merged the NGSS Strategic Leadership Team into our STEAM Team. Our focus was to coordinate integrated Science, Technology, Engineering, Arts, and Math curriculum for all students in all grades; create and implement a STEAM vision for the district; and align STEAM curriculum and PD with our Strategic Plan, LCAP, SPSA, and EdTech Plan.</p>	<p>[General Fund (MPP): 010-0000-070900] 22394</p>	
		<p>TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110] 107608</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110] 22647</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>1.1d Our three elementary Science Support Aides provided science support for teachers, including organizing and delivering hands-on science lessons and science centers, depending on the grade level. The NGSS/Tech TOSA and Computer/TK-5 Tech Teacher supported the Science Support Aides in this work.</p> <p>1.1e The District's Library team collaboratively coordinated the district's library programs to support students and staff in accessing ideas and information. The Director of Instructional Technology and the</p>	<p>TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110] 117114</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

<p>Valley New Teacher Project (SCSVNTP) /Beginning Teacher Support and Assessment (BTSA).</p> <p>1.1g SUSD will continue to hire subs as necessary for release days for Professional Development.</p> <p>1.1h Summer PD will be provided.</p> <p>1.1i Each school site will continue to be provided PD funds to support its individual school SPSA goals.</p> <p>1.1j The District Learning Team (DLT) and site Teacher Leaders, composed of teachers and administrators, will continue to collect data regarding District PD needs and provide input on District PD choices.</p> <p>1.1k Teachers may continue to apply to fill various compensated leadership positions at the site and district level. At the elementary level, these positions include Site and District Grade-Level Lead, Teacher in Charge when the principal is off campus, Student Council Advisor,</p>	<p>ELA/ELD TOSA supported the Library Team in this work.</p> <p>1.1f. SUSD did not have new teachers who were eligible to participate in the SCSVNTP.</p> <p>1.1g. The Human Resources Department hired certificated subs for release days so that teachers had the opportunity to participate in Professional Development.</p> <p>1.1h. Professional Development that occurred in the summer of 2018 included: Buck Institute for Education’s Project-Based Learning (9 teachers); Google Summit (12 teachers); 4th grade math teacher collaboration with the Math TOSA (5 teachers); Daily 5/CAFE Reading Workshop Conference (19 teachers, TOSAs, and administrators); and RMS science collaboration to plan for NGSS implementation in 7th grade.</p> <p>1.1i Each school site received Title 2 PD funds to support their</p>		
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<p>Student Tech Support Advisor, and Site Teacher Tech Support. At the middle school, these positions include Department Lead and member of the Student Achievement Leadership Team. At all schools, these positions also include Buddy Teacher.</p>	<p>teachers' professional goals and the individual school SPSA goals.</p> <p>1.1j Members of the District Learning Team (DLT) collected data regarding District PD needs and provided input on District PD opportunities. The TK-8 District Leadership Team is a vehicle for teacher input on district decisions. The team meets regularly for the purposes of: ensuring and facilitating articulation among school sites, grade levels, departments, etc. and establishing long and short term professional development goals (content and timelines), based upon district goals and administrator, teacher and/or student need.</p> <p>1.1k Teacher representatives served in leadership positions at the site and district level. At the elementary level, these positions included Site and District Grade-Level Lead, Teacher in Charge, Student Council Advisor, Student Tech Support Advisor, and</p>		
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	<p>Site Teacher Tech Support. At the middle school, these positions included Department Lead and the Student Achievement Leadership Team. At all schools, these positions also included Buddy Teacher to support new teachers.</p>		
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Goal 1 Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2. INSTRUCTIONAL MATERIALS AND PROGRAMS</p> <p>1.2a. SUSD students will continue to be provided with high quality, consistent, standards-based instructional materials, including digital resources, music and art supplies, and hands-on science materials. Supplementary materials will provide differentiation when needed. New materials will be reviewed, piloted, and purchased as required by changes in state standards, frameworks, and educational requirements.</p>	<p>INSTRUCTIONAL MATERIALS AND PROGRAMS</p> <p>1.2a.SUSD provided high quality, consistent, standards-based instructional materials, including digital resources, music and art supplies, and hands-on science materials. Supplementary materials for students with disabilities in the area of comprehensive sexuality education were identified and piloted by SDC teachers.</p> <p>1.2b. LLI (Leveled Literacy Intervention) reading intervention instructional materials</p>	<p>Overdrive: Collaborative to access student digital content [General Fund IT: 010-0000-007700] 1500</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Follet: Library system [General Fund IT: 010-0000-007700] 3500</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Silicon Valley Education Foundation (SVEF) contribution for ElevateMath and ElevateMath summer program at RMS [not included this year] 0</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Dreambox [One Time Discretionary: 010-0000-002000] 19500</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

<p>1.2b. Reading intervention instructional materials will be tested at the elementary level.</p> <p>1.2c Begin reviewing NGSS instructional materials as they become available.</p>	<p>were field-tested at the elementary level for English learners and students with disabilities. One-on-one Literacy Lessons (Reading Recovery) were provided to four English learners at Saratoga Elementary School by the Literacy Coach.</p>	<p>Explore Learning Gizmos [One Time Discretionary: 010-0000-002000] 3700</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>1.2c We did not begin to review NGSS instructional materials during this school year.</p>	<p>Comprehensive Sexuality Education materials (TBD) [General Fund: 010-0000-002110] 3500</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>STEMscopes (Accelerate Learning) science instructional materials (Grades 4-8) [One Time Discretionary: 010-0000-002000] 50000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>myPerspectives (Pearson) ELA/ELD instructional materials (Grades 6-8) [not included this year] 0</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Studies Weekly (American Legacy Publishing Inc) social studies instructional materials (Grades 4-5) [Lottery: 060-6300-063000] 1700</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Music Supplies, Instruments (Recorders), Repair [Lottery: 060-6300-063000] 4500</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

Goal 1 Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.3 ASSESSMENT</p> <p>1.3a. SUSD teachers and administrators will continue to identify and effectively use CCSS and NGSS-aligned diagnostic, formative, and interim assessments to inform instruction in all content areas.</p> <p>1.3b. SUSD Teachers and administrators will continue to consistently use data management tools to access student data and monitor student performance.</p> <p>1.3c. SUSD teachers, administrators, and classified staff will continue to coordinate successful SBAC administration for students in grades 2-8, including providing staff training on test administration and student practice opportunities. Teachers and administrators will analyze SBAC results to drive instruction.</p> <p>1.3d. Students in grades 5 and 6 will continue to take a</p>	<p>1.3 ASSESSMENT</p> <p>1.3a. We are working to improve our ability to identify and effectively use consistent CCSS and NGSS-aligned diagnostic, formative, and interim assessments to inform instruction in all content areas.</p>	<p>Silicon Valley Math Initiative (SVMI) Membership [Testing: 010-000-003160] 6000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>1.3a. We are working to improve our ability to identify and effectively use consistent CCSS and NGSS-aligned diagnostic, formative, and interim assessments to inform instruction in all content areas.</p>	<p>Silicon Valley Math Initiative (SVMI) MARS Scoring [Testing: 010-000-003160] 8000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>1.3b. Due to technical issues beyond our control, SUSD did not have a data management system to access student data and monitor student performance. We did, however, use Google Sheets to monitor progress of students in reading.</p>	<p>Northwest Education Association (NWEA) [Testing: 010-000-003160] 5000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>1.3c. SUSD teachers, administrators, and classified staff coordinated successful SBAC, CAA, and CAST administration for students in grades 3-8, including providing staff training on test administration and student practice opportunities. Some teachers and administrators analyzed SBAC</p>	<p>SCCOE Data Zone: data management system [Testing: 010-0000-003160] 15000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

<p>multiple-measures placement/diagnostic math assessment to inform their placement in middle school math courses.</p> <p>1.3e. SUSD teachers will continue to have access to Silicon Valley Math Initiative (SVMI) professional development resources and formative math performance assessments to assess students' problem-solving and conceptual understanding of CCSS Math.</p> <p>1.3f. TK-5 teachers will continue to administer pre-and post-curriculum-based assessments, receive training on how to upload assessment results to a district site, and participate in PD collaboration sessions to analyze data, plan instruction, and provide timely feedback to students.</p> <p>1.3g. As needed, teachers will continue to receive coaching on differentiation and data-driven instruction.</p> <p>1.3h. SUSD TK-5 teachers will continue to use CCSS-aligned Progress Updates</p>	<p>results to drive their instruction.</p> <p>1.3d. Students in grades 5 (rising 6th graders) and middle school who wanted to take accelerated math courses had an opportunity to take math assessments to inform their placement in middle school math courses. 2018-19 marked the second year of SUSD's math placement process (SUSD Board of Trustees adopted in March 2018), which emanated from the comprehensive work of the Community Math Study Group (CMSG) in the 2017-18 school year. The CMSG Advisory Group met four times in the 2018-19 school year to analyze performance and course participation data in order to evaluate the effectiveness of the placement process and ensure that our students are placed in the middle school course for which they are best prepared to succeed and in which they will be challenged to learn.</p> <p>1.3e. SUSD teachers did not participate in the Silicon Valley Math Initiative (SVMI)</p>		
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<p>(report cards). Teachers will collaborate with grade-level colleagues on alignment of any new assessments with the Progress Updates.</p>	<p>professional development. Some teachers utilized SVMI's resources and formative math performance assessments to further develop students' problem-solving and conceptual understanding of CCSS Math.</p> <p>1.3f. TK-5 teachers will continue to administer pre-and post-curriculum-based assessments, receive training on how to upload assessment results to a district site, and participate in PD collaboration sessions to analyze data, plan instruction, and provide timely feedback to students.</p> <p>1.3g. TOSAs provided coaching on differentiation and data-driven instruction for classified instructional assistants and certificated teachers in both general and special education. Some focus areas include: Reading Workshop; Guided Reading; reading assessments; Writing Workshop; data collection and analysis; classroom management; math</p>		
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	<p>differentiation; science centers; STEMScopes; NGSS science lessons; MakerSpace; co-teaching; Project Based Learning units (PBLs); observations and feedback; model lessons; math assessments; EdTech integration; and support of long-term substitutes. From August - March (140 school days), the seven Teachers on Special Assignment conducted over 700 coaching appointments with individual teachers and grade levels.</p> <p>1.3h. SUSD TK-5 teachers continued to use CCSS-aligned Progress Updates (report cards). Teachers collaborated with grade-level colleagues on alignment of any new assessments with the Progress Updates.</p>		
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Goal 1 Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 SPECIAL EDUCATION AND UNDERPERFORMIN G STUDENTS	1.4 SPECIAL EDUCATION AND UNDERPERFORMIN G STUDENTS	Special Education Professional Development (salary/benefits, reg	<i>Actual expenditures will be included in final LCAP template.</i>

<p>1.4a. SUSD special education staff will continue to participate in Professional Development to address implementation of ELA and Math CCSS, NGSS, and other educational needs resulting from Special Education student's disability(ies), including differentiation, writing appropriate goals, and supports for the general education classroom.</p> <p>1.4b. SUSD educators will continue to participate in PD to address the needs of underperforming students.</p> <p>1.4c. Our district will continue to offer an intensive summer school program and Extended School Year to English learners, students with disabilities, low-income, and Hispanic students.</p> <p>1.4d. TOSAs will provide individualized support, coaching and feedback for teachers in effective pedagogical practices to address the academic needs of all student groups.</p>	<p>1.4a. SUSD special education staff participated in Professional Development to address implementation of curriculum and other educational needs resulting from Special Education student's disability(ies), including differentiation, writing appropriate goals, and supports for the general education classroom. All special education instructional aides participated in training on differentiated reading strategies offered by our Literacy Specialist, ELA TOSA, and ELD Teacher. All elementary RSP teachers participated in Leveled Literacy Instruction (LLI) training and a one week training on Orton-Gillingham multisensory phonics instruction.</p> <p>1.4b. SUSD general and special education teachers and classified staff participated in PD to address the needs of underperforming students.</p> <p>1.4c. Our district offered an intensive academic summer</p>	fees, expenses, etc): [TBD] \$2000	
		Subs for parent meetings: [Special Education: 080-6500-065007] \$4000	<i>Actual expenditures will be included in final LCAP template.</i>
		Extended School Year teachers (salaries) [Special Education: 080-6500-065002] 28,800	<i>Actual expenditures will be included in final LCAP template.</i>
		Extended School Year aides (salaries) [Special Education: 080-6500-065002] 29284	<i>Actual expenditures will be included in final LCAP template.</i>
		Extended School Year teachers and aides (benefits) [Special Education: 080-6500-065002] 13200	<i>Actual expenditures will be included in final LCAP template.</i>
		Extended School Year supplies [Special Education: 080-6500-065002] 500	<i>Actual expenditures will be included in final LCAP template.</i>

<p>1.4e. Principals and teachers will continue to track and monitor academic performance data of these student groups to provide differentiated support as necessary to improve their performance. Educators and parents will participate in SST meetings and parent conferences to collaborate together.</p>	<p>school program and Extended School Year to English learners, students with disabilities, and students reading below grade level (includes students who are low-income).</p> <p>1.4d. TOSAs provided individualized support, coaching and feedback for teachers in effective pedagogical practices to address the academic needs of all student groups (see Action 1.3g).</p> <p>1.4e. General and special education teachers, as well as principals, tracked and monitored academic performance data of student groups to provide differentiated support as necessary to improve their performance. Educators and parents participated in Student Success Team (SST) meetings and parent conferences to collaborate together.</p>		
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Goal 1 Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>1.5 ENGLISH LEARNERS</p> <p>1.5a. All classroom teachers will continue to provide Designated and Integrated English Language Development (ELD) instruction to English learners in their classrooms throughout the school day as required by state and federal law.</p> <p>1.5b. The EL Team will continue to support teachers in providing ELD instruction through PD regarding the ELD standards and the ELA/ELD framework, and by providing information on available instructional materials and applicable pedagogy.</p> <p>1.5c. The EL Team will continue to coordinate with the Special Education department regarding students who are Special Education students and English language learners, including researching and implementing any specialized assessments and providing support services to meet these students' needs.</p>	<p>1.5 ENGLISH LEARNERS</p> <p>1.5a. All classroom teachers provided Designated and Integrated English Language Development (ELD) instruction to English learners in their classrooms throughout the school day as required by state and federal law.</p>	<p>Achieve3000 Summer Solution (academic summer school) [not included this year] 0</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>Integrated ELD occurred within classrooms in all content areas. It focused on learning academic content in tandem with learning English as outlined in the ELD standards. Designated ELD was provided during a specific protected time during the school day, with a focus on improving language skills using content from the regular curriculum.</p>	<p>Ellevation [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010] 2300</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>1.5b. The EL Team supported teachers and ELD instructional aides in providing ELD instruction through PD and coaching regarding the ELD standards and the ELA/ELD framework, and by providing information on available instructional materials and applicable pedagogy.</p>	<p>Rosetta Stone [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010] 3725</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Supplementary and Digital Instructional materials (apps, Starfall, RazKids, other) [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010] 10000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, LT) [General Fund (MPP): 010-0000-070900] 45808</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, LT) [General Fund (MPP): 010-0000-070900]</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

<p>1.5d. At each elementary school, the EL Team will continue to coordinate and provide additional EL pull-out or push-in support during the school day for English Learners. The amount and type of support will be determined by students' language needs.</p> <p>1.5e. At the middle school, an ELD teacher will continue to provide ELD instruction to support English Learners in an ELD class.</p> <p>1.5f. Members of the EL Team will continue to administer the English Language Proficiency Assessments for California (ELPAC test) annually to all English Learners.</p> <p>1.5g. ELD curriculum will be piloted. Supplemental digital instructional materials will be provided for all English Learners.</p>	<p>1.5c. The EL Team coordinated with the Special Education department regarding students who are Special Education students and English language learners, including researching and implementing any specialized assessments and providing support services to meet these students' needs.</p>	6584	
		<p>ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900] 36367</p>	<i>Actual expenditures will be included in final LCAP template.</i>
		<p>ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900] 16783</p>	<i>Actual expenditures will be included in final LCAP template.</i>
		<p>Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030; Title III Immigrant 060-4201-042010] 4000</p>	<i>Actual expenditures will be included in final LCAP template.</i>
	<p>1.5d. At each elementary school, the EL Team coordinated and provide additional EL pull-out or push-in support during the school day for English Learners. The amount and type of support was determined by students' language needs.</p> <p>1.5e. At the middle school, an ELD teacher provided ELD instruction to support English Learners in an ELD class for one period each day. EL students who did not sign up for the ELD elective class were directly supported by their other classroom teachers, with monitoring by the ELD teacher at the end of each grading period. .</p>	<p>Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030; Title III Immigrant 060-4201-042010] 772</p>	<i>Actual expenditures will be included in final LCAP template.</i>

	<p>1.5f. Members of the EL Team administered the summative English Language Proficiency Assessments for California (ELPAC) annually to all English Learners in the spring, and the initial ELPAC to all new English learners to the district.</p> <p>1.5g. ELD curriculum was piloted (Leveled Literacy Intervention in elementary). Supplemental digital instructional materials were provided for all English Learners.</p>		
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Goal 1 Analysis

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

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

Action 1.1

Our Innovative Learning Team consisting of district administrators and Teachers on Special Assignment (TOSAs) continued to provide coaching and support for all TK-8 grade teachers in implementing standards-aligned instruction and integrating instructional technology, as well coordinating professional development and providing information regarding instructional materials.

We continued to expand teacher professional development opportunities by providing more differentiated options and summer and individual learning opportunities.

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

Action 1.2

SUSD students were provided with high quality, consistent, standards-based instructional materials, including digital resources, music and art supplies, and hands-on science materials. Supplementary materials for students with disabilities in the area of comprehensive sexuality education were identified and piloted by SDC teachers and reading intervention materials were field-tested at the elementary level for English learners and students with disabilities. We did not begin to review NGSS instructional materials during this school year.

Action 1.3

The revised Redwood Middle School Math Placement System establishes the objective criteria for rising sixth, seventh, and eighth- grade placement in math courses. Summer school for target students was implemented as planned, and included daily and individualized ELD intervention for our English learners.

Action 1.4

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

Action 1.5

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

2. Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. Based on data referred in the 2018-19 Goal 1 Actual Outcomes in the Annual Measurable Outcomes section above, we are making steady progress in meeting this goal and its specific actions and services.

3. Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be addressed in the final LCAP template.

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

This section will be addressed in the final LCAP template.

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.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Translation Services: Number and type of documents translated</p> <p>18-19 Provide Mandarin translation for most important written communications and meetings at the school and district level.</p> <p>Baseline All Middle School English language arts instructional materials, math placement, and Comprehensive Sexuality Education parent meetings and workshops had Mandarin translation services. Written memos and presentations for these subjects were also translated into Mandarin.</p> <p>District website has an translation feature, which allows users to translate the text into a variety of languages.</p>	<p>Provided Chinese/Mandarin translation for most important written communications and meetings at the school and district level.</p>
<p>Metric/Indicator Parent Participation: Meeting and workshop sign-in data, survey return rates, committee participation and volunteer numbers</p> <p>18-19 125 parents will complete the 2018-19 LCAP survey.</p> <p>300 parents will complete the 2018-19 BrightBytes survey.</p> <p>Workshop participation: increase parent participation in district workshops during the 2018-19 school year.</p>	<p>234 parents and staff members completed the 2018-19 LCAP survey.</p> <p>203 parents completed the 2018-19 BrightBytes survey.</p> <p>Workshop participation: increase parent participation in district workshops during the 2018-19 school year.</p> <p>We maintained participation to include parent representatives from each school who consistently attend the DELAC meetings by holding DELAC meetings for parents at each</p>

<p>Maintain participation to include parent representatives from each school who consistently attend the DELAC meetings by holding DELAC meetings for parents at each school site (one school site per quarter).</p> <p>Baseline 75 parents completed the 2016-17 LCAP survey.</p> <p>213 parents completed the 2016-17 BrightBytes survey.</p> <p>Gathering baseline data on Parent Workshop participation</p> <p>District English Language Advisory Committee (DELAC): on average, 1-2 parents attended most DELAC meetings. 18 parents attended the fall EL training for elementary EL parents.</p>	<p>school site (one school site per quarter). Many of these parents, however, may have only attended the DELAC meeting that was held at their school and did not attend meetings held at the District Office or at the other schools.</p>
<p>Metric/Indicator Parent Education Opportunities: quantity of workshops offered</p> <p>18-19 Increase number of parent workshops and guest speaker presentations, including recorded and live webinars. Continue to provide opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision-making process by providing input and feedback.</p> <p>Coordinate parent workshops for parents of English learners (topics to encompass areas of interest to parents). Baseline Our district hosted a variety of parent workshops: four elementary writing workshop trainings; three elementary math trainings; three middle school math trainings; three middle school math placement meetings; two Digital Citizenship workshops; one Mindfulness training; two Comprehensive Sexuality presentations; and two presentations to preview the English language arts pilot instructional materials for middle school.</p>	

<p>All workshops were followed by parent feedback surveys, which guided the selection of workshop topics.</p>	
<p>Metric/Indicator Communication: communication channel metrics</p> <p>18-19 Use Blackboard Mass Messaging service to send frequent notifications to parents via email, text message, Facebook, and Twitter.</p> <p>Increase parent followers in Facebook and Twitter by 20% from 2017-2018.</p> <p>Include a feed to social media on our district and school websites</p> <p>Baseline Our primary channel of information to families is email through SchoolMessenger.</p> <p>Facebook followers=324 Twitter followers=27 Text messaging is used only for emergencies.</p> <p>Website Analytics</p>	<p>Used Blackboard Connect mass messaging service to send frequent notifications to parents via email (eNews). Email, text message and voice were used for emergency communication.</p> <p>Added enriched eNews templates via the Smore tool in order to include photos, graphics, social media links, and enhanced formatting for readability.</p> <p>Increased usage of social media including Facebook Twitter, Instagram and NextDoor.</p> <p>Increased parent followers on Facebook by 55% from 2017-2018. Twitter followers almost tripled.</p> <p>Added links to facebook, twitter, and Instagram on our websites and in eNews sent via Smore.</p> <p>Conducted Communication Survey of staff and district parents. Results will be presented at May 9, 2019 board meeting. Findings will inform communication enhancements for 2019-2020.</p> <p>Analytics are monitored for mass messaging and social media.</p>
<p>Metric/Indicator Family Engagement and Student Showcase Opportunities</p> <p>18-19 Continue to work with outside organizations to provide varied opportunities for family engagement and for our students to showcase their work that reflect the unique culture and climate of each school site.</p> <p>Baseline School sites, PTAs, and outside organizations sponsor events to provide opportunities for family engagement and for our students to</p>	<p>Continued to work with outside organizations to provide varied opportunities for family engagement and for our students to showcase their work that reflect the unique culture and climate of each school site.</p>

showcase their work, such as the Student to Student Conference, science fairs, art shows, concerts, family nights, etc.	
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Actions/Services

Goal 2 Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 FAMILY ENGAGEMENT AND EDUCATION</p> <p>2.1a Maintain a year-long schedule for frequent and varied parent workshops and trainings to be held at each school site. Topics will include comprehensive sexual education, homework support in mathematics and writing, NGSS, mindfulness, and bullying prevention.</p> <p>2.1b Continue to increase the number of parents responding to the LCAP survey. Circulate data to directors and site administrators for analysis and planning of next steps.</p> <p>2.1c Continue to increase the number of parents who participate on district and site committees and volunteer in district schools.</p>	<p>2.1 FAMILY ENGAGEMENT AND EDUCATION</p> <p>2.1a Maintained a year-long schedule for frequent and varied parent workshops and trainings to be held at each school site. In the 2018-19 school year, SUSD held several parent education events: “Behavior Basics” (presented by the District’s Behavior and Inclusion Specialist); “Mindful Parenting” (presented by the District’s elementary counselor); “Angst” movie screening, panel (child psychiatrist), and discussion; “Digital Safety” (presented by the SC District Attorney); “Bridging the Gap- Communicating with Your Kids about Sexuality” (presented by SFSU professor and Master of Public</p>	<p>Parent Education, Engagement and Hospitality [General Fund: 010-0000-002110] 1000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

<p>2.1d Coordinate quarterly DELAC meetings to collect input on, provide information about, and assist in planning services for EL students and their families. Maintain participation to include parent representatives from each school who consistently attend the DELAC meetings.</p> <p>2.1e Coordinate parent workshops for parents of English learners (topics to encompass areas of interest to parents).</p>	<p>Health); and “The Well Balanced Student” (presented by Stanford University’s Challenge Success) (See Action 3.6).</p> <p>2.1b Continued to strive to increase the number of parents responding to the LCAP survey. Survey was translated into Chinese and parent responses were translated back into English. All students in grades 4-8 took the survey. Principals and district administrators analyzed trends and determined next steps (short and long term goals related to SPSAs). Parent, staff, and student survey results were shared with the Board of Trustees on 4.4.19.</p> <p>2.1c Continued to increase the number of parents who participate on district and site committees and volunteer in district schools.</p> <p>2.1d Coordinated quarterly DELAC meetings to collect input on, provide information about, and assist in planning services for EL students and their families. Maintained</p>		
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	<p>participation to include parent representatives from each school who consistently attended the DELAC meetings. The purpose of the DELAC is to develop parent training and support for EL and Immigrant families; work with School Site Councils and school principals on providing programs and services for meeting the needs of English learners at the school site; and to align school and district goals for English learners with the Local Control Accountability Plan, Strategic Plan, and School Plans for Student Achievement. The work of the DELAC was shared and celebrated at the 4.4.19 board meeting.</p> <p>2.1e Coordinated parent workshops for parents of English learners (topics to encompass areas of interest to parents). All parent workshops had Mandarin translation available.</p>		
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Goal 2 Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>2.2 COMMUNICATION</p> <p>2.2a The district will continue to send notifications to parents via a variety of channels, including email, text messages, Facebook, and Twitter, to ensure maximum outreach. We will update to new forms of communication as they become available.</p> <p>2.2b The district and school sites websites will continue to be upgraded to be more user-friendly and visually appealing. Pertinent and updated information will be included. The websites will include translation tools and will be ADA accessible.</p> <p>2.2c Parents will continue to have access to student information through PowerSchool.</p> <p>2.2d District and school site calendars will continue to be aligned and updated frequently.</p> <p>2.2e Translations services will continue to be provided in Mandarin for messages sent to</p>	<p>2.2 COMMUNICATION</p> <p>2.2a The district continued to send notifications to parents via a variety of channels, including email, text messages, Facebook, and Twitter, to ensure maximum outreach. We updated to new forms of communication as they became available. To the extent possible, written communications were translated into Chinese.</p> <p>2.2b The district and school sites websites continued to be upgraded to be more user-friendly and visually appealing. Pertinent and updated information was included. The websites included translation tools and were ADA accessible.</p> <p>2.2c Parents continued to have access to student information through the PowerSchool parent portal.</p> <p>2.2d District and school site calendars continued to be aligned and updated frequently.</p>	<p>Blackboard-Mass Notification Service 3000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Blackboard: website hosting and support [Superintendent: 010-0000-007150] 11210</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>PowerSchool licensing, hosting, and customization [General Fund IT 010-0000-007700] 25000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Translation & interpreter services [General Fund: 010-0000-070900] 20000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Document Tracking Services: LCAP, SPSA, other templates [Testing: 010-0000-003160] 2450</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>SiteImprove: website ADA compliance [Superintendent: 010-0000-007150] 10000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

parents and for parent workshops.	2.2e Translations services continued to be provided in Chinese/Mandarin for messages sent to parents and for parent workshops.		
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Goal 2 Analysis

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

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

1) Our district offered many opportunities for parents and community members to provide input and participate in decision-making processes including through our Community Math Study Group Advisory; Science, Technology, Engineering, Arts, Math (STEAM) Team; Emergency Committee; Superintendent's Advisory Committee; Parent Teacher Association (PTA); School Site Councils (SSC); Comprehensive Sexual Education Working Group; District English Language Advisory Committee (DELAC); and Tech Plan Committee.

2) Our district held many parent workshops to bolster parents' understanding of district curriculum initiatives. Many meeting/workshop flyers, communications, and presentations were translated into Chinese/Mandarin. We have made great strides in translating important documents and meetings into Chinese/Mandarin (three of our four schools meet or exceed the 15% threshold for translation). Parent feedback and attendance data were collected at all workshops.

3) Timely, effective, and consistent communication were sent via School Messenger, PowerSchool, school and district newsletters, School Wires (BlackBoard) district and school websites, and social media. Chinese/Mandarin translated communications were provided.

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

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

3. Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be addressed in the final LCAP template.

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

This section will be addressed in the final LCAP template.

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.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Digital Citizenship lessons teacher self-reporting; BrightBytes survey 18-19 Increase to 3 lessons of Digital Citizenship instruction to 85% of TK-8th grade of students. Baseline Three lessons about Digital Citizenship instruction occurred in 50% of the elementary classes. One lesson about Digital Citizenship instruction occurred in 100% of the classes in the middle school.</p>	<p>Increased to 3 lessons of Digital Citizenship instruction to 86% of TK-8th grade of students.</p>
<p>Metric/Indicator CASSY Counseling Mid- and End-of-Year Reports Data on: Student Services, Student Outreach, Parent Outreach, Teacher Support, Interactive Classroom Workshops, Group Therapy 18-19 Offer up to two parent education workshops to address mental health issues Increase opportunities for students to engage in classroom workshops, one-on-one</p>	<p>Offered up to two parent education workshops to address mental health issues Increased opportunities for students to engage in classroom workshops, one-on-one sessions, and group therapy with CASSY therapist.</p>

<p>sessions, and group therapy with CASSY therapist. Baseline CASSY caseload: 19 students received weekly therapy sessions</p> <p>30 interactive classroom workshops conducted by CASSY therapist</p> <p>Self-referral process for CASSY therapy for students was developed</p> <p>Planning meetings with CASSY and SUSD administrators to plan for program implementation and improvements.</p>	
<p>Metric/Indicator First Aid and CPR registration of classified, certificated staff, and substitute teachers and LGSR staff</p> <p>Site Emergency Drill Logs</p> <p>Staff sign-in sheets for annual Emergency and Disaster training</p> <p>18-19 Offer First Aid and CPR certification training for all classified and certificated staff members.</p> <p>As per CA Education Code, all elementary schools will hold one monthly fire drill and four earthquake drills. RMS will hold four fire drills and two earthquake drills. Each school will hold two lockdown drills.</p> <p>Each classified and certificated staff member will participate in mandatory Emergency and Disaster training.</p> <p>Baseline 57 certificated and classified staff members attended First Aid and CPR certification training.</p> <p>As per CA Education Code, all elementary schools held one monthly fire drill and four earthquake drills. RMS held four fire drills and two earthquake drills.</p>	<p>Offered First Aid and CPR certification training for all classified and certificated staff members.</p> <p>As per CA Education Code, all elementary schools held one monthly fire drill and four earthquake drills. RMS held four fire drills and two earthquake drills. Each school held two lockdown drills.</p> <p>Each classified and certificated staff member participated in mandatory Emergency and Disaster training. (Number?)</p>

<p>Each school held two lockdown drills.</p> <p>Each classified and certificated staff member participated in mandatory Emergency and Disaster training.</p>	
<p>Metric/Indicator Physical Education elementary (1st - 5th grade) compliance reports</p> <p>RMS Master Schedule (exhibits physical education course offerings)</p> <p>18-19 As per CA Education Code, all first - fifth grade teachers will provide 200 minutes of physical education every ten school days.</p> <p>All seventh-eighth grade teachers will provide 400 minutes of physical education for every ten school days.</p> <p>Baseline As per CA Education Code, all first - fifth grade teachers provided 200 minutes of physical education every ten school days.</p> <p>All seventh-eighth grade teachers provided 400 minutes of physical education for every ten school days.</p>	<p>As per CA Education Code, all first - fifth grade teachers provided 200 minutes of physical education every ten school days.</p> <p>All seventh-eighth grade teachers provided 400 minutes of physical education for every ten school days.</p>
<p>Metric/Indicator Project Cornerstone Developmental Assets Survey results (4th, 5th, 7th grade) - Executive Summary and Survey school and district reports</p> <p>18-19 Continue to implement and revise action plan to meet needs of students.</p> <p>Baseline All 4th, 5th, and 7th grade students participated in the Developmental Assets Survey (given in 2016 - survey is given once every five years). Principals and district administrators reviewed and discussed results and developed an action plan.</p>	<p>Continued to implement and revise action plan to meet needs of students.</p>
<p>Metric/Indicator</p>	<p>Continued to support RMS staff with gender inclusive assistance and training.</p>

<p>Implementation of Positive School Climate Board Policy and Administrative Regulation - survey data, observations, self-assessment</p> <p>Implementation of Non-Discrimination/ Harassment Board Policy and Administrative Regulation</p> <p>Gender Inclusive School Plan (Gender Spectrum)</p> <p>18-19 Continue to support RMS staff with gender inclusive assistance and training.</p> <p>Provide parent workshop(s) on gender inclusion.</p> <p>Baseline RMS does not currently have a Gender Inclusive School Plan</p> <p>RMS has made facility adjustments to provide gender neutral restrooms and locker rooms.</p> <p>SUSD has updated all Board Policies related to Non-Discrimination, Harassment, and Positive School Climate</p>	<p>Provided parent workshop(s) on gender inclusion.</p>
<p>Metric/Indicator</p> <p>Implementation of CA Healthy Youth Act (CHYA) and Comprehensive Sexuality Education- survey data, observations, self-assessment</p> <p>18-19 Continue to provide comprehensive sexuality education for students, and parent workshops</p> <p>Baseline Formation of Comprehensive Sexuality Education Working Group to review and discuss curricula and supplemental programs/materials, as well as bringing forth recommendations for the school board to approve.</p> <p>Two parent workshops were held on the CHYA and Communication tips for parents when talking to their children about sexuality.</p>	<p>Continued to provide comprehensive sexuality education for students, and parent workshops</p> <p>Implement "Toolkit for mental health promotion and suicide prevention, K-12"</p>

<p>Mandarin translation was available for both meetings, and the presentation and printed materials were translated into Mandarin.</p> <p>SUSD has updated all Board Policies related to Comprehensive Health Education and Sexual Health and HIV AIDS prevention.</p>	
<p>Metric/Indicator Implementation of Suicide Prevention and Related Mental Health Promotion to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students - survey data, observations, self-assessment</p> <p>18-19 Implement "Toolkit for mental health promotion and suicide prevention, K-12"</p> <p>Baseline SUSD Board of Trustees adopted BP 5141.52 (Suicide Prevention)</p>	
<p>Metric/Indicator CA Dashboard Chronic Absenteeism data</p> <p>18-19 Implement Attendance procedures as per CA Education Code</p> <p>Baseline SUSD Board of Trustees adopted BP and AR 5113 (Absences and Excuses) and 5113.1 (Chronic Absence and Truancy)</p>	<p>Implemented Attendance procedures as per CA Education Code</p>
<p>Metric/Indicator (this is also under goal 1 Why in both places?) Priority 1: 1A: Fully credentialed in all subject areas 1B: Standards-aligned instructional materials 1C: Williams and FIT Reports</p> <p>18-19 1A: All teachers will continue to be fully credentialed in all subject areas 1B: All instructional materials are standards-aligned 1C: Williams and FIT Reports will continue to be satisfactory.</p>	<p>1A: Fully credentialed in all subject areas 1B: Standards-aligned instructional materials 1C: Williams and FIT Reports</p>

<p>Baseline 1A: All teachers are fully credentialed in all subject areas 1B: Instructional materials are standards-aligned 1C: Williams and FIT Reports are satisfactory.</p>	
<p>Metric/Indicator (this is also under goal 1 Why in both places?) Priority 4: CELDT/ELPAC Data</p> <p>18-19 ELPAC baseline results will be established.</p> <p>Baseline CELDT will transition to ELPAC in 2017-18.</p>	<p>ELPAC baseline results were established.</p>
<p>Metric/Indicator Priority 7: RMS Master Schedule</p> <p>18-19 Expand course offerings to ensure equity for RMS special education and English learner classes. Ensure equitable access to mathematics courses.</p> <p>Baseline Review of class availability for middle school students within scope of RMS Task Force.</p>	<p>Expanded course offerings to ensure equity for RMS special education and English learner classes. Ensured equitable access to mathematics courses.</p>
<p>Metric/Indicator Priority 5: Attendance, chronic absenteeism, middle school dropout rates</p> <p>18-19 Maintain low chronic absenteeism and no middle school dropouts by adhering to District's Attendance and Truancy Process</p> <p>Baseline Established District's Attendance and Truancy Process</p>	<p>Maintained low chronic absenteeism and no middle school dropouts by adhering to District's Attendance and Truancy Process</p>
<p>Metric/Indicator Priority 6: Chronic suspension and expulsion rates</p> <p>18-19 Maintain low suspension rates and no expulsions by adhering to District's Discipline</p>	<p>Maintained low suspension rates and no expulsions by adhering to District's Discipline and Alternative Strategies to Suspension practices.</p>

and Alternative Strategies to Suspension practices. Baseline Established suspension and expulsion procedures.	
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Goal 3 Actions/Services

Goal 3 Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 SUSD will continue to provide strategic behavioral and social-emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).	3.1 SUSD continued to provide strategic behavioral and social-emotional guidance support for all general and special education students (elementary and middle school counselors, Behavioral Specialist, Psychologists). The elementary counselor provides direct services to referred students- short term small group, individual, and classroom - as well as indirect services (consultation with teachers, staff and parents at meetings, via phone, email, and meetings)	Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110] 96810	<i>Actual expenditures will be included in final LCAP template.</i>
		Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110] 33005	<i>Actual expenditures will be included in final LCAP template.</i>
		Middle School Academic Counselors 2.0 FTE (AD, EG) [General Fund: 010-0000-003110] 185970	<i>Actual expenditures will be included in final LCAP template.</i>
		Middle School Academic Counselors 2.0 FTE (AD, EG) [General Fund: 010-0000-003110] 79285	<i>Actual expenditures will be included in final LCAP template.</i>
		Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120] 115514	<i>Actual expenditures will be included in final LCAP template.</i>

		Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120] 47091	<i>Actual expenditures will be included in final LCAP template.</i>
		Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120] 344807	<i>Actual expenditures will be included in final LCAP template.</i>
		Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120] 80,867	<i>Actual expenditures will be included in final LCAP template.</i>
		Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050] 103595	<i>Actual expenditures will be included in final LCAP template.</i>
		Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050] 34314	<i>Actual expenditures will be included in final LCAP template.</i>

Goal 3 Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Our district and schools will continue to implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC Readers, professional development for	3.2 Our district and schools continued to implement the Project Cornerstone program at all three elementary schools, including Expect Respect leadership training for students at Argonaut, and the ABC Readers	Project Cornerstone [General Fund: 010-0000-002130] 11000	<i>Actual expenditures will be included in final LCAP template.</i>

<p>teachers, training for noon duty supervisors, and Take it Personally workshop for parents.</p>	<p>program. There are 97 parents volunteering at these schools, impacting approximately 1,079 students monthly. The parents volunteer approximately 291 hours each month at our schools in these parent engagement programs which includes training, preparation, and classroom time.</p>		
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Goal 3 Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.3 SUSD teachers will continue to have opportunities to learn and implement social-emotional literacy and mindfulness programs.</p>	<p>3.3 SUSD teachers continued to have opportunities to learn and implement social-emotional literacy and mindfulness programs. Our elementary counselor offered eight week sessions to TK-5th grade teachers to focus on mindfulness strategies and awareness, perspective taking, gratitude, and kindness.</p>	<p>No Cost</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

Goal 3 Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>3.4 Continue to maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.</p>	<p>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. Thus far in the 2018-19 school year, there have been no foster student registrants in SUSD.</p>	<p>No Cost</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
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Goal 3 Action 5

<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Estimated Actual Expenditures</p>
<p>3.5 Annual revision of Comprehensive School Safety Plans (CSSP) for each school site and district office.</p> <p>Continue to train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).</p>	<p>3.5 The SUSD Emergency Preparation Committee met six times in the 2018-19 school year. The purpose of the committee is to: coordinate and revise Comprehensive Safety Plans; conduct emergency preparedness inventory; review SUSD emergency policies; coordinate emergency drills and training; coordinate First Aid and CPR training; coordinate emergency communication plan; and align goals with Local Control Accountability Plan, Strategic Plan, School Plans for Student Achievement.</p>	<p>No Cost</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

	<p>SUSD administrators revised and updated their school's CSSP, as per CA Education Code 32280-32289. The SUSD Board of Trustees approved each site's CSSP on 2.7.2019.</p> <p>In collaboration with Santa Clara County Sheriff and Fire Departments, the district continued to train students and staff on emergency preparedness and drills, in compliance with CA Education Codes and district policy: fire drills conducted at least once every calendar month at the elementary level and four times every school year at the middle school level. (Education Code section 32001); earthquake drills conducted four times every school year at the elementary level and two times every school year at the middle school level (Education Code section 35297); and lockdown drills: principals conducted twice each school year (SUSD policy).</p>		
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Goal 3 Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.6 Continue to conduct social-emotional literacy, digital safety, and parent effectiveness training for parents.</p>	<p>3.6 In the 2018-19 school year, SUSD held several parent education events: “Behavior Basics” (presented by the District’s Behavior and Inclusion Specialist); “Mindful Parenting” (presented by the District’s elementary counselor); “Angst” movie screening, panel (child psychiatrist), and discussion; “Digital Safety” (presented by the SC District Attorney); “Bridging the Gap- Communicating with Your Kids about Sexuality” (presented by SFSU professor and Master of Public Health); and “The Well Balanced Student” (presented by Stanford University’s Challenge Success).</p>	<p>No Cost</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

Goal 3 Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.7 The Emergency Committee will continue to maintain sufficient emergency supplies at each</p>	<p>3.7 The Emergency Preparedness Committee maintained a process for ensuring sufficient</p>	<p>Emergency Radio Maintenance Emergency Supplies [General Fund: 010-0000-008400]</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

<p>school site and district office. SUSD will maintain emergency radio devices for emergency purposes, which includes annual maintenance.</p>	<p>emergency supplies at each school site and district office.</p> <p>SUSD maintained emergency radio devices for emergency purposes, which includes annual maintenance. Additional emergency radios were purchased according to feedback from staff.</p>	<p>34000</p>	
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Goal 3 Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.8 Physical Activity: As per Education Code, all TK-5 grade students will have 200 minutes of structured physical activity every two weeks.</p> <p>Rhythm & Moves will continue to provide weekly physical activity classes to fulfill a portion of the required minutes.</p>	<p>3.8 Physical Activity: As per Education Code 51210, all 1-6 grade general and special education students had 200 minutes of structured physical education every ten days and all 7-8 grade students participated in 400 minutes of structured physical education every ten days. TK and K students also participate in consistent physical education activities.</p> <p>SUSD also assessed fifth and seventh grade students' physical fitness levels using the FITNESSGRAM physical fitness test, as per CA Education Code 60800.</p>	<p>Rhythm & Moves [Saratoga Education Foundation (SEF): 060-9010-095710] 135000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

	<p>The Rhythm & Moves physical education program continued to provide weekly physical education classes to fulfill a portion of the required minutes in elementary grades. The R&M program introduces health and fitness concepts and sports skills and concepts, such as invasion games (basketball); net/wall games (volleyball); striking and fielding games (softball); target games (bowling); and individual pursuits (dance).</p>		
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Goal 3 Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.9 SUSD will continue to adhere to the CA Healthy Youth Act of 2015 (AB 329), which ensures that students receive sex education that is accurate, comprehensive, medically accurate, age-appropriate and inclusive.</p>	<p>3.9 SUSD continued to adhere to the CA Healthy Youth Act of 2015 (AB 329), which ensures that students receive sex education that is accurate, comprehensive, medically accurate, age-appropriate and inclusive. All general and special education students in fifth and eighth grades received comprehensive sexual health education via the district's adopted</p>	<p>No Cost</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

	<p>curriculum, Positive Prevention Plus and district-approved supplemental materials. The CSE Advisory Group evaluated the CSE instruction pilot and made recommendations to the Board regarding comprehensive reproductive health content and curriculum materials for elementary and middle school students. All CSE teachers and administrators participated in training and received ongoing support from Cardea Services. As per the CHYA law, all parents were given multiple opportunities to preview the curriculum and an opportunity to opt their child out of the CSE unit.</p>		
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Goal 3 Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.10 SUSD will continue to partner with CASSY (Counseling and Support Services for Youth) to support students' social and emotional well-being through crisis intervention, ongoing</p>	<p>3.10 SUSD continued to partner with CASSY (Counseling and Support Services for Youth) to support students' social and emotional well-being through crisis intervention, ongoing counseling, and</p>	<p>Counseling and Support Services for Youth (CASSY) [General Fund: 010-0000-002130] 69500</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Counseling and Support Services for Youth (CASSY)</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

<p>counseling, and proactive mental health education for RMS students.</p>	<p>proactive mental health education for RMS students. The CASSY counselor provides professional mental health services to students in their academic setting to support students' social and emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education. The counselor also presented information to parents about supporting the social-emotional health of their middle school children.</p>	<p>[State Mental Health: 080-6512-065120] 10000</p>	
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Goal 3 Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.11 SUSD will continue to ensure compliance with the School Success and Opportunity Act (Assembly Bill 1266), which requires school districts to respect a transgender student's identity in all school programs, activities, and facilities.</p>	<p>3.11 SUSD continued to ensure compliance with the School Success and Opportunity Act (Assembly Bill 1266), which requires school districts to respect a transgender student's identity in all school programs, activities, and facilities.</p>	<p>No Cost</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

Goal 3 Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>3.12 SUSD will continue to ensure the safety of students by implementing a volunteer safety protocol in which all classroom and field trip volunteers must be screened and undergo a background check and a TB test (BP and AR 1240).</p>	<p>3.12 SUSD continued to ensure the safety of students by implementing a volunteer safety protocol in which all classroom and field trip volunteers must be screened and undergo a background check and a TB test (BP and AR 1240).</p>	<p>Volunteer Fingerprint and Background Checks [General Fund HR: 010-0000-007400] 7400</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
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Goal 3 Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.13 RESPONSIBLE USE OF TECHNOLOGY</p> <p>3.13a All students will sign an annual Responsible Use of Technology Policy, to ensure that each student's interactions with technology contribute positively to the learning environment both at school and in the community, and that each student exhibits proper and safe use of technology.</p> <p>3.13a All SUSD staff will sign an annual Acceptable Use of Technology Policy, to ensure that each staff member accepts responsibility for abiding by the District's acceptable</p>	<p>3.13a All students signed an annual Responsible Use of Technology Policy, to ensure that each student's interactions with technology contribute positively to the learning environment both at school and in the community, and that each student exhibits proper and safe use of technology.</p> <p>3.13a All SUSD staff signed an annual Acceptable Use of Technology Policy, to ensure that each staff member accepts responsibility for abiding by the District's acceptable use of technology, as defined in the SUSD Staff AUP. This includes teaching</p>	<p>Gaggle-G Drive and Gmail monitoring [General Fund IT: 010-0000-007700] 10200</p> <p>GoGuardian-Monitoring student searches [General Fund IT: 010-0000-007700] 7000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

use of technology, as defined in the SUSD Staff AUP. This will include teaching Digital Citizenship lessons, actively monitoring student use, and protecting student data.	Digital Citizenship lessons, actively monitoring student use, and protecting student data.		
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Goal 3 Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.14 SUSD is committed to protecting students' privacy while using online educational services and resources.</p> <p>The district will continue to maintain compliance with: Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and Children's Internet Protection Act (CIPA).</p>	<p>3.14 The district continued to maintain compliance with: Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and Children's Internet Protection Act (CIPA).</p>	<p>Education Framework-Vendor vetting of student data safety laws compliance. [General Fund IT: 010-0000-007700] 4500</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

Goal 3 Analysis

1. Describe the overall implementation of the actions/services to achieve the articulated goal.
2. Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
3. Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
4. Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF

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

This section will be addressed in the final LCAP template.

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.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator BrightBytes-Quality of tech support</p> <p>18-19 The percentage of teachers rating the quality of tech support as above average or excellent will increase to 54%.</p> <p>Baseline The quality of tech support for above average and excellent was 42%.</p>	<p>The percentage of teachers rating the quality of tech support as above average or excellent increased to 55%.</p>
<p>Metric/Indicator Device to student ratio</p> <p>18-19 Maintain device to student ratio at 1:1.</p> <p>Baseline Device to student ratio was 1:1.4</p>	<p>Maintained device to student ratio at 1:1.</p>
<p>Metric/Indicator Digital Citizenship teacher self-reporting; BrightBytes survey</p> <p>18-19 85% of TK-8 students will receive 3 or more Digital Citizenship lessons.</p> <p>Baseline Three lessons about Digital Citizenship instruction occurred in 50% of the elementary classes.</p>	<p>86% of TK-8 students received 3 or more</p>

<p>One lesson about Digital Citizenship instruction occurred in 100% of the classes in the middle school.</p>	
<p>Metric/Indicator EdTech PD participation rates for Mini-MERIT and G Suite professional development (PD) and G Suite Educator Certification</p> <p>18-19 15 more teachers will participate in Mini-MERIT PD.</p> <p>100% of teachers will participate in G Suite PD</p> <p>5 more teachers will become G Suite Certified.</p> <p>Baseline Participation of Mini-MERIT PD was 23 teachers.</p> <p>G Suite Certification was 18 teachers.</p> <p>100% of teachers participated in G Suite PD</p>	<p>No teachers participated in Mini-MERIT PD.</p> <p>100% of teachers participated in G Suite PD.</p> <p>2 more teachers became G Suite Certified.</p>
<p>Metric/Indicator BrightBytes SAMR Lens Survey</p> <p>18-19 The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from 2017-18.</p> <p>Baseline Current self-reported SAMR levels of all SUSD classroom teachers: Beginner (pre-SAMR level) - 34% Substitution - 24% Augmentation - 30% Modification - 5% Redefinition - 4%</p>	<p>The total percentage of SUSD classroom teachers in the four SAMR levels did not increase by at least 5% from the baseline levels (63%), according to the Bright Bytes Survey:</p> <p>Beginner (pre-SAMR level) - 32% Substitution - 28% Augmentation - 26% Modification - 8% Redefinition - 3%</p> <p>Total SAMR=65%</p>
<p>Metric/Indicator STEAM Integration: MakerSpace Usage by Teachers</p> <p>18-19 Increase MakerSpace access by developing a MakerSpace at the final elementary school.</p>	<p>Increased MakerSpace access by developing a MakerSpace at the final elementary school.</p> <p>96% of elementary classes completed 3 or more projects using a MakerSpace.</p> <p>36% of middle school teachers used the Maker Space with their classes this year.</p>

<p>80% of elementary classes will complete 3 or more projects using a MakerSpace.</p> <p>60% of middle school teachers will use the Maker Space with their classes this year.</p> <p>Baseline MakerSpaces became available at Foothill Elementary and Redwood Middle School.</p> <p>Two-thirds of the classes at Foothill used the MakerSpace. Many K-5 students attended either Robotics Club after school or the community Fab Lab night supported by the PTA.</p> <p>Five lunch MakerSpace drop-in sessions were held at Argonaut - a total of approximately 50 students participated.</p> <p>20% of middle school teachers used the Maker Space with their classes this year.</p>	
<p>Metric/Indicator Student tech discipline data</p> <p>18-19 Decrease tech discipline incidents by 10% from 17-18.</p> <p>Baseline for 17-18 is 36 total incidents.</p> <p>Baseline No data for this year</p>	<p>Decreased tech discipline incidents by __%.</p>
<p>Metric/Indicator Student Showcase participation</p> <p>18-19 Increase student participation by 15%</p> <p>Baseline Student participation was 86 students.</p>	<p>Total participation was 112 students. That is an increase of 30%.</p>
<p>Metric/Indicator Additional tech support staff</p> <p>18-19 Continue current Tech team staffing of 4 full time employees.</p>	<p>Continued current Tech team staffing of 4 full time employees and increased by 0.5 FTE.</p> <p>Continued student tech support teams at each site.</p>

<p>Continue student tech support teams at each site.</p> <p>Continue to provide basic tech support teacher at each site.</p> <p>Baseline Tech team included 4 full time employees. Each site has a student tech support team</p>	<p>Continued to provide basic tech support teacher at each site.</p>
<p>Metric/Indicator Provision of art and music lessons; integration of Art and Music lessons into science, technology, engineering, and math - SEF elementary schedule; middle school Art Docent program; RMS Master Schedule; STEAM Team meeting minutes</p> <p>18-19 Continue to refine and improve art, music, and STEAM integrated lessons for all students.</p> <p>Baseline Elementary: weekly music classes are provided to TK-5th grade by credentialed teachers; artist in residence provides 10 art lessons for 4th and 5th graders; Art Docent parent volunteer programs exist at each elementary school.</p> <p>RMS: band is offered as an elective to 7th and 8th grade students; visual art is offered as an elective to 7th and 8th grade students; most 6th graders have Exploratory Wheel (includes art and music)</p>	

Goal 4 Actions/Services

Goal 4 Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.1 PROFESSIONAL DEVELOPMENT</p> <p>TK-8th grade teachers will continue to receive the</p>	<p>4.1a Digital Citizenship professional development</p> <p>Students are to receive a minimum of</p>	<p>KCI/Foothill CC: Mini-MERIT Workshop [General Fund IT: 010-0000-007700] 17500</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

<p>following professional development:</p> <p>4.1a Digital Citizenship</p> <p>4.1b EdTech: participate in differentiated professional development on instructional technology to implement in the classroom. Topics will include using tools to create, collaborate, think critically, and communicate with colleagues and students as described in the Empowered Learner standards from the EdTech plan. The District Tech Team will also participate.</p> <p>4.1c STEAM to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects including projects in Makerspaces.</p> <p>4.1d Coaching: additional one-on-one support will be given to teachers to design, develop, implement, and assess projects/lessons.</p> <p>4.1e Digital Portfolio: Teachers will learn</p>	<p>3 Digital Citizenship lessons. Lesson suggestions are outlined in the Digital Citizenship Google site for teachers.</p>	<p>KCI/Foothill CC: Mini-MERIT Workshop teacher stipends [General Fund IT: 010-0000-007700] 12500</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>4.1b EdTech: teachers participated in differentiated professional development on instructional technology to implement in the classroom. Topics included using tools to create, collaborate, think critically, and communicate with colleagues and students as described in the Empowered Learner standards from the EdTech plan. The District Tech Team also participated.</p>	<p>Conference for teachers and administrators in EdTech, Makerspace, Design Thinking, PBL [General Fund IT: 010-0000-007700] 23000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>4.1c STEAM Team (classroom teachers, TOSAs, and administrators) implemented interdisciplinary, project-based learning that teaches transferable competencies in all core subjects including projects in Makerspaces.</p>	<p>Redwood Middle School: Content specific EdTech professional development [General Fund IT: 010-0000-007700] 2000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>4.1d Coaching: TOSAs provided additional one-on-one support to teachers to design, develop, implement, and</p>	<p>G Suite Certification teacher stipend [General Fund IT: 010-0000-007700]</p> <p>G Suite Certification Exam fees [General Fund IT: 010-0000-007700] 2000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>4.1d Coaching: TOSAs provided additional one-on-one support to teachers to design, develop, implement, and</p>	<p>Tech Team professional development including: Amplified-G Suite Admin CETPA Conference [General Fund IT: 010-0000-007700] 8000</p>	
	<p>4.1e Digital Portfolio: Teachers will learn</p>	<p>Coaching support Refer to Goal 1.1</p>	<p><i>Actual expenditures will be included in</i></p>

<p>the process of helping students create a digital portfolio.</p> <p>Middle School Teachers will continue to receive the following professional development:</p> <p>4.1f 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.</p> <p>4.1g Content specific topics to meet the needs of students and teachers.</p> <p>District Tech Team</p> <p>4.1h District Tech Team will continue to receive professional development to further support instructional technology.</p>	<p>assess projects/lessons.</p> <p>4.1e Digital Portfolio: Teachers learned the process of helping students create a digital portfolio.</p> <p>Middle School Teachers continued to receive the following professional development:</p> <p>4.1f Our district implemented Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. (6th grade wheel and four sections of STEM A and STEM B electives). The PLTW/STEM teacher participated in the PLTW core training and ongoing professional development. The PLTW teacher collaborated with the RMS math, science, and elective teachers.</p> <p>4.1g Content specific topics to meet the needs of students and teachers.</p> <p>District Tech Team</p> <p>4.1h District Tech Team continued to receive professional</p>	<p>Stipends for EdTech PD [General Fund IT: 010-0000-007700] 2320</p>	<p><i>final LCAP template.</i></p> <p><i>Actual expenditures will be included in final LCAP template.</i></p>
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	development to further support instructional technology.		
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Goal 4 Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.2 DEVICES, EDTECH TOOLS, AND TECH SUPPORT</p> <p>4.2a All students will continue to have access to Chromebooks for CCSS instruction.</p> <p>4.2b All 3 - 8 grade students will continue to have access to Chromebooks for SBAC assessments.</p> <p>4.2c The ratio of Chromebooks to students will be maintained at 1:1.</p> <p>4.2d All SUSD teachers will continue to receive and use standard instructional technology equipment: iPad, projector, and laptop or desktop computer.</p> <p>4.2e A long- term replacement plan for replacing obsolete or inoperable technology devices will be maintained by the Tech Team.</p>	<p>4.2a All students continued to have access to Chromebooks for standards-based assessment and instruction.</p>	<p>Replacement of student and teacher devices [General Fund IT: 010-0000-007600] 271300</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>4.2b All 3 - 8 grade students continued to have access to Chromebooks for CAST, CAA, and SBAC assessments.</p>	<p>ASAP: Inventory system for checking out equipment to staff AVS: Physical Inventory [General Fund IT: 010-0000-007700] 16100</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>4.2c The ratio of Chromebooks to students was maintained at 1:1.</p>	<p>BrightBytes: student, staff, and parent EdTech survey [General Fund IT: 010-0000-007700] 4200</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>4.2d All SUSD teachers continued to receive and use standard instructional technology equipment: iPad, projector, and laptop or desktop computer.</p>	<p>Lightspeed: management of iPads [General Fund IT: 010-0000-007700] 4000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>4.2e A long- term replacement plan for replacing obsolete or inoperable technology devices was maintained by the Tech Team.</p>	<p>Zendesk: helpdesk tracking and monitoring [General Fund IT: 010-0000-007700] 3500</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

<p>4.2f The Tech Team will continue to maintain organizational structures for technology procedures and protocols, including inventory, device management, and help desk support.</p> <p>4.2g EdTech tools will be tracked and monitored to verify that vendors comply with student data safety laws.</p> <p>4.2h There will be one tech support teacher at each site.</p> <p>4.2i Student tech support teams will be present at all sites.</p>	<p>4.2f The Tech Team continued to maintain organizational structures for technology procedures and protocols, including inventory, device management, and help desk support.</p>	<p>Student Tech Support Curriculum & Materials [General Fund IT: 010-0000-007700] 12000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>4.2g EdTech tools were tracked and monitored to verify that vendors comply with student data safety laws.</p>	<p>LearnTrials: tracking and monitoring procurement, usage, and student data safety. [General Fund IT: 010-0000-007700] 5500</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>4.2h There was one tech support teacher at each site (Teacher Leadership Compensation).</p>	<p>Type to Learn: Typing practice [General Fund IT: 010-0000-007700] 1000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
	<p>4.2i Student tech support teams were present at all sites.</p>		

Goal 4 Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.3 STUDENT SHOWCASE</p> <p>4.3a Continue to facilitate performances, exhibitions, virtual showcases, and publication opportunities for students to share their academic and artistic endeavors with peers, parents, and the community.</p>	<p>4.3a Continued to facilitate performances, exhibitions, virtual showcases, and publication opportunities for students to share their academic and artistic endeavors with peers, parents, and the community.</p> <p>In partnership with Community School of</p>	<p>Digital Portfolios materials [General Fund IT: 010-0000-007700] 1000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Student Exhibition/Student to Student Conference Supplies [General Fund: 060-9010-098010] 2000</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

	<p>Music and Arts, each elementary school held an art exhibition in the spring which showcased the art work of students.</p> <p>Each elementary school sponsored a science faire to exhibit students' science and MakerSpace projects.</p> <p>Music performances at each elementary and Redwood highlighted the vocal and instrumental talents of SUSD students throughout the year.</p> <p>The seventh annual Student to Student Conference gave 112 students an opportunity to discover, develop and share their ideas in the form of TED-style talks; provide a space for students to explore, think critically about and discuss ideas; and serve as a platform that helps students develop presentation literacy skills while connecting them to their community. The 2018-19 conference also included a STEM Exhibition to showcase MakerSpace projects, the RMS Garden Club, Science</p>		
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	Olympiads, Robotics Club, and RMS and elementary art projects.		
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Goal 4 Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 MAKERSPACES 4.4a Continue to support Makerspaces at the middle school and all elementary sites.	4.4a Continued to support Makerspaces at the middle school and all elementary sites. Students at the elementary schools engaged in activities to support learning in the areas of design thinking, engineering design, activities supporting classroom content and fundamental makerspace skill development. Makerspace TOSAs provided support to classroom teachers via lesson resources, planning and collaboration, exploratory rotations, procurement of materials and hands-on guided lessons. The MakerSpace teacher coordinators at Redwood Middle School support our teacher in various ways. They work with teachers to plan and create content	Makerspace supplies including equipment and consumable items. [Parcel Tax: 040-0000-002130] 20000	<i>Actual expenditures will be included in final LCAP template.</i>
		Makerspace materials ordering support [not included this year] 0	<i>Actual expenditures will be included in final LCAP template.</i>

	appropriate learning experiences for their students, order and manage materials, establish Makerspace rules and structures, develop and communicate tool safety protocols and, if needed, train teachers in the proper usage of tools and MakerSpace technologies.		
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Goal 4 Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 DEVICES FOR STUDENT GROUPS	4.5a Students without devices or internet service at home were provided with a device and internet service at home.	Student internet service for home use [General Fund IT: 010-0000-007600] 2200	<i>Actual expenditures will be included in final LCAP template.</i>
4.5a Students without devices or internet service at home will be provided with a device and internet service at home.	4.5b Continued to support the use of iPads for Special Education students.	New Interactive devices [not included this year] 0	<i>Actual expenditures will be included in final LCAP template.</i>
4.5b Continue to support the use of iPads for Special Education students.		New iPads for students [General Fund IT: 010-0000-007600] 32000	<i>Actual expenditures will be included in final LCAP template.</i>

Goal 4 Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.6 PROJECT LEAD THE WAY (PLTW)	4.6a Our district continued to implement Project Lead the Way (PLTW), an interactive, hands-on,	PLTW reg fee, supplies/consumables [General Fund PLTW: 010-0000-001880]	<i>Actual expenditures will be included in final LCAP template.</i>
4.6a Our district will continue to implement Project			

<p>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.</p> <p>4.6b Continue to provide professional learning on science integration instruction.</p>	<p>problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School (RMS). The Project Lead the Way (PLTW) teachers collaborated with the Redwood Middle School (RMS) math, science, and elective teachers. Middle school teachers collaborated and planned instructional integration across disciplines.</p> <p>4.6b Continued to provide professional learning on science integration instruction.</p>	38000	
		1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727] 104731	<i>Actual expenditures will be included in final LCAP template.</i>
		1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727] 38234	<i>Actual expenditures will be included in final LCAP template.</i>

Goal 4 Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.7 ARTS EDUCATION	4.7a The Saratoga Education	Middle School Art teacher 1.0 FTE (MH)	<i>Actual expenditures will be included in final LCAP template.</i>

<p>4.7a The district will continue to provide art and music classes at all schools. SUSD and SHS administrators and music teachers will continue to collaborate frequently to provide K-12 students with a comprehensive music education.</p>	<p>Foundation (SEF) finances visual art and music instruction for elementary students. SEF also sponsored a visual arts pilot program at RMS for seventh and eighth graders. RMS students also had the opportunity to participate in and band or orchestra electives.</p>	<p>[General Fund - Redwood: 010-0000-001820] 113783</p>	
		<p>Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820] 51282</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Middle School Art Docent Leader .325 FTE (TBD) [Saratoga Education Foundation (SEF): 060-9010-095715] 13500</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715] [not included this year] 0</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725] 28103</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725] 2590</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>
		<p>Art education supplies [Saratoga Education Foundation (SEF): 060-9010-095725] 8380</p>	<p><i>Actual expenditures will be included in final LCAP template.</i></p>

		Music Supplies, Instruments and Repair [Lottery: 060-6300-063000] 3500	<i>Actual expenditures will be included in final LCAP template.</i>
		Middle School Music teachers 1.0 FTE (JJ), Orchestra .5 FTE (TBD) [General Fund - Redwood: 010-0000-001820] 134059	<i>Actual expenditures will be included in final LCAP template.</i>
		Middle School Music teachers 1.0 FTE (JJ), Orchestra .5 FTE (TBD) [General Fund - Redwood: 010-0000-001820] 40192	<i>Actual expenditures will be included in final LCAP template.</i>

Goal 4 Analysis

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

- Actions and Services for Goal 4 were generally implemented as planned. Examples of actions and services that were achieved and exceeded the plan include:
- The percentage of teachers rating the quality of tech support as above average or excellent.
- TK-8 students received 3 or more Digital Citizenship lessons.
- Elementary classes completed 3 or more projects using a MakerSpace.
- Continued current Tech Team staffing of 4 full time employees and increased by 0.5 FTE.
- Teacher on special assignment designed six centers that students rotated through over a six week period to introduce students to exploring, designing, and computational thinking in the Makerspace. 100% of the students is TK-2 participated in the exploratory centers some time during the 2018-2019 school year.
- Teacher on special assignment met with 3rd-5th grade students to promote the Student to Student conference. The Teacher encouraged students in person to present which added to an increase of 30% enrollment this year.

- There were a few exceptions:
- We did not meet our goals in the total percentage of SUSD classroom teachers in the four SAMR levels. This will mean that we will provide further support to teachers on how to integrate learning and technology.
- We did not meet our goals in the middle school teachers use of the Makerspace with their classes this year. This will mean that we will provide further support to teachers on how to use the Makerspace.
- No teachers participated in Mini-MERIT PD. This will mean that we will have to provide alternative choices for professional development.

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

3. Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This section will be addressed in the final LCAP template.
