

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name Saratoga Union Elementary School District

Contact Name and Title Nancy Johnson  
Superintendent

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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

The Saratoga Union School District (SUSD) serves a diverse group of students. In the 2016-2017 school year, our student population was 1,906 students from transitional kindergarten through 8th-grade at four schools: three elementary and one middle school. Our student population is made up of many ethnicities: 55.69% Asian, 29.73% Caucasian, 3.72% Hispanic, and 7.61% Two or More Races. Six percent of our students (116 students) are classified as English learners (ELs). 52.6% of our ELs speak Mandarin. The others speak additional languages including Spanish (7%), French (4%), Russian (3%), Farsi (4%), and Korean (7%) and multiple other languages. One percent of our students are Socioeconomically Disadvantaged, 10.86% have disabilities, and 0% are foster youth.

Our district's mission is to create an innovative public school system that stimulates intellectual curiosity, providing academic rigor for each and every learner, and instills leadership, responsibility, and global citizenship in a safe and nurturing environment where learners THRIVE. We accomplish this with a highly professional and differentiated system of education, which engages the community as educational partners, embraces diversity, inspires creativity, and fosters student well-being. We measure success in student outcomes and achievement, professional growth, and a commitment to continuous improvement.

The Saratoga Union School District has a rich tradition of active involvement of parents, community members, and employees. The LCAP involvement process characterizes our District and is critical to the success of our students and schools. Our District leverages the Local Control Accountability Plan to build upon the traditions and systems in place in

our District. It is important to note that because of our Community-Funded (Basic Aid) status, SUSD will not receive new or additional state aid under the new LCAP and Local Control Funding Formula (LCFF).



## 2014 – 2017 Saratoga Union School District Strategic Plan

### MISSION:

Create an innovative public school system that stimulates intellectual curiosity, providing academic rigor for each and every learner, and instills leadership, responsibility, and global citizenship in a safe and nurturing environment where learners THRIVE.



## LCAP HIGHLIGHTS

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

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

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

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

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

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

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

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

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

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

- \* Relevant and consistent professional development and collaboration for SUSD teachers and classified staff
- \* Rigorous, standards-based CCSS- and NGSS- instructional materials
- \* Diagnostic, formative, interim, and summative assessments to inform instruction
- \* Consistent and clear communication and consultation with the community to enhance meaningful opportunities for student, staff, and parent involvement
- \* Implementation of social-emotional literacy programs, such as Project Cornerstone
- \* Increase social-emotional supports for all students
- \* Increased support for integration of technology for purposeful learning during instruction and for assessment
- \* Implementation of STEAM (Science, Technology, Engineering, Arts, Math), allowing for more integration of content

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

## REVIEW OF PERFORMANCE

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

### English Language Arts:

In 2016, the aggregate group of students in grades 3 - 8 (n = 1,489) increased an average of 7.7 points from the previous year ("increased" change) on the Smarter Balanced English Language Arts summative assessment. On average, students exceeded Level 3 (Standard Met) by 92.5 points ("very high" status). Therefore, the aggregate of all students is represented by "blue" on the CA Dashboard.

In 2016, the aggregate group of English learner students in grades 3 - 8 (n = 181) increased by 7.5 points from the previous year ("increased" change) on the Smarter Balanced English Language Arts summative assessment. On average, EL students was 51.2 exceeded level 3 (Standard Met) by 11.2 points ("very high" status). Therefore, the aggregate of all English learner students is represented by "blue" on the CA Dashboard.

In 2016, the aggregate group of students with disabilities in grades 3 - 8 (n = 174) increased by 11.2 points from the previous year ("increased" change) on the Smarter Balanced English Language Arts summative assessment. On average, students with disabilities scored 0.1 points below level 3 ("medium" status). Therefore, the aggregate of all students with disabilities is represented by "green" on the CA Dashboard. Refer to DF3 Note below\*.

In 2016, 89% of all students (grades 3 - 8) Met/Exceeded Standard on the ELA Smarter Balanced Assessment, which reflects a 2% gain from the previous year.

2016 ELA/Literacy Smarter Balanced Achievement Level Distribution by Grade Level Cohort (data for one grade from the current year, as well as data for the preceding grade from the previous administration. For example, if grade four is selected, then 2016 results for grade four and 2015 results for grade three will appear. Please note that the data is populating at the entity level, so the students whose results are shown for the previous year may not be the exact same group as the students whose data is being shown for the current year):

4th graders' ELA Mean Scale Score increased by 68 points from 2015 (in 3rd grade) to 2016 - gain of 6% in Standard Met/Exceeded

5th graders' ELA Mean Scale score increased by 42 points from 2015 (in 4th grade) to 2016 - gain of 2% in Standard Met/Exceeded

6th graders' ELA Mean Scale score increased by 23 points from 2015 (in 5th grade) to 2016 - gain of 1% in Standard Met/Exceeded

7th graders' ELA Mean Scale score increased by 39 points from 2015 (in 6th grade) to 2016 - gain of 6% in Standard Met/Exceeded

8th graders' ELA Mean Scale score increased by 20 points from 2015 (in 7th grade) to 2016 - gain of 3% in Standard Met/Exceeded

### Mathematics:

In 2016, the aggregate group of students in grades 3 - 8 (n = 1,489) increased by 8.2 points from the previous year ("increased" change) on the Smarter Balanced Mathematics summative assessment. On average, students exceeded Level 3 (Standard Met) by 105.6 ("very high" status). Therefore, the aggregate of all students is represented by "blue" on the CA Dashboard.

In 2016, the aggregate group of English learner students in grades 3 - 8 (n = 181) increased by 11.6 points from the previous year ("increased" change) on the Smarter Balanced Mathematics summative assessment. On average, English learner students exceeded Level 3 (Standard Met) by 81.5 points ("very high" status). Therefore, the aggregate of all students is represented by "blue" on the CA Dashboard.

In 2016, the aggregate group of students with disabilities in grades 3 - 8 (n = 174) increased by 11.8 points from the previous year ("increased" change) on the Smarter Balanced Mathematics summative assessment. On average, students with disabilities scored 10.4 points above level 3 ("high" status). Therefore, the aggregate of all students is represented by "green" on the CA Dashboard. Refer to DF3 Note below\*.

## GREATEST PROGRESS

In 2016, 89% of all students (grades 3 - 8) Met/Exceeded Standard on the Mathematics Smarter Balanced Assessment, which reflects a 1% gain from the previous year.

2016 Mathematics Smarter Balanced Achievement Level Distribution by Grade Level Cohort (data for one grade from the current year, as well as data for the preceding grade from the previous administration. For example, if grade four is selected, then 2016 results for grade four and 2015 results for grade three will appear. Please note that the data is populating at the entity level, so the students whose results are shown for the previous year may not be the exact same group as the students whose data is being shown for the current year):

4th graders' ELA Mean Scale Score increased by 75 points from 2015 (in 3rd grade) to 2016 - gain of 1% in Standard Met/Exceeded

5th graders' ELA Mean Scale score increased by 48 points from 2015 (in 4th grade) to 2016 - maintained 89% in Standard Met/Exceeded

6th graders' ELA Mean Scale score increased by 39 points from 2015 (in 5th grade) to 2016 - decrease of 2% in Standard Met/Exceeded

7th graders' ELA Mean Scale score increased by 29 points from 2015 (in 6th grade) to 2016 - gain of 4% in Standard Met/Exceeded

8th graders' ELA Mean Scale score increased by 32 points from 2015 (in 7th grade) to 2016 - gain of 4% in Standard Met/Exceeded

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

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

SUSD plans to build upon these results by focusing Professional Development efforts on differentiated instruction, integrated technology, and content areas (reading, writing, math, and science).

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## Status and Change Report

### Saratoga Union Elementary - Santa Clara County

Enrollment: 2,000

Socioeconomically Disadvantaged: 1%

English Learners: 6%

Foster Youth: N/A

Grade Span: K-8

Reporting  
Year:

Charter School: No





Equity Report





Status and Change Report

Detailed Reports

Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change). Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status
Chronic Absenteeism	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0.5%
English Learner Progress (K-12)		Very High 90.5%
<u>English Language Arts (3-8)</u>		Very High 92.5 points above level 3
<u>Mathematics (3-8)</u>		Very High 105.6 points above level 3

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (\*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there is no year used to calculate status and change. An N/A means that data is not currently available.

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

Based on the 2016 CAASPP data, the CA Dashboard indicator for Hispanic students (n = 44 students in grades 3 - 8) was "yellow" for English Language Arts: on average this student group's status was "high" (27 points above level 3) and the change declined (-3.5 points). Furthermore, the CA Dashboard indicator for Hispanic students (n = 44 students in grades 3 - 8) was "orange" for Mathematics: on average, this student group's status was "high" (7 points above level 3) and the average change declined significantly (-18.7 points).

To address areas with the greatest need for improvement, SUSD's teachers and administrators are engaged in professional development regarding "Visible Learning": John Hattie's 15 years' research and syntheses of over 800 meta-analyses (over 50,000 studies) relating to the influences on achievement in school-aged students. Hattie's research is the largest ever collection of evidence-based research into what actually works in schools to improve learning (and what doesn't). Hattie posits that expert teachers are not wedded to specific ideas but instead focus regularly on evaluating the effects they have on their students and adjust teaching methods accordingly. Visible learning involves teachers seeing learning through the eyes of students, and students seeing teaching as the key to their ongoing learning. When learning is visible the student knows what to do and how to do it and the teacher knows if learning is occurring or not. Teaching and learning are visible when the learning goal is not only challenging but is explicit. Essentially, the big idea of Visible Learning is for teachers to know the impact they are having on each of their students. Teachers collect formative assessment data to determine this impact and then use it to make instructional decisions.

## GREATEST NEEDS



We are also continuing our focus on Guided Reading, Writing Workshop, and Differentiated Math Instruction for TK - 5th grade to address the areas for greatest need for improvement. All English learners will receive Integrated and Designated ELD support based on their individual language needs. Middle school teachers will receive content-specific professional development, with an emphasis on strategies to address the areas with the greatest need for improvement for Hispanic students.

Teachers will provide targeted instruction for Hispanic students who are performing below grade level in ELA and Mathematics. Teachers will be trained to use SchoolCity and other formative assessment to monitor students' academic performance. Teachers will also be given time on Structured Learning Collaboration Time (SLCT) within the PD calendar to review student work and formative assessments to plan instruction accordingly for underperforming Hispanic students.

We will continue to research and use digital resources as supplementary curriculum support in Mathematics and English Language Arts to differentiate instruction for Hispanic students.



California School  
DASHBOARD

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## Hispanic Student Group Report

### Saratoga Union Elementary - Santa Clara

Enrollment: 2,000

Socioeconomically Disadvantaged: 1%

English Learners: 6%

Foster Youth: N/A

Grade Span: K-8

Reporting Year: Sp

Charter School: No




Equity Report



Status and Change Report

Detailed Reports

Student Group Report

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Indicators are ranked by performance level, with the highest performing indicators at the top. Indicators have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0%	Maintained 0%
English Learner Progress (K-12)	N/A	N/A	N/A
English Language Arts (3-8)		High 27 points above level 3	Declined -3.5 points
<u>Mathematics (3-8)</u>		High 7 points above level 3	Declined Signifi -18.7 points

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (\*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are no data for any year used to calculate status and change. An N/A means that data is not currently available.

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

Hispanic achievement on CAASPP is two levels below the "all student" performance in English Language Arts and three levels below the "all student" performance in Mathematics. To address this gap, the SUSD LCAP includes 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, make adjustments as needed
- \* Professional development for teachers on differentiating instruction in content area subjects
- \* Academic summer school program for intensive intervention in literacy and mathematics
- \* English language support when needed
- \* Implementation of high-quality instructional materials in math, English language arts (reading and writing), and science.


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## Student Group Report

### Saratoga Union Elementary - Santa Clara County

Enrollment: 2,000   Socioeconomically Disadvantaged: 1%   English Learners: 6%   Foster Youth: N/A   Grade Span: K-8

Charter School: No

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[Student Group Report](#)

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>			N/A	N/A	*		*		*	*
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">English Language Arts (3-8)</a>			N/A	N/A	*		*		*	*
<a href="#">Mathematics (3-8)</a>			N/A	N/A	*		*		*	*

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (\*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included any year used to calculate status and change. An N/A means that data is not currently available.

## PERFORMANCE GAPS



## INCREASED OR IMPROVED SERVICES

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

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

- \* Improve processes for collecting student data and sharing it with appropriate staff members (principals, teachers, ELD team, and district office administrators)
- \* Continue to improve systems for providing Integrated and Designated English Language Development (ELD) support
- \* Provide Professional Development and coaching focus on ELD instructional strategies and pedagogy
- \* Continue to provide opportunities for English learner parent involvement: translation services, parent workshops, and DELAC involvement
- \* Plan and prepare strategic ELD lessons utilizing the newly adopted ELA/ELD instructional materials in 6-8 grade
- \* Research instructional materials curriculum programs for elementary English learners
- \* Hire ELA/ELD Teacher on Special Assignment (TOSA) who provides support and demonstration lessons, designs WLA/ELD professional development, coordinates instructional materials adoptions, gathers formative assessment data, and supervises the English learner instructional support team.
- \* Purchased devices for use by ELL students only
- \* Prepare for the administration of the ELPAC (English Language Proficiency Assessment of California) assessment, which will replace the CELDT (CA English Language Development Test) test for annual assessment of English learners in the 2017-18 school year, and for initial assessment of English learners in the 2018-19 school year. Plan instructional programs and services for English learners utilizing the ELPAC results.

## BUDGET SUMMARY

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

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$31,338,924

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$4,815,776.00

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

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

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

Object Code	Budget Amount	LCAP	Not-In-LCAP
1000-1999	14,154,113	2,525,323	11,628,790
2000-2999	4,582,104	314,878	4,267,226
3000-3999	8,225,491	843,476	7,382,015
4000-4999	1,181,595	657,899	523,696
5000-5999 except 5800	965,781	40,000	925,781
5800-5899	1,894,302	434,200	1,460,102
6000-6999	81,000		81,000
7400-7499	155,796		155,796
7600-7629	98,743		98,743
<b>Total:</b>	<b>31,338,925</b>	<b>4,815,776</b>	<b>26,523,149</b>

\$26,790,468

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Smarter Balanced Assessment Consortium (SBAC) Achievement Level Descriptors (ALD) for all students on Math and English Language Arts (ELA), including student group achievement data.
2. Achievement on district benchmark assessments for all students - Diagnostic Reading Assessment (DRA), writing
3. Refine a cohesive and strategic Professional Development plan to address Common Core State Standards (CCSS) English Language Arts (ELA) & Math and Next Generation Science Standards (NGSS) curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, English Language Arts (ELA), and Science which is consistent with our Local Control and Accountability Plan (LCAP) and Strategic Plan.
4. Equitable availability and use of Common Core State Standards (CCSS) English Language Arts (ELA) & Math and Next Generation Science Standards (NGSS) core and supplemental instructional materials and digital resources, training for teachers, and parent education.
5. Successful Smarter Balanced Assessment Consortium (SBAC) implementation in grades 3 - 8.
6. Revise Common Core State Standards (CCSS)-aligned Progress Updates (report cards) in TK - 5.

ACTUAL

Expected Annual Outcome Descriptions

7. Research, field test, and administer consistent formative, interim, diagnostic, placement, and summative assessments which yield actionable data to meet the needs of all Saratoga Union School District (SUSD) students.

8. Implementation of Next Generation Science Standards (NGSS) and integrated Science, Technology, Engineering, Arts, Math and Music (STEAM) instruction and project-based learning.

9. Successful implementation of the Academic Summer School Program for students in grades K - 8.

10. Differentiated instructional strategies available to all students in Math, English Language Arts (ELA), Science, and Social Studies.

Goal 1 Expected Annual Outcome Descriptions	2014-15	2015-16	Actual Outcomes (16-17 Analysis)
1. Smarter Balanced Assessment Consortium (SBAC) Achievement Level Descriptors (ALD) for all students on Math and English Language Arts (ELA), including student group achievement data.	ELA: 87% Math: 88%	ELA: 89% Math: 89%	Baseline established
2. Achievement on district benchmark assessments for all students - Diagnostic Reading Assessment (DRA), writing	Elementary DRA and writing assessments conducted, data used at classroom level, not collected district-wide	Elementary DRA and writing assessments conducted, data used at classroom level, not collected district-wide	Data used at classroom level
3. Refine a cohesive and strategic Professional Development plan to address Common Core State Standards (CCSS) English Language Arts (ELA) & Math and Next Generation Science Standards (NGSS) curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, English Language Arts (ELA), and Science which is consistent with our Local Control and Accountability Plan (LCAP) and Strategic Plan.	Developing	Developing	Developing
4. Equitable availability and use of Common Core State Standards (CCSS) English Language Arts (ELA) & Math and Next Generation Science Standards (NGSS) core and supplemental instructional materials and digital resources, training for teachers, and parent education.	Transition to Writing Workshop - K-5  Core Math materials implemented in TK-5  Supplemental math materials - Developing	Full implementation of Writing Workshop - K-5  Piloting ELA materials in 6-8  Transition to NGSS in 6-8  Supplemental math materials - Developing	Developing
5. Successful Smarter Balanced Assessment Consortium (SBAC) implementation in grades 3 - 8.	Met	Met	Met
6. Revise Common Core State Standards (CCSS)-aligned Progress Updates (report cards) in TK - 5.	Progress Updates used	Progress Updates used but not revised	Not Met
7. Research, field test, and administer consistent formative, interim, diagnostic, placement, and summative assessments which yield actionable data to meet the needs of all Saratoga Union School District (SUSD) students.	Math Placement Assessment System developed	Math Placement Assessment System refined and implemented  Formative and summative assessments implemented in K-5 Writing and Math	Developing
8. Implementation of Next Generation Science Standards (NGSS) and integrated Science, Technology, Engineering, Arts, Math and Music (STEAM) instruction and project-based learning.	Transition to NGSS in 6-8  STEAM emerging	6-8 implementation of NGSS  STEAM emerging	Developing
9. Successful implementation of the Academic Summer School Program for students in grades K - 8.	Met	Met	Met
10. Differentiated instructional strategies available to all students in Math, English Language Arts (ELA), Science, and Social Studies.	Emerging in TK-5 Math  Small group reading instruction in TK-5	Emerging in TK-5 Math  Small group reading instruction in TK-5  Writing Workshop in TK-5	Developing

## ACTIONS / SERVICES

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

Action

1

Actions/Services

### PLANNED

1.1 Saratoga Union School District (SUSD) teachers will participate in high quality, consistent, and cohesive

### ACTUAL

1.1 Teachers, administrators, and classified staff participated in high quality, consistent and cohesive professional

professional development and structured collaboration for Saratoga Union School District (SUSD) teachers in Math & English Language arts (ELA) state standards, and Next Generation Science Standards (NGSS) Science with a focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods to meet the needs of all Saratoga Union School District (SUSD) students.

#### 1.1.2 Subs for release days for Professional Development (PD)

development and structured collaboration in continued implementation of the CCSS Math and ELA standards and NGSS (middle school) with a focus on instructional shifts, depth of knowledge, differentiated instruction, research supported practices, assessment analysis, and assessment methods, to meet the needs of all SUSD students.

\* All elementary and middle school teachers and administrators participated in a one day training on Instructional Impact and Visible Learning Research covering topics including feedback, teacher-student relationships, teacher clarity, goal setting , and metacognitive strategies.

\* Teachers, administrators, and classified staff participated in curriculum mapping and curriculum development in Math, Science (NGSS), English language development (ELD), Socio-Emotional Learning (SEL), Physical Education (PE), and district Electives.

\* Grade-level department-level teams participated in meetings focusing on vertical articulation of the curriculum.

\* CPR and First Aid training was offered to all staff members.

\* All certificated and classified staff participated in Emergency Preparedness and Lockdown training.

\* All elementary and middle school teachers participated in 6-hours of G Suite (GAPE) training. These sessions consisted of 3 differentiated levels that teacher were able to choose from. The topics of these sessions included basic skills for using Docs, Sheets, Slides, Forms, Draw, search tools, YouTube, and sites.

\* Special Education instructional aides participated in 4 hours of G Suite professional development. The topics of these sessions included basic skills for using Classroom, Docs and Sheets.

\* Six teachers participated in a 5 day, 30 hour, Mini-MERIT PD at KCI. The topics included G Suite, communication with

visuals including Prezi, PowToon, and open education resources, and Critical Thinking Teacher as Coach, tools for capturing and sharing instructional content (screencasting).

\* RMS Science teachers participated in Gizmos and STEMscopes training.

\* Elementary science aides participated in NGSS training.

\* RMS Math teachers participated in two full days of Big Ideas Math, Desmos, Geogebra, Asilomar Math Conference, and collaboration with the Saratoga High School math department.

Elementary teachers participated in differentiated training in Math Talks (SVMI).

\* One administrator and four teachers from RMS (Principal, Core, Math, Science, electives) went to the Association for Middle Level Education (AMLE) Leadership conference in Austin, TX.

\* Elementary teachers received training in using Dreambox to differentiate instruction.

\* Elementary teachers received Guided Reading training and ongoing, differentiated support.

\*The literacy coach, TOSA, two elementary ELD aides, and the RMS ELD teacher received English Language Development Standards and ELD best practices training.

\* All elementary teachers received ELD Standards training.

\* All elementary teachers participated intensive in Lucy Calkin's Units of Study Writing Workshop training and collaboration opportunities.

\* Three special education teachers participated in a pilot of interactive boards to determine if the use of this technology would enhance instruction, student engagement and learning



		<p>and provide ways for students to demonstrate what they understand.</p> <p>* The 6th and 7th grade RSP teachers are working with the ELD/ELA TOSA and Special Education Director to determine how to best incorporate writing into the Literature Lab Curriculum and maintain an effective reading program.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>1.1.1 Professional Development (PD) / Educator Effectiveness (TBD) [Educator Effectiveness 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness \$161,952.52</p> <p>1.1.2 Subs for Professional Development (PD) / Educator Effectiveness [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Educator Effectiveness see 1.1.1</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1.1.1 Professional Development (PD) / Educator Effectiveness [Educator Effectiveness 060-6264-062640; Title II 060-4035-040350; Title III LEP 060-4203-042030; Emergency 010-000-008400; General Fund Maker Space 010-000-002130; General Fund IT 010-000-007700] 5800: Professional/Consulting Services And Operating Expenditures Other \$125,000</p> <p>1.1.2 Subs for Professional Development (PD) / Educator Effectiveness see 1.1.1</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b></p> <p>1.2 Saratoga Union School District (SUSD) students will be provided with high quality and consistent English Language Arts (ELA), Math and Next Generation Science Standards (NGSS)-aligned state standards instructional materials, including digital resources. Supplementary instructional materials will be identified to supplement the core curriculum and provide differentiation when needed. English Language Arts (ELA) instructional materials pilot will occur in 2016-17.</p> <p>1.2.1 English Language Arts (ELA) Instructional materials pilot process</p> <p>1.2.2 Dreambox math supplemental online instructional program for TK - 5th grade.</p> <p>1.2.3 Khan Academy math supplemental online instructional program for 3 - 8 grade</p>	<p><b>ACTUAL</b></p> <p>1.2 All SUSD students were provided with high quality and consistent CCSS ELA and Math instructional materials, including digital resources.</p> <p>* Eureka Math (Engage NY) student workbooks and teacher modules were purchased.</p> <p>* RMS social studies curriculum Teachers' Curriculum Institute (TCI) was purchased and training for teachers was provided.</p> <p>* NGSS-aligned instructional materials, although not available until 2019, were purchased for RMS: Gizmos for all grades; STEMscopes for sixth grade.</p> <p>* Supplementary instructional materials were identified to supplement the core curriculum and provide differentiation</p>

## Expenditures

1.2.4 Ensure access to supplemental resources to support Next Generation Science Standards (NGSS) implementation. Gizmos (Explore Learning) for 6-8 online science instructional materials.

1.2.5 Eureka (Engage New York) printed instructional math materials (Teacher modules and student math)

1.2.6 NGSS instructional materials review and pilot at RMS

**BUDGETED**

1.2.1 English Language Arts (ELA) Instructional Materials  
[One Time Discretionary Funds 010-0000-002000]  
4000-4999: Books And Supplies Other \$45,000

1.2.2 Dreambox  
[One Time Discretionary Funds 010-0000-002000]  
4000-4999: Books And Supplies Other \$15,000

1.2.3 Khan Academy - no additional expenditures anticipated 0000:  
Unrestricted 0

1.2.4 Gizmos Science online instructional materials  
[One Time Discretionary Funds 010-0000-002000]  
4000-4999: Books And Supplies Other \$6,000

1.2.5 Eureka Math instructional materials 4000-4999: Books And Supplies  
One-Time Discretionary \$50,000

1.2.6 NGSS instructional materials - TBD at RMS  
[One Time Discretionary Funds 010-0000-002000]  
4000-4999: Books And Supplies One-Time Discretionary TBD

when needed (Dreambox online math program for K-5; Khan Academy for 3-8)

\* English language arts instructional materials are under review for Redwood Middle School, and recommendation to the SUSD board of trustees will likely occur in May 2017.

\* Music curriculum was purchased for elementary music program.

**ESTIMATED ACTUAL**

1.2.1 English Language Arts (ELA) Instructional Materials  
[One Time Discretionary Funds 010-0000-002000; Lottery 060-6300-063000]  
4000-4999: Books And Supplies Other \$23,000

1.2.2 Dreambox  
[One Time Discretionary Funds 010-0000-002000]  
5800: Professional/Consulting Services And Operating Expenditures One-Time Discretionary \$20,000

1.2.4 Explore Learning Gizmos Science online instructional materials  
[One Time Discretionary Funds 010-0000-002000]  
5800: Professional/Consulting Services And Operating Expenditures One-Time Discretionary \$3,612.50

1.2.5 Eureka Math instructional materials (TK-5) - Pearson Math (K-3 Special Ed)  
[One Time Discretionary Funds 010-0000-02000]  
4000-4999: Books And Supplies One-Time Discretionary \$48,000

1.2.5 Big Ideas Math (RMS)  
[One Time Discretionary Funds 010-0000-002000]  
4000-4999: Books And Supplies One-Time Discretionary \$85,000

1.2.6 Accelerate Learning STEMScopes  
[One Time Discretionary Funds 010-0000-002000; 010-0000-001820]  
4000-4999: Books And Supplies Other \$6,000

1.2 Science instructional materials (Elem & RMS)  
[Lottery 060-6300-063000]  
4000-4999: Books And Supplies Lottery \$7,500

1.2 Social Studies instructional materials  
[Lottery 060-6300-063000]  
4000-4999: Books And Supplies Lottery \$57,343.69

1.2 Encyclopedia Britannica Online  
[Lottery 060-6300-063000]  
4000-4999: Books And Supplies Lottery \$2,144.25

1.2 Music Curriculum (books, music, instruments, repair)  
[Lottery 060-6300-063000; 010-0000-2110; 010-0000-2130]

4000-4999: Books And Supplies Lottery \$9,500

## Action

3

## Actions/Services

## PLANNED

1.3 Saratoga Union School District (SUSD) teachers and administrators will consistently use a data management tool to access student data to target students' instructional needs in Math and Literacy.

## ACTUAL

1.3 Administrators were trained in SchoolCity Online Assessment Analysis & Reporting System. All teachers on the District Leadership Team were trained as well. Teachers who have earned their Google certification will receive additional training and pilot School City formative assessments. They will create assessments using Item Bank questions and performance levels.

\* Teachers and administrators do not yet consistently use a data management tool to access student data to target students' instructional needs. This action is in progress.

## Expenditures

## BUDGETED

1.3 Data Management System (TBD)  
[Testing: 010-0000-003160]  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$10,500

## ESTIMATED ACTUAL

1.3 Data Management System (School City)  
[Testing: 010-0000-003160]  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$15,000

## Action

4

## Actions/Services

## PLANNED

1.4.1 The Saratoga Union School District (SUSD) District Literacy Coach and Reading Recovery Teacher provide coaching, consultation and training for all teachers to support academically underperforming students with differentiated support in reading and writing, and will provide instruction for struggling readers at all three elementary schools.

1.4.2 Saratoga Union School District (SUSD) Reading Recovery teacher will provide instruction for struggling readers at Saratoga Elementary.

1.4.3 Reading Recovery Professional Development (PD)

1.4.4 Reading Recovery supplies

## ACTUAL

1.4.1 The Literacy Coach and the Reading Recovery teacher provided supplemental reading intervention services to support academically underperforming students in first grade at Saratoga Elementary School.

1.4.2 Reading Recovery Supplies and Leveled Readers were purchased.

1.4.3 Literacy Coach provided coaching, consultation and Guided Reading training for all TK - 5th grade teachers.

## Expenditures

**BUDGETED**

1.4.1 1.0 FTE Literacy Coach (LB)  
[Parcel Tax: 040-0000-003300]  
1000-1999: Certificated Personnel Salaries Parcel Tax \$137,458

1.4.2 .5 FTE Reading Recovery Teacher (GJ)  
[Title 1: 060-3010-030100]  
1000-1999: Certificated Personnel Salaries Title I \$67,107

1.4.3 Reading Recovery Professional Development (PD)  
[Title 2: 060-4035-040350]  
5800: Professional/Consulting Services And Operating Expenditures Title II \$1,100

1.4.4 Reading Recovery Supplies and Leveled Readers  
[Lottery 060-6300-063000]  
4000-4999: Books And Supplies Lottery \$1,000

**ESTIMATED ACTUAL**

1.4.1 1.0 FTE Literacy Coach (LB)  
[General Fund: 010-0000-070900]  
1000-1999: Certificated Personnel Salaries Basic Aid \$137,476

1.4.2 .5 FTE Reading Recovery Teacher (GJ)  
[Title 1: 060-3010-030100]  
1000-1999: Certificated Personnel Salaries Title I \$65,682

1.4.3 Reading Recovery Professional Development (PD)  
[Title 2: 060-4035-040350]  
5800: Professional/Consulting Services And Operating Expenditures Title II \$1,250

1.4.4 Reading Recovery Supplies and Leveled Readers  
[Lottery 060-6300-063000]  
4000-4999: Books And Supplies Lottery \$1000

## Action

**5**

## Actions/Services

**PLANNED**

1.5 New Saratoga Union School District (SUSD) teachers will be supported by a mentor and participate in professional development with the Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) /Beginning Teacher Support and Assessment (BTSA).

**ACTUAL**

1.5 One teacher is in her second year of the induction program. This teacher was supported by a mentor and participated in professional development with SCSVNTP.

## Expenditures

**BUDGETED**

1.5 Santa Cruz Silicon Valley New Teacher Project (\$5200 per teacher - 2 teachers anticipated)  
[General Fund: 060-9010-072720]  
  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$10,400

**ESTIMATED ACTUAL**

1.5 Santa Cruz Silicon Valley New Teacher Project (\$5200 per teacher - 1 teacher)  
[General Fund: 060-9010-072720]  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$5,200

## Action

**6**

## Actions/Services

**PLANNED**

1.6.1 Saratoga Union School District (SUSD) teachers and administrators will identify and use effective Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) diagnostic, formative and interim assessment tools. These data will inform targeted instruction. Students in grades 5 and 6 will take a multiple-measures placement/diagnostic math assessment to inform their placement in middle school math courses.

**ACTUAL**

1.6.1 Further work is needed on identifying and using diagnostic, formative, and interim assessments in all CCSS and NGSS subject areas.

1.6.2 A middle school math placement assessment system was created in the 2015-16 school year and students were given up to three diagnostic assessments to place them in math courses for which they are prepared and will be

1.6.2 Identify math placement assessments for rising 6th and 7th graders.

1.6.3 Identify Common Core State Standards-English Language Arts (CCSS-ELA) and Common Core State Standards (CCSS)-Math formative and interim assessments. Explore California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) Interim Block Assessments.

1.6.4 Analyze results of Smarter Balanced Assessment Consortium (SBAC) summative assessments to drive instruction.

1.6.5 Support middle school math, core, and science teachers to utilize Common Core State Standards (CCSS)- and Next Generation Science Standards (NGSS)- aligned/designed embedded and formative assessments.

challenged. The system was refined and board-approved in the 2016-17 school year for placement of students in math courses in the 2017-18 school year. (See SUSD AR 6152.1)

1.6.3 SBAC Interim Block Assessments were not used in either ELA or Mathematics.

1.6.4 SBAC summative assessment aggregated and disaggregated results were shared with administrators, members of DLT, teachers, and the community. Discussions about sub-group (English learners, students with disabilities, and socio-economically disadvantaged students) academic performance levels will continue at the school, grade level, and classroom level.

1.6.5 Formative Assessments:

- \* Middle school math teachers will administer the MARS (Mathematics Assessment Resource Service) performance based assessments, as well as the Problems of the Month.

- \* Support middle school math, core, and science teachers to utilize Common Core State Standards (CCSS)- and Next Generation Science Standards (NGSS)- aligned/designed embedded and formative assessments.

- \* Elementary math teachers utilize the formative assessment components of the Eureka math program, including exit tickets and sprints.

- \* Writing workshop is, by design, embedded with opportunities for formative assessment at the elementary level.

- \* While all middle school and elementary teachers administer formative assessments, our District will continue which are focused on the learning process and learning progress of each student.

#### BUDGETED

1.6.1 No additional costs anticipated; embedded in core program 0

#### ESTIMATED ACTUAL

1.6.1 Pearson Education (K-3 DRA Folders)  
[Testing: 010-0000-003160]

1.6.2 Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) math online computer adaptive test  
[Testing: 010-0000-003160]  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$4020

1.6.3 Interim Assessment Blocks Performance Tasks (subs for handscoring-projected)  
[Testing: 010-0000-003160]  
1000-1999: Certificated Personnel Salaries Basic Aid \$2,250

1.6.4 Formative Assessments - no additional costs anticipated 0

4000-4999: Books And Supplies Basic Aid \$243.53

1.6.2 Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) math online computer adaptive test  
[Testing: 010-0000-003160]  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$3250

1.6.2 Regent of UC, University of CA, San Diego MDTP  
[Testing: 010-0000-003160]  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$84.00

1.6.2 Emily Slusser (Analysis of Student Performance Data)  
[Testing: 010-0000-003160]  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$1000.00

1.6.2 SJSU Foundation Silicon Valley Mathematics Initiative (SVMI) MARS Scoring see 1.9.1

1.6.2 MARS testing supplies  
[Testing: 010-0000-003160]  
4000-4999: Books And Supplies Basic Aid \$200

Action

7

Actions/Services

**PLANNED**

1.7 Saratoga Union School District (SUSD) teachers, administrators, and classified staff will coordinate successful Smarter Balanced Assessment Consortium (SBAC) implementation. Teachers will prepare 2 - 8 grade students for annual summative Smarter Balanced Assessment Consortium (SBAC) by providing practice opportunities. The Smarter Balanced Assessment Consortium (SBAC) Implementation team will train teachers and administrators to administer Smarter Balanced Assessment Consortium (SBAC) to students.

**BUDGETED**

1.7 No additional expenditures anticipated; embedded in core program 0

**ACTUAL**

1.7 SUSD teachers, administrators, and classified staff coordinated a successful SBAC summative assessment implementation. Teachers prepared 3 - 8 grade students for annual summative SBAC by providing practice opportunities. The SBAC Implementation team trained site coordinators (principals and administrative assistants) in the CAASPP Assessment system: accessibility supports; practice and training tests; roles and responsibilities; technology; test administration; test security; and generating reports. The site coordinators will, in turn, train test administrators (teachers and classified staff) to administer the SBAC to students.

In addition, the CA Science Test (CAST) pilot test was administered to all students in grades 5 and 8.

**ESTIMATED ACTUAL**

1.7 No additional expenditures anticipated; embedded in core program 0

Expenditures

Action

8



<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>1.8 Saratoga Union School District (SUSD) TK - 5 teachers will utilize Common Core State Standards (CCSS)-aligned Progress Updates (report cards). Teachers will collaborate with grade level colleagues on alignment of assessments with the Progress Updates and discuss criteria for achievement levels. Parents will be given information to understand the Progress Update.</p>	<p><b>ACTUAL</b></p> <p>1.8 TK-5 grade teachers utilized the Progress Update (Report Card). Information about interpreting the Progress Updates is provided to teachers, who provide to parents, and is also available on the district website. Further work is needed on alignment of assessments with the Progress Updates and discussion about achievement levels.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p>1.8 No additional expenditures anticipated; embedded in core program 0</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1.8 No additional expenditures anticipated; embedded in core program 0</p>

Action

9

<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>1.9.1 Saratoga Union School District (SUSD) teachers will have access to Silicon Valley Math Initiative (SVMI) professional development resources and formative math performance assessments to assess students' problem-solving and conceptual understanding of Common Core State Standards (CCSS) Math.</p> <p>1.9.2 Subs for PD</p>	<p><b>ACTUAL</b></p> <p>1.9.1 Elementary grade and middle school math teachers have access to Silicon Valley Math Initiative (SVMI) professional development resources and formative math performance assessments to assess students' problem-solving and conceptual understanding of Common Core State Standards (CCSS) Math.</p> <p>1.9.2 Subs for PD Middle school math teachers participate in SVMI's Coaching Institute, Professional Development meetings, and Network meetings. Site administrators participate in SVMI's Principal as Instructional Leader meetings and trainings.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p>1.9.1 Silicon Valley Math Initiative (SVMI) [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$5000</p> <p>1.9.2 Subs for teachers to attend Silicon Valley Math Initiative (SVMI) Professional Development (PD). [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Other see 1.1.1</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1.9.1 SJSU Foundation Silicon Valley Math Initiative (SVMI) Membership [General Fund: 060-9010-095800] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$5000</p> <p>1.9.1 SJSU Foundation Silicon Valley Math Initiative (SVMI) MARS Scoring [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Other \$4500</p> <p>1.9.2 1.9.2 Subs for teachers to attend Silicon Valley Math Initiative (SVMI) Professional Development (PD). [Educator Effectiveness: 060-6264-062640] 0</p>

Action

10

## Actions/Services

## PLANNED

1.10.1 The English Language Arts/English Language Development (ELA/ELD) Teacher on Special Assignment (TOSA) (new position) will provide support for all TK-8 grade teachers in implementation of English Language Arts (ELA) Common Core State Standards (CCSS) and instructional technology, as well as coordination of professional development and instructional materials.

1.10.2 The Math Teacher on Special Assignment (TOSA) (new position) will provide support for all TK-8 grade teachers in implementation of Math Common Core State Standards (CCSS) and instructional technology, as well as coordination of professional development and instructional materials.

## ACTUAL

1.10.1 The newly-hired ELA/ELD TOSA provides support for all TK-8 grade teachers in implementation of English Language Arts (ELA) Common Core State Standards (CCSS) and instructional technology, as well as coordination of professional development and instructional materials.

The ELA/ELD TOSA:

- \* coordinates the middle school ELA/ELD instructional materials pilot process

- \* provides instructional leadership for our district's English learner program and facilitates collaboration between classroom teachers and the EL teacher and instructional aides.

- \* plans and facilitates training for all district staff in the ELD standards and framework.

- \* plans and facilitates training for elementary teachers in all areas of writing workshop

- \* provides coaching and instructional guidance for elementary teachers in writing

1.10.2 We did not hire a Math TOSA in the 2016-17 school year.

## Expenditures

## BUDGETED

1.10.1 1.0 FTE English Language Arts/English Language Development (ELA/ELD) Teacher on Special Assignment (TOSA) - MD  
[General Fund: 010-0000-002110]

1000-1999: Certificated Personnel Salaries Basic Aid \$145,675

1.10.2 1.0 FTE Math Teacher on Special Assignment (TOSA) TBD  
[General Fund: 010-0000-002110]

1000-1999: Certificated Personnel Salaries Basic Aid \$143,452

## ESTIMATED ACTUAL

1.10.1 1.0 FTE English Language Arts/English Language Development (ELA/ELD) Teacher on Special Assignment (TOSA) - MD  
[General Fund: 010-0000-070900]

1000-1999: Certificated Personnel Salaries Basic Aid \$128,599

1.10.2 N/A N/A

## Action

11

## Actions/Services

## PLANNED

1.11 Saratoga Union School District (SUSD) special education staff will participate in Professional Development (PD) to

## ACTUAL

1.11 Our special education staff participated in Professional Development (PD) to address implementation of English

## Expenditures

address implementation of English Language Arts (ELA) and Math Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.

## BUDGETED

1.11 No additional expenditures; embedded in core program

0

Language Arts (ELA) and Math Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.

## ESTIMATED ACTUAL

1.11 PD for Special Education staff

[Educator Effectiveness: 060-6264-062640]

5800: Professional/Consulting Services And Operating Expenditures

Educator Effectiveness \$6475

## Action

## 12

## Actions/Services

## PLANNED

1.12 Saratoga Union School District (SUSD) will support English Learners (ELs).

1.12.1 English Learner (EL) teachers and instructional assistants will participate in Professional Development (PD) on English Learner Development (ELD) standards and effective pedagogical practices for English Learner (EL) students.

1.12.2 Literacy Coach/Reading Specialist will provide reading and writing support to all elementary English Learners.

1.12.3 Each Elementary School will provide (English Learner) EL intervention support during the school day for English Learners (ELs)

1.12.4 Provide Rosetta Stone online program for English Learners (ELs) to use at school and at home.

1.12.5 Provide English Learner (EL) program to support English Learners (ELs) in an English Learner Designated (ELD) class at Redwood Middle School (RMS).

1.12.6 Administer California English Language Development Test (CELDT) test annually to all English Learners (ELs).

## ACTUAL

1.12 .1 Our ELA/ELD TOSA, elementary and middle school EL teacher, and two elementary instructional assistants attend professional development on the ELD standards and effective pedagogical practices for ELs. The elementary team meets on a weekly basis to plan instruction and support for our English learners and reclassified students. The EL team developed a schedule for providing push-in and pull-out support at each of the elementary schools. The team is also revising our district's EL Master Plan, which delineates our policies, practices, actions and services to meet EL's needs.

1.12.2 Literacy Coach/Reading Specialist provides pull-out reading and writing support to all elementary English Learners, while the two instructional aides provide push-in support to all elementary ELs.

1.12.3 Each Elementary School provides push-in and pull-out (English Learner) EL intervention support during the school day for English Learners (ELs).

1.12.4 Beginning level ELs have access to Rosetta Stone online program for English Learners (ELs) to use at school and at home.

1.12.5 Redwood Middle School offers an English Learner (EL) program to support English Learners (ELs) in an English

## Expenditures

1.12.7 Supplemental digital instructional materials for English Learners (ELs) and Immigrant students

1.12.8 Review and pilot of English Language Arts/English Language Development (ELA/ELD) instructional materials for middle school

Learner Development (ELD) class. The teacher of this class has a second prep period to provide consultation and additional support to ELs in their other courses.

1.12.6 Our district administers California English Language Development Test (CELDT) test annually to all English Learners (ELs) and is beginning to learn about the new ELPAC assessment. One ELD team members participated in the process of developing new English Language Proficiency Assessment for California (ELPAC) items in 2016.

1.12.7 Supplemental digital instructional and student monitoring materials for supporting English Learners (ELs) and Immigrant students include Achieve 3000, Rosetta Stone, and Ellevation.

1.12.8 In the 2016-17 school year, middle school core teachers are reviewing and piloting English Language Arts/English Language Development (ELA/ELD) instructional materials.

## BUDGETED

1.12.1 English Language Development (ELD) Professional Development (PD) - expenditures included in Goal 1.1.1

0

1.12.2 No additional expenditures; embedded in core program 0

1.12.3 English Learner (EL) Intervention Support (Part-Time classified staff x3)

[General Fund: 010-0000-070900]

2000-2999: Classified Personnel Salaries Basic Aid \$40,229

1.12.4 Rosetta Stone

[Title 3 LEP: 060-4203-042030; Title 3 Immigrant: 060-4201-042010]

4000-4999: Books And Supplies Title III \$6,000

1.12.5 Certificated Salary of .33 Full-time Equivalent (FTE) at Redwood Middle School (RMS)

[General Fund: 010-0000-070900]

1000-1999: Certificated Personnel Salaries Basic Aid \$49,036

## ESTIMATED ACTUAL

1.12 Ellevation

[Title 3 LEP: 060-4203-042030; Title 3 Immigrant: 060-4201-042010]

5800: Professional/Consulting Services And Operating Expenditures Title III \$5,500

1.12 Santa Clara COE License for Charting EL Development

[Title 3 LEP: 060-4203-042030; Title 3 Immigrant: 060-4201-042010]

5800: Professional/Consulting Services And Operating Expenditures Title III \$1600

1.12.1 English Language Development (ELD) Professional Development (PD) - SCCOE see 1.1.1

1.12.3 English Learner (EL) Intervention Support - Part-Time classified staff x2 (KS, MS)

[General Fund: 010-0000-070900]

2000-2999: Classified Personnel Salaries Basic Aid \$31,955

1.12.4 Rosetta Stone (25 licenses)

[Title 3 LEP: 060-4203-042030; Title 3 Immigrant: 060-4201-042010]

4000-4999: Books And Supplies Title III \$3725

1.12.6 California English Language Development Test (CELDT) - no additional expenditures; embedded in core program 0

1.12.7 Achieve 3000 for ELD at RMS and Achieve 3000 Summer Solution (summer school program and English Language Development (ELD) program for middle school) - TBD, if academic summer school is held [Title 3 LEP 060-4203-042030; Title 3 Immigrant 060-4201-042010]  
5800: Professional/Consulting Services And Operating Expenditures Title III \$7504

1.12.8 English Language Arts/English Language Development (ELA/ELD) Instructional Materials - refer to Goal 1.2.1. See 1.2.1

1.12.5 Certificated Salary of .33 Full-time Equivalent (FTE) at Redwood Middle School (SA)  
[General Fund: 010-0000-070900]

1000-1999: Certificated Personnel Salaries Basic Aid \$49,043

1.12.6 Educational Data Systems (CELDT labels)

[Testing: 010-0000-003160]

4000-4999: Books And Supplies Basic Aid \$299.77

1.12.7 Achieve 3000 for ELD at RMS and Achieve 3000 Summer Solution (summer school program and English Language Development (ELD) program for middle school)  
[Title 3 Immigrant 060-4201-042010]  
5800: Professional/Consulting Services And Operating Expenditures Title III \$4,400

1.12 Tech devices for EL students (iPads) see 4.6

## Action

# 13

### Actions/Services

#### PLANNED

1.13 Saratoga Union School District (SUSD) teachers will participate in a "Data Wall" data-driven collaboration to identify students for academic summer school.

1.13.1 Our district will implement an academic summer school program for underperforming K - 8 grade students in literacy and math. English Learner (EL) students will receive intervention support services.

1.13.2 Summer school supplies

#### ACTUAL

1.13 Our teachers participated in a "Data Wall" data-driven collaboration to identify students for academic summer school.

1.13.1 Our district implemented an academic summer school program for underperforming K - 8 grade students in literacy and math. English Learner (EL) students were given priority for academic summer school selection. ELs received daily intervention support services from two EL certificated teachers (one designated for primary students, the other for middle school students).

1.13.2 Purchase of supplies and summer school curriculum for math and English learners.

### Expenditures

#### BUDGETED

1.13.1 Salary for two Summer School English Learner (EL) Certificated Teachers and Literacy Coach (additional teacher salaries paid by Los Gatos-Saratoga Recreation Dept) - if held

[Title 3 Limited English Proficient (LEP) 060-4203-042030]

1000-1999: Certificated Personnel Salaries Title III \$13,500

1.13.2 Supplies and instructional materials for Academic Summer School - if held

#### ESTIMATED ACTUAL

1.13.1 Salary for two Summer School English Learner (EL) Certificated Teachers and Literacy Coach (CN, MS) - additional teacher salaries paid by Los Gatos-Saratoga Recreation Dept

[Title 3 Limited English Proficient (LEP) 060-4203-042030]

1000-1999: Certificated Personnel Salaries Title III \$8,759

1.13.2 Supplies and instructional materials for Academic Summer School - if held

[General Fund: 010-0000-018180]  
4000-4999: Books And Supplies Basic Aid \$1200

[General Fund: 010-0000-018180]  
4000-4999: Books And Supplies Basic Aid \$1,200

## Action 14

### Actions/Services

#### PLANNED

1.14 Our district will coordinate with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math summer intervention program for incoming 8th graders to address students' mathematical proficiency and confidence in Algebra.

Our district will coordinate with Silicon Valley Education Foundation (SVEF) to implement the Elevate Math Plus intervention program (during the school year) for 8th graders to address students' mathematical proficiency and confidence in Algebra.

#### ACTUAL

1.14 Our district coordinated with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math summer intervention program for 19 incoming 8th graders to address students' mathematical proficiency and confidence in Algebra.

Unfortunately, our district was not able to offer the Elevate Math Plus intervention program (during the school year) for 8th graders because we were unable to find a teacher for the before/after-school class.

### Expenditures

#### BUDGETED

1.14 District contribution to Silicon Valley Education Foundation (SVEF) for Elevate Math and Elevate Math Plus program at RMS  
[General Fund 010-0000-001860]  
5000-5999: Services And Other Operating Expenditures Basic Aid \$5000

#### ESTIMATED ACTUAL

1.14 District contribution to Silicon Valley Education Foundation (SVEF) for Elevate Math and Elevate Math Plus program at RMS  
[General Fund 010-0000-001860]  
5000-5999: Services And Other Operating Expenditures Basic Aid \$5,000

## Action 15

### Actions/Services

#### PLANNED

1.15 Our district will implement Project Lead the Way (PLTW), an interactive, hands-on, problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School (RMS). The Project Lead the Way/Science, Technology Engineering, Math (PLTW/STEM) teacher will participate in the Project Lead the Way (PLTW) core training and ongoing professional development. The Project Lead the Way (PLTW) teacher will collaborate with the Redwood Middle School (RMS) math, science, and elective teachers. Middle school teachers will collaborate and plan instructional integration across disciplines. Provide professional learning on science integration instruction.

1.15.1 Project Lead the Way (PLTW) Teacher  
1.15.2 Project Lead the Way (PLTW) Supplies

#### ACTUAL

1.15 The PLTW teacher attended the summer core training for both modules: "Automation and Robotics" and "Design and Modeling". A new year-long PLTW elective was taught with both of these modules during two periods at RMS. For the second year, the PLTW module, "Flight and Space" was incorporated into the sixth grade exploratory wheel.

Further work is needed with ongoing professional development and networking with local universities, businesses, and school districts in STEM and PLTW programs. Collaboration with the math, science, and elective teachers to plan instructional integration across disciplines has not occurred to the degree that we planned. Further work is needed in integrating all content areas in middle school and elementary.



## Expenditures

**BUDGETED**

1.15.1 Project Lead the Way (PLTW) .67 Full-time Equivalent (FTE) Teacher  
[General Fund Middle School Staffing: 010-0000-001820]  
1000-1999: Certificated Personnel Salaries Basic Aid \$97,635

1.15.2 Project Lead the Way (PLTW) Supplies and Equipment  
[General Fund: 010-0000-002000]  
4000-4999: Books And Supplies Basic Aid \$45,000

**1.15.1**

A 3D printer and cart with 31 laptops was purchased for the PLTW program.

**ESTIMATED ACTUAL**

1.15.1 Project Lead the Way (PLTW) .67 Full-time Equivalent (FTE) Teacher (CS)  
[General Fund Middle School Staffing: 010-0000-001820]  
1000-1999: Certificated Personnel Salaries Basic Aid \$97,649

1.15.2 Project Lead the Way (PLTW) Gateway Participation  
[General Fund: 010-0000-002000]  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$750.00

1.15.2 Project Lead the Way (PLTW) Supplies and Equipment  
[General Fund: 010-0000-002000]  
4000-4999: Books And Supplies Basic Aid \$6497.00

1.15.2 CDW Government Inc - Project Lead the Way (PLTW) Supplies and Equipment  
[General Fund: 010-0000-002000]  
4000-4999: Books And Supplies Basic Aid \$32,000

## Action

**16**

## Actions/Services

**PLANNED**

1.16 Saratoga Union School District (SUSD) will implement the Saratoga Union School District (SUSD) Next Generation Science Standards (NGSS) Implementation Plan (Refer to 2014 - 2019 Saratoga Union School District (SUSD) Next Generation Science Standards (NGSS) Implementation Plan). District Next Generation Science Standards (NGSS) Strategic Leadership Team will plan for professional learning, exploration of instructional resources, form community and business partnerships, and align Next Generation Science Standards (NGSS) implementation with other initiatives.

1.16.1 Hands-on Science Aides for elementary school

**ACTUAL**

1.16 SUSD's NGSS Strategic Implementation Committee provided leadership for the district by establishing priorities for professional development and instruction, defining a timeline for implementation, and planning for professional development and vertical articulation.

\* Sixth grade science teachers implemented its first year of the NGSS integrated learning progressions model, which involved intensive collaboration and planning.

\* The three elementary hands-on science instructional aides participated in a full day of NGSS training with the SCCOE Science Coordinator.

\* Several RMS teachers attended the third CCSESA NGSS Rollout Symposium at the SCCOE (three years in a row). In addition, two elementary teachers and an elementary principal attended the training for the first time.

## Expenditures

## BUDGETED

1.16 no additional expenditures anticipated; embedded in core program 0

1.16.1 Hands-on Science Aides

[Saratoga Education Foundation (SEF): 060-9010-095713]

2000-2999: Classified Personnel Salaries Education Foundation \$70,154

\* RMS sixth grade teachers piloted and implemented StemScopes, an online curriculum and lab program.

## ESTIMATED ACTUAL

1.16.1 Hands-on Science Aides (DS, BP, MM)

[Saratoga Education Foundation (SEF): 060-9010-095713]

2000-2999: Classified Personnel Salaries Education Foundation \$70,155

## Action

17

## Actions/Services

## PLANNED

1.17 All elementary teachers will implement the Lucy Calkins Units of Study Writers' Workshop program. Teachers will use the curriculum consistently with students and will participate in ongoing support and training.

## ACTUAL

1.17 All elementary teachers implemented the Lucy Calkins Units of Study Writers' Workshop program. Teachers used the curriculum consistently with students and participated in ongoing support and training. Writing assessments (Lucy Calkins Writing Workshop program at elementary) included a pre- and post- assessment for each text type.

\* The ELA/ELD TOSA provided differentiated support for teachers in the areas of mini lessons, conferring, and independent writing in all the text types for the grade level.

\* The ELA/ELD TOSA facilitated grade level professional development in conferring, and also in site-based grade level norming sessions.

\* Six elementary teachers attended the Teachers' College Reading and Writing Project's weeklong West Coast summer institute. Upon their return, they planned and facilitated grade level trainings in conferring with students.

\* The ELA/ELD TOSA and a new principal attended a one day TCRWP Professional Development workshop.

\* The ELA/ELD TOSA attended the intensive TCRWP's Coaching of Writing Institute, to support our teachers to use the Units of Study in Information, Opinion and Narrative

		<p>Writing while using mentor texts, learning progressions and rubrics to ratchet up the level of writing instruction and to ensure school-wide consistency.</p> <p>* SUSD's elementary principals and administrators participated in a one-day training with our writing consultant to learn how to support teachers with the Units of Study curriculum.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>1.17.1 Pure Literacy Writing Consultant (Writing Workshop) [Educator Effectiveness: 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness see 1.1.1</p> <p>1.17.2 Subs for Professional Development (PD) - Writing Workshop [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Educator Effectiveness see 1.1.1</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1.17.1 Teachers' College Reading and Writing Project (TCRWP) [Educator Effectiveness: 060-6264-062640] 5000-5999: Services And Other Operating Expenditures Educator Effectiveness see 1.1.1</p> <p>1.17.2 Subs for Professional Development (PD) - Writing Workshop [Educator Effectiveness: 060-6264-062640] 1000-1999: Certificated Personnel Salaries Educator Effectiveness see 1.1.2</p>
Action	<b>18</b>	
Actions/Services	<p><b>PLANNED</b></p> <p>1.18 Art and music teachers will have access to high quality, standards-based professional development, to integrate Science, Technology, Engineering, Art, Math, and Music (STEAM) in their content.</p>	<p><b>ACTUAL</b></p> <p>1.18 RMS Art teacher participated in the SCCOE's Artspiration trainings and meetings, a countywide arts education initiative. The elementary and middle school art teacher participated in Villa Montalvo's Arts Education Committee.</p> <p>Elementary art teacher attended a summer institute Visual Thinking Strategies (VTS) training to enhance teacher-facilitated discussions of art images with our teachers and students.</p> <p>* Elementary art teachers conducted a VTS training for elementary and middle school teachers at the Back to School Mini Conference.</p> <p>* Elementary and middle school music teachers collaborate with Saratoga High School music teachers to ensure vertical alignment and collaboration between our two districts, as well as the Saratoga Education Foundation and the Saratoga Music Boosters. The purpose is to determine what a TK-12th</p>

Expenditures		<p>grade music program looks like at each grade level in order to provide a continuum of music education for our students.</p> <p>* Music and art teachers participate in our district's STEAM team to ensure that we provide opportunities for our students to apply art in real life situations.</p>
	<p><b>BUDGETED</b></p> <p>1.18 Professional Development [Educator Effectiveness: 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness see 1.1.1</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1.18 Professional Development [Educator Effectiveness: 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness see 1.1.1</p>
Action	<h1>19</h1>	
Actions/Services	<p><b>PLANNED</b></p> <p>1.19 Physical Education PD for elementary and middle school teachers</p>	<p><b>ACTUAL</b></p> <p>1.19 Rhythm and Moves provided a physical education training for our elementary and middle school teachers at the Back to School Mini Conference.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Rhythm &amp; Moves [Educator Effectiveness: 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness See 1.1.1</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Rhythm &amp; Moves [Educator Effectiveness: 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness</p>

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and Services for this goal were generally implemented as planned, and even exceeded the plan in some areas.

A few exceptions to implementing the actions/services are primarily due to hiring of staff (Math Teacher on Special Assignment was not hired) and the need for deeper collaboration with department and grade level teams to integrate content areas.

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

- a) There were increased opportunities for teachers to participate in professional development to meet their individual professional goals, due to the principals' coordination of site-based Title 2 budgets. There were also increased vertical articulation meetings between grade levels and also between SUSD and SHS. Differentiated sessions to learn the basic features of G Suites was also offered to all teachers and classified staff. (Action 1.1 )
- b) This was the first year that we had an ELA/ELD Teacher on Special Assignment (TOSA), which provided a valuable resource for supporting teachers to support all students in English language arts and English language development pedagogy and instruction. (Action 1.10.1). Most notably, the ELA/ELD TOSA: 1) provided leadership with our EL instructional aides and EL teacher to support all of our ELs' language needs; 2) provided leadership in the middle school's ELA/ELD instructional materials adoption; and supported elementary teachers in implementing writing workshop.
- c) We formed an English Language Development team to coordinate an English learner assessment and support system and to support teachers in meeting the needs of their English language learners. The team scheduled and provided designated ELD instruction in first - fifth grade, and also set up systems for collaborating with classroom teachers. The team also reviewed and began the process of revising the district's systems for identifying, providing services, monitoring progress, and reclassifying English language learners.
- d) Our ELD team presented on the district's EL programs to parents of English learners at the beginning of the year. The team also presented an overview of services and staff responsibilities to all elementary staff members.
- e) Summer school for target students was implemented as planned, and included an additional EL teacher (two EL teachers total for elementary and middle school) to provide daily and individualized ELD intervention for our English learners.
- f) The revised Redwood Middle School Math Placement System establishes the objective criteria for fifth and sixth-grade placement in math courses.
- g) Increased focus on music and art instructional materials and professional development.
- h) Implementation of NGSS integrated model in sixth-grade. Pilot of NGSS instructional materials (StemScopes) in 4th and 5th grade, which is aligned to the sixth-grade StemScopes implementation.

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

**Student Academic Achievement:**

89% of 3rd-8th grade students met or exceeded standards on the 2016 English Language Arts Smarter Balanced Assessment (ELA SBAC). However, only 49% of students with disabilities and only 32% of students who are socioeconomically disadvantaged met or exceeded standards. Results by ethnicity for the 2016 ELA SBAC are as follows:

94% of Asian students met/exceeded standards

73% of Hispanic students met/exceeded standards

82% of White students met/exceeded standards

89% of 3rd-8th grade students met or exceeded standards on the 2016 Mathematics Smarter Balanced Assessment (ELA SBAC). However, only 51% of students with disabilities and only 47% of students who are socioeconomically disadvantaged met or exceeded standards. Results by ethnicity for the 2016 Mathematics SBAC are as follows:

97% of Asian students met/exceeded standards

58% of Hispanic students met/exceeded standards

80% of White students met/exceeded standards

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were very few material differences between Goal 1 Expenditures and Estimated Actual Expenditures. Some of the actual expenditures in 2016-17 that were not planned were mainly instructional materials and programs in ELA, Math and Science, such as StemScopes NGSS, Big Ideas Math, and digital programs.

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

**Analysis:**

Overall, the 2016 status of student achievement was high and overall student achievement increased, Students with Disabilities and Hispanics performed below the "all student" performance.

Changes to Goal 1, as a result of our analysis, that will be included in the 2017-20 LCAP include:

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

Specific professional development and collaboration will take place in the following areas:

1. Implementing the NGSS through the StemScopes curriculum for Grades 4-8 and increasing science content knowledge
2. Implementing the revised Core ELA curriculum for Grades 6-8
3. Piloting ELA instructional materials for Grade TK-5
4. Integrating technology into the content areas
5. Integrate STEAM team into the curriculum



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

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

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

Goal 2:

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8  
 COE ☐ 9 ☐ 10  
 LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

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

#### ACTUAL

##### Expected Annual Outcome Descriptions

Goal 2 Expected Annual Outcome Descriptions	2014-15	2015-16	Actual Outcomes
1. General fund budget aligned to LCAP and SPSAs.	Met	Met	Met
2. SPSAs aligned with LCAP and updated annually with stakeholder input.	Met	Met	Met
3. LCAP updated annually with stakeholder input (meetings and surveys)	Met	Met	Met
4. Maintain effective communication plan with stakeholders, including up-to-date website, use of social media, and e-News.	Developing	Developing	Developing
5. Coordination of frequent opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision making process by providing input and feedback.	Developing	Developing	Developing
6. Exhibitions and opportunities for students to showcase their achievements, learning, and endeavors with peers, parents, and the community.	<ul style="list-style-type: none"> <li>Student to Student Conference</li> <li>Teacher websites</li> <li>Classroom presentations and writing celebrations for peers and/or parents</li> <li>Visual and arts performances</li> </ul>	<ul style="list-style-type: none"> <li>Student to Student Conference</li> <li>Teacher websites</li> <li>Classroom presentations and writing celebrations for peers and/or parents</li> <li>Visual and arts performances</li> </ul>	Developing
7. Number of meetings and documents translated into Mandarin (or other languages as needed).	Not Met	Not Met	Not Met

ACTIONS / SERVICES

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

Action	1		
Actions/Services		<p><b>PLANNED</b></p> <p>2.1 Coordinate quarterly DELAC meetings for parents of EL students. Coordinate opportunities for parents and community members to provide input and participate in decision-making processes (STEAM2 Team, Emergency Committee, Wellness Committee, Superintendent's Advisory Committee, PTA, SSC).</p>	<p><b>ACTUAL</b></p> <p>2.1 Coordinated quarterly DELAC meetings for parents of EL students. EL teachers and instructional aides, classroom teachers, and administrators also attended the meetings. The meetings covered topics such as information about EL, immigrant, and RFEP students; parent communication and education; intervention support for students; and SPSA and LCAP goals. Unfortunately, we have very few parents who attend the DELAC meetings consistently.</p> <p>Other opportunities for parents and community members to provide input and participate in decision-making processes are: STEAM Team, Emergency Committee, Human Growth and Development (Comprehensive Sexuality Education) Committee, Music Working Group, Wellness Committee, Superintendent's Advisory Committee, PTA, and SSC.</p>
Expenditures		<p><b>BUDGETED</b></p> <p>No additional expenditures required; embedded in core program 0</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>no additional expenditures; embedded in core program</p>
Action	2		
Actions/Services		<p><b>PLANNED</b></p> <p>2.2 Maintain LCAP portal on SUSD website.</p>	<p><b>ACTUAL</b></p> <p>Our district maintains an LCAP portal on our website. Documents include: the adopted LCAP, Executive Summary, Mandarin translation of the Executive Summary, LCAP board presentations, educational acronyms glossary, timelines, survey links and results, and CA PTA LCAP resources.</p>
Expenditures		<p><b>BUDGETED</b></p> <p>No additional expenditures required; embedded in core program. 0</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>no additional expenditures; embedded in core program</p>
Action	3		

<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>2.3 SUSD will maintain timely, effective and consistent communication via School Messenger, Power School, school and district newsletters, School Wires (BlackBoard) district and school websites, and social media. Provide translated communications when possible.</p>	<p><b>ACTUAL</b></p> <p>2.3 Our district maintains timely, effective and consistent communication via School Messenger, Power School, school and district newsletters, School Wires (BlackBoard) district and school websites, and social media. Mandarin translated communications are provided for all SARC plans, SPSAs, and LCAP.</p> <p>Brightbytes survey also gathers parent feedback regarding the use of technology for instruction.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p>2.3.1 School Messenger [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$5,500</p> <p>2.3.2 Power School (licensing and hosting) [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$17,242</p> <p>2.3.3 School Wires/Black Board General Fund [010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$12,000</p> <p>2.3.4 Power School customizations [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$2500</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>2.3.1 Reliance Communications LLC School Messenger [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$4,332.00</p> <p>2.3.2 Power School (licensing and hosting) [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$18,235.00</p> <p>2.3.3 School Wires/Black Board General Fund [010-0000-007150] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$11,458.20</p> <p>2.3.4 Power School customizations [General Fund IT 010-0000-00770] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid see 2.3.2</p> <p>2.3.5 Constant Contact [010-0000-2110] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$168</p> <p>2.3.6 Bright Bytes [General Fund IT: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Basic Aid 1,135,25</p>
<p>Action</p> <p>4</p> <p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>2.4 SUSD will develop and implement a cohesive, clear, and comprehensive communication plan for information about CAASPP student results, the new accountability system, and</p>	<p><b>ACTUAL</b></p> <p>2.4 Our district communicated information about CAASPP student results and the new accountability system to staff, parents, and the community at school site parent meetings, board meetings, staff meetings, and via electronic communications.</p>

Expenditures	<p>Common Core State Standards to SUSD staff, parents, and the community.</p> <p><b>BUDGETED</b> 2.4 no additional expenditures anticipated; embedded in core program 0</p>	<p><b>ESTIMATED ACTUAL</b> no additional expenditures; embedded in core program</p>
Action	5	
Actions/Services	<p><b>PLANNED</b> 2.5 Continue coordination and alignment of school site SPSAs, LCAP, and the SUSD Strategic Plan. Adhere to compliance standards (template, timeliness, content) for each accountability plan. Publish accountability plans on website for accessibility by community. Translate accountability plans into Mandarin, when possible.</p> <p>2.5.1 DTS documents translated into Mandarin</p>	<p><b>ACTUAL</b> 2.5 Our administrators continued to coordinate and align school site SPSAs, LCAP, and the SUSD Strategic Plan. We successfully adhered to compliance standards (template, timeliness, content) for each accountability plan. We published our accountability plans on our website for accessibility by the community. Accountability plans (SPSA, SARC, LCAP Executive Summary) were translated into Mandarin.</p>
Expenditures	<p><b>BUDGETED</b> 2.5.1 Document Tracking Services (DTS) [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$1250</p> <p>2.5.2 DTS Translation [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$1285</p>	<p><b>ESTIMATED ACTUAL</b> 2.5.1 Document Tracking Services (DTS) [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$1,250</p> <p>2.5.2 DTS Translation [Testing: 010-0000-003160] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$1,307.12</p>
Action	6	
Actions/Services	<p><b>PLANNED</b> 2.6 Facilitate exhibitions and opportunities for students to showcase their achievements, learning, and endeavors with peers, parents, and the community.</p>	<p><b>ACTUAL</b> 2.6 SUSD holds an annual Student to Student Conference which gives students in grades 3-8 the opportunity to showcase their achievements, learning, and endeavors with peers, parents, and the community.</p>
Expenditures	<p><b>BUDGETED</b> 2.6 no additional expenditures; embedded in core program. 0</p>	<p><b>ESTIMATED ACTUAL</b> no additional expenditures; embedded in core program</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and Services for Goal 2 were generally implemented as planned, and even exceeded the plan in some areas.

Areas in which we will continue to focus are:

- 1) increasing parent participation on the DELAC
- 2) improving our district and school websites
- 3) increasing the number of opportunities at the district level for students to showcase their achievements, learning, and endeavors
- 4) sending Educational Services newsletter to parents

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

1) There were many opportunities for parents and community members to provide input and participate in decision-making processes (Science, Technology, Engineering, Arts, Math (STEAM) Team; Emergency Committee; Wellness Committee; Superintendent's Advisory Committee; Parent Teacher Association (PTA); School Site Councils (SSC); Comprehensive Sexual Education; District English Language Advisory Committee (DELAC); and Tech Plan Committee (Action 2.1).

2) Our district held many parent workshops to bolster parents' understanding of district curriculum initiatives, including Mindfulness, Writing Workshop, Mathematics (elementary and middle school), Comprehensive Sexuality Education, English Language Development, Kindergarten Orientation, ELA instructional materials, and Digital Citizenship. Many of the meetings/workshops, flyers, communications, and presentations were translated into Mandarin. Parent feedback and attendance data were collected for all workshops.

3) Timely, effective and consistent communication via School Messenger, Power School, school and district newsletters, School Wires (BlackBoard) district and school websites, and social media. Mandarin translated communications are provided for all SARC plans and the LCAP Executive Summary (Action 2.3).

4) Our administrators continued to coordinate and align school site SPSAs, LCAP, and the SUSD Strategic Plan. We successfully adhered to compliance standards (template, timeliness, content) for each accountability plan. We published our accountability plans on our website for accessibility by the community. Accountability plans (SPSA, SARC, LCAP Executive Summary) were translated into Mandarin (Action 2.5).

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

Overall effectiveness of actions/services to achieve Goal 2:

- \* alignment of school and district goals (SPSAs and LCAP are aligned)
- \* increased number of parent meetings and workshops - overall, parents report feeling more informed.
- \* parent opportunities for feedback regarding parent meetings and workshops, including identifying areas of interest and need
- \* increased attendance at parent meetings and workshops
- \* increased number of translated meetings and presentations (Mandarin)
- \* increased number of students participated in Student to Student Conference

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences between budgeted expenditures and estimated actual expenditures.

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

Changes to Goal 2, as a result of our analysis, that will be included in the 2017-20 LCAP include:

1. Continue to improve the alignment of actions, services, and expenditures within LCAP by engaging in meaningful discussions with administrators, staff, and stakeholders. Continue collaboration between Special Education, Technology Department, Educational Services and Business Services to align budget and program. Continue the collaborative process of aligning general fund budget to LCAP and SPSAs. Continue coordination of SPSAs, LCAP, and the SUSD Strategic Plan vision, mission, goals, actions, and services at School Site Council meetings.
2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services.
3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members).
4. Develop comprehensive and strategic district communication plan. Maintain effective and frequent communication with families through a variety of media. Maintain positive communication forums to inform parents of SUSD's successes and failures, and to foster partnerships between home and school.
6. Grow membership in DELAC for more parent representation from each school site. Increase participation and attendance of English learner parents at DELAC meetings.
8. Coordinate regular opportunities for parents to learn about CCSS instruction and how to support their children with homework. Increase number of parent workshops and guest speaker presentations, which focus on curriculum, social-emotional issues, parenting issues. Continue to provide opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision-making process by providing input and feedback.



9. Analyze the quantitative and qualitative metrics used to review progress toward goals in this area.
10. Increase efforts to translate critical oral and written communication for EL families. Provide Mandarin translation of LCAP Executive Summary, SARC Plans, and other key written communications. Provide Mandarin translation of meetings when possible.
11. Conduct LCAP needs assessment and survey of all staff and community. Updated LCAP will include stakeholder input.
13. Update district website to improve the user's experience and be ADA compliant.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 3

Goal 3:

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8  
COE ☐ 9 ☐ 10  
LOCAL

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

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

### ACTUAL

#### Expected Annual Outcome Descriptions

Goal 3 Expected Annual Outcome Descriptions	2014-15	2015-16	Actual Outcomes
1. Developmental Assets indicators on Cornerstone survey data (when administered) and action plan.	Survey not administered	Survey not administered	Not applicable
2. Improved attendance rate for all students and adherence to attendance policies and protocol, including SARB.	Attendance Rate: 97.35% Truancy Rate: 3.53 (not counting family activity) Policies: Not Met	Attendance Rate: 97.78% Truancy Rate: 2.75 (not counting family activity) Policies: Not Met	Policy Development: Not Met in 2015-16
3. Annual decrease in suspensions (and expulsions when indicated).	Suspensions: 25 total offenses (14 suspensions total) Expulsions: 0	Suspensions: 46 total offenses (29 suspensions total) Expulsions: 0	Not Met
4. Maintain 0% middle school dropout rate	0% dropout	0% dropout	Met
5. Focus on "Whole Child, Whole School, Whole Community" integrated wellness plan.	Met	Met	Met
6. Review and revise Comprehensive School Safety Plans; train all staff and students.	Met	Met	Met
6. Human Growth and Development task force, curriculum implementation and parent education.	Task Force not yet formed	Task Force not yet formed	Not Met - Task Force formed in 2016-17

## ACTIONS / SERVICES

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

## Action

1

## Actions/Services

## PLANNED

3.1 Saratoga Union School District (SUSD) will provide strategic behavioral and social emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).

## ACTUAL

3.1 Our district provided strategic behavioral and social emotional guidance support for general and special education students: one elementary, two middle school counselors, one Behavioral Specialist, and four psychologist FTE.

## Expenditures

## BUDGETED

3.1  
1.0 Full-time Equivalent (FTE) elementary counselor and 2.0 FTE middle school academic counselors; 1.0 FTE Behavioral Specialist; 4.0 FTE Psychologists  
[General Fund 010-0000-002130; 080-6500-003050]  
1000-1999: Certificated Personnel Salaries Basic Aid \$1,055,849

## ESTIMATED ACTUAL

3.1  
1.0 Full-time Equivalent (FTE) elementary counselor (JK) and 2.0 FTE middle school academic counselors (AD, LM)  
[General Fund 010-0000-003110]  
1000-1999: Certificated Personnel Salaries Basic Aid \$406,445  
  
3.1  
1.0 FTE Behavioral Specialist (EB); 3.0 FTE Psychologists (GG, ST, JR/NJ)  
[General Fund 010-0000-003120]  
1000-1999: Certificated Personnel Salaries Basic Aid \$532,742  
  
3.1  
1.0 FTE Psychologist (BR)  
[General Fund 080-6500-003050]  
1000-1999: Certificated Personnel Salaries Basic Aid \$82,326

## Action

2

## Actions/Services

## PLANNED

3.2 Our district and schools will implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC (Asset Building Champion) Readers, professional development for teachers, training for noon duty supervisors, and Take it Personally workshop for parents.

3.2.1 Project Cornerstone Developmental Assets Survey

## ACTUAL

3.2 Our district and schools implement the Project Cornerstone program, including Expect Respect leadership training for elementary and middle school students and the ABC (Asset Building Champion) Readers.

3.2.1 All students in grades 4, 5 and 7 took the Project Cornerstone Developmental Assets Survey (except for those who opted out). Results will be shared in the spring with staff and parents. We will identify areas of concern and develop action plans to respond to schools' and district results.

## BUDGETED

## Expenditures

## ESTIMATED ACTUAL

3.2 Project Cornerstone  
[General Fund 010-0000-002130]  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$10,000

3.2.1 Project Cornerstone Developmental Assets Survey  
[General Fund 010-0000-002130]  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$900

3.2 YMCA Project Cornerstone  
[General Fund 010-0000-002130]  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$10,000

3.2 YMCA Project Cornerstone Asset Champions  
[General Fund 010-0000-002130]  
5000-5999: Services And Other Operating Expenditures Basic Aid \$760

3.2.1 Project Cornerstone Developmental Assets Survey  
[General Fund 010-0000-002130]  
5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$800

Action

3

Actions/Services

## PLANNED

3.3 Saratoga Union School District (SUSD) teachers will have opportunities to learn and implement social emotional literacy and mindfulness programs.

## ACTUAL

3.3

\* Elementary teachers had the choice of participating in a mindfulness training at the beginning of the school year during the mini-conference.

\* Elementary counselor offered a parent workshop about Mindfulness (attended by 40 parents).

\* Elementary counselor utilizes Mindfulness strategies with students and provides a series of classes with students.

\* All schools provide a “safe” structured environment for students to make friends, play games, and relax.

Expenditures

## BUDGETED

3.3 No additional expenditures anticipated; embedded in core program

0

## ESTIMATED ACTUAL

3.3 Mindfulness Schools - Mindfulness PD  
[Educator Effectiveness: 060-6264-062640]  
see 1.1.1

3.3 Mindfulness Supplies - Amazon  
[Instructional Administration: 010-000-002110]  
4000-4999: Books And Supplies Basic Aid \$103.20

Action

4

Actions/Services

## PLANNED

## ACTUAL

Expenditures

3.4 Maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.

BUDGETED

3.4 No additional expenditures anticipated; embedded in core program

0

3.4 Our district maintains a process for foster students to enroll in a school with no more than one school day passing once the registration takes place.

ESTIMATED ACTUAL

no additional expenditures; embedded in core program

Action

5

Actions/Services

PLANNED

3.5 Revise Comprehensive School Safety Plans (CSSP) for each school site and district office. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).

ACTUAL

3.5 Each school site maintains an up-to-date Comprehensive School Safety Plans (CSSP), in coordination with the School Site Council, local law enforcement and fire fighters, and the Emergency Prep committee. CSSPs were approved by the SUSD Board of Trustees and are available for the public. Each CSSP comprises up-to-date information about:

- \* Routine and emergency disaster procedures
- \* Child abuse reporting procedures
- \* Policies for suspension and expulsion
- \* Procedures to notify teachers of dangerous students
- \* A discrimination and harassment policy prohibiting discrimination
- \* Any dress code prohibiting students from wearing gang-related apparel
- \* Safety procedures to and from school
- \* School discipline rules
- \* Hate crime reporting procedures
- \* Procedures providing for a safe and orderly environment conducive to learning at the school

\* The CSSP includes Santa Clara County of Education Special Education classes that are located at two of our sites. In addition, the Los Gatos /Saratoga Recreation Department is included in the CSSP for programs that available before and after school on SUSD school campuses.

\* As per Education Code, each school conducts emergency preparedness drills for students and staff, and logs the drills in the district excel sheet (elementary: one fire drill monthly,

Expenditures

BUDGETED

3.5 Refer to Goal 2.5 - Document Tracking System (DTS); No additional expenditures anticipated; embedded in core program 0

four earthquake drills every school year, two lockdown drills per school year; middle school: fire drill four times every school year, earthquake drill two times every school year, and lockdown drill twice each school year).

\* Emergency Committee meets regularly to plan and prepare for emergencies. The committee comprises Saratoga city emergency planners, SC County Sheriff Department, SC Fire Department, staff, and parents.

\* SUSD updated and published the Emergency Procedures flip chart for each classroom.

\* Each school maintains an inventory of emergency equipment, water, and food in classrooms and at the site.

\* All administrators, certificated teachers, and classified staff completed online mandated reporting, sexual harassment and bullying training.

\* Trained substitute teachers on emergency protocols.

\* School staff, Music Boosters, after school sport coaches, LGS Recreation Department staff participated in CPR and first aid training

\* Updated all Board Policies and Administrative Regulations regarding Safety and Emergency Preparedness.

\* Developed a process for Volunteers to be fingerprinted and pass a TB test

\* Field trip process and forms for requesting approval for field trips which includes steps to insure safety

ESTIMATED ACTUAL

3.5 CPR/First-Aid Training - Kristina Suzuki-Trainer

[Emergency: 010-0000-008400]

5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$625.00

3.5 CPR/First-Aid Training - American Red Cross-Certification

		<p>[Emergency: 010-0000-008400] 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$1,350</p> <p>3.5 CPR/First-Aid Training - Substitutes [Emergency: 010-0000-008400] 1000-1999: Certificated Personnel Salaries Basic Aid \$1000</p>
Action	<b>6</b>	
Actions/Services	<p><b>PLANNED</b> 3.6 Wellness Committee will complete the Whole Child, Whole School, Whole Community Modules (Nutrition Services and Health Education) and implement resulting action plan.</p>	<p><b>ACTUAL</b> 3.6 Wellness Committee met regularly to plan staff and employee social-emotional wellness, child nutrition, human growth and development.</p>
Expenditures	<p><b>BUDGETED</b> 3.6 No additional expenditures anticipated; embedded in core program 0</p>	<p><b>ESTIMATED ACTUAL</b></p>
Action	<b>7</b>	
Actions/Services	<p><b>PLANNED</b> 3.7 Conduct social emotional literacy, digital safety, and parent effectiveness training for parents.</p>	<p><b>ACTUAL</b> 3.7 We held two Digital citizenship workshops for elementary and middle school parents at Argonaut and Redwood. We posted presentations on district web site.</p>
Expenditures	<p><b>BUDGETED</b> 3.7 No additional expenditures anticipated; embedded in core program 0</p>	<p><b>ESTIMATED ACTUAL</b> no additional expenditures; embedded in core program</p>
Action	<b>8</b>	
Actions/Services	<p><b>PLANNED</b> 3.8 The Emergency Committee will maintain sufficient emergency supplies at each school site and district office. Saratoga Union School District (SUSD) will maintain emergency radio devices for emergency purposes, which includes annual maintenance.</p>	<p><b>ACTUAL</b> 3.8 The Emergency Committee maintains sufficient emergency supplies at each school site and district office. Saratoga Union School District (SUSD) maintains emergency radio devices for emergency purposes, which includes annual maintenance. We conduct a monthly radio check to ensure that radios are working properly.</p>
Expenditures	<p><b>BUDGETED</b> 3.8 Emergency supplies and emergency radio maintenance [General Fund: 010-0000-008400]</p>	<p><b>ESTIMATED ACTUAL</b> 3.8 SCCOE - Emergency Flip Charts [General Fund: 010-0000-008400]</p>



4000-4999: Books And Supplies Basic Aid \$12,000

4000-4999: Books And Supplies Basic Aid \$1,083.10

3.8 RFC Wireless (radio maintenance)

[General Fund: 010-0000-008400]

5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$3,830.58

Precision Communications (strobe lights) 5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$7,347.58

Action

9

Actions/Services

**PLANNED**

**3.9 Physical Activity:**

As per Education Code, all 1-5 grade students will have 200 minutes of structured physical education every two weeks.

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

**ACTUAL**

3.9 All elementary teachers provide physical education lessons. As per Education Code, all 1-5 grade teachers provide 200 minutes of structured physical education every 10 days. Teachers record the number of minutes they teach PE in an excel worksheet which is available to the public via our website.

Rhythm & Moves provides weekly physical activity lessons to fulfill a portion of the required minutes (TK, K and 1s grade receive one 30 minute class weekly; grade 3 receives on 40 minute class weekly; grades 4 and 5 receive two 40 minute classes weekly).

Expenditures

**BUDGETED**

**3.9.1 Rhythm & Moves**

[Saratoga Education Foundation (SEF): 060-9010-095713]

5000-5999: Services And Other Operating Expenditures Education Foundation \$159,848

**ESTIMATED ACTUAL**

**3.9.1 Rhythm & Moves**

[Saratoga Education Foundation (SEF): 060-9010-095710]

5000-5999: Services And Other Operating Expenditures Education Foundation \$149,467.50

**3.9 Rhythm & Moves - Equipment**

[One-time Discretionary: 010-0000-002000]

4000-4999: Books And Supplies Basic Aid \$2992.03

Action

10

Actions/Services

**PLANNED**

3.10 SUSD will create a Human Growth & Development Task Force to plan for health education for fifth graders and middle school, as per the California Healthy Youth Act of 2015 (AB 329), which ensures that students receive sex education that is accurate, comprehensive, medically accurate, age-appropriate and inclusive.

**ACTUAL**

3.10 Our district's Human Growth & Development (Comprehensive Sexuality Education) Working Group is planning for health education for middle school students, as per the California Healthy Youth Act of 2015 (AB 329) and SUSD Board Policy & Administrative Regulation 6142.8, which ensures that students receive sex education that

		<p>accurate, comprehensive, medically accurate, age-appropriate and inclusive.</p> <p>The purpose of this group is to make recommendations to the Board regarding comprehensive reproductive health content and curriculum materials for elementary and middle school students. The group is comprised of parents, board members, general and special education staff, and administrators. The group is facilitated by the Director of the Bay Area Communities for Health Education.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>3.10 no additional expenditures; embedded in core program. 0</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Cardea Services (curriculum for evaluation) [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery \$2708.91</p> <p>Health Connected (curriculum for evaluation) [Lottery: 060-6300-063000] 4000-4999: Books And Supplies Lottery \$2,039.80</p>
Action	11	
Actions/Services	<p><b>PLANNED</b></p> <p>3.11 Saratoga Union School District (SUSD) will partner with Counseling and Support Services for Youth (CASSY) to support students' social and emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education for Redwood Middle School (RMS) students.</p>	<p><b>ACTUAL</b></p> <p>3.11 Our district has partnered with Counseling and Support Services for Youth (CASSY) to support students' social and emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education for Redwood Middle School (RMS) students. The CASSY counselor works at RMS five days per week and provides individual counseling services, student outreach, parent outreach, and teacher support in the areas of academic stress, social skills, anxiety, self-esteem, trauma, family challenges, and other crisis-related issues.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>3.11 Counseling and Support Services for Youth (CASSY) counseling support services [State Mental Health: 080-6512-065120] 5800: Professional/Consulting Services And Operating Expenditures Other \$65,000</p> <p>3.11 Counseling and Support Services for Youth (CASSY) counseling support services</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>3.11 Counseling and Support Services for Youth (CASSY) counseling support services [State Mental Health: 080-6512-065120] 5000-5999: Services And Other Operating Expenditures Other \$10,000</p> <p>3.11 Counseling and Support Services for Youth (CASSY) counseling support services</p>

[General Fund: 010-0000-002130]

5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$10,000

[General Fund: 010-0000-002130]

5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$65,000

Action

12

Actions/Services

## PLANNED

3.12 Saratoga Union School District (SUSD) will ensure compliance with the School Success and Opportunity Act (Assembly Bill 1266), which requires school districts to respect a transgender student's identity in all school programs, activities, and facilities.

## ACTUAL

3.12

SUSD staff is evaluating all gender-based policies, rules, and practices and maintaining those that have clear and sound pedagogical purposes and are in accordance with federal and state law.

SUSD staff is considering maintaining separate restroom and locker room facilities for male and female students, and giving students access to the restroom and locker room that corresponds to their gender identity asserted at school. As an alternative, a "gender neutral" restroom or private changing area may be used by any student who desires increased privacy, regardless of the underlying reason. The use of such a "gender neutral" restroom or private changing area shall be a matter of choice for a student and no student shall be compelled to use such restroom or changing area. Student's gender identity will remain confidential.

SUSD and RMS administrators and counselors are considering consultation with Gender Spectrum, a non-profit organization, to provide professional development to teachers to create a gender inclusive school, which ensures that regardless of one's gender identity or gender expression, students are openly and freely included in all aspects of the school environment without restriction or limitation of any kind. Through practices, policies and other actions, SUSD will demonstrate an intentional focus in ways large and small.

Expenditures

## BUDGETED

3.12 no additional expenditures; embedded in core program. 0

## ESTIMATED ACTUAL

no additional expenditures; embedded in core program

Action

13

Actions/Services

## PLANNED

## ACTUAL

Expenditures	<p>3.13 Saratoga Union School District (SUSD) will adopt processes and protocols to ensure the safety of students in regards to volunteers in the instructional program. Volunteers will be required to be fingerprinted and undergo a criminal background check, as well as to have a Tuberculosis (TB) test (Board Policy (BP) and Administrative Regulation (AR) 1240).</p>	<p>3.13 Our district adopted processes and protocols to ensure the safety of students in regards to volunteers in the instructional program. Volunteers will be required to be fingerprinted and undergo a criminal background check, as well as to have a background check, as well as to have a Tuberculosis (TB) test (Board Policy (BP) and Administrative Regulation (AR) 1240).</p> <p>Tuberculosis (TB) test (Board Policy (BP) and Administrative Regulation (AR) 1240).</p>
	<p><b>BUDGETED</b></p> <p>3.13 Volunteer Fingerprint and Background Checks [General Fund IT: 010-0000-007400] 5000-5999: Services And Other Operating Expenditures Basic Aid \$6,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>3.13 Volunteer Fingerprint and Background Checks [General Fund IT: 010-0000-007400] 5000-5999: Services And Other Operating Expenditures Basic Aid \$12,888</p>

## Action 14

Actions/Services	<p><b>PLANNED</b></p> <p>3.14 Saratoga Union School District (SUSD) will ensure the safety of students by implementing safety protocol for field trips and the transportation of students to off campus trips during the instructional day (Board Policy (BP) and Administrative Regulation (AR) 6153 and 3541).</p>	<p><b>ACTUAL</b></p> <p>3.14 Our district implemented safety protocol for field trips and the transportation of students to off-campus trips during the instructional day (Board Policy (BP) and Administrative Regulation (AR) 6153 and 3541).</p>
	<p><b>BUDGETED</b></p> <p>no additional expenditures; embedded in core program</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>no additional expenditures; embedded in core program</p>

## Action 15

Actions/Services	<p><b>PLANNED</b></p> <p>3.15 All students will sign a Responsible Use of Technology Policy to ensure that each student's interactions with technology contribute positively to the learning environments both at school and in the community, and that each student exhibits proper and safe use of technology.</p> <p>All Saratoga Union School District (SUSD) staff will sign an Acceptable Use of Technology Policy to ensure that each staff member accepts responsibility for abiding by the District's acceptable use of technology, as defined in the Saratoga</p>	<p><b>ACTUAL</b></p> <p>3.15 All students signed a Responsible Use of Technology Policy to ensure that each student's interactions with technology contribute positively to the learning environments both at school and in the community, and that each student exhibits proper and safe use of technology.</p> <p>All Saratoga Union School District (SUSD) staff signed an Acceptable Use of Technology Policy to ensure that each staff member accepts responsibility for abiding by the District's acceptable use of technology, as defined in the</p>

Expenditures	Union School District (SUSD) Staff Acceptable Use of Technology Policy.	Saratoga Union School District (SUSD) Staff Acceptable Use of Technology Policy.
	<b>BUDGETED</b> no additional expenditures; embedded in core program	<b>ESTIMATED ACTUAL</b> no additional expenditures; embedded in core program
Action	<b>16</b>	
Actions/Services	<b>PLANNED</b> 3.16 Saratoga Union School District (SUSD) is committed to protecting students' privacy while using online educational services and resources. The District will maintain compliance with: Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and Children's Internet Protection Act (CIPA).	<b>ACTUAL</b> 3.16 Our district maintains compliance with: Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and Children's Internet Protection Act (CIPA).
	<b>BUDGETED</b> 3.16 GoGuardian [General Fund IT: 010-0000-00770] 5000-5999: Services And Other Operating Expenditures Basic Aid \$5,304.00	<b>ESTIMATED ACTUAL</b> 3.16 GoGuardian [General Fund IT: 010-0000-00770] 5000-5999: Services And Other Operating Expenditures Basic Aid \$3,185.00

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and Services for Goal 3 were implemented as planned, and even exceeded the plan in some areas.

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

- 1) Mindfulness training for teachers and series of lessons for elementary students (Action 3.2)
- 2) Administration of Project Cornerstone Developmental Assets survey in 4th, 5th, and 7th grade and analysis of results (Action 3.3).
- 3) Formation of Comprehensive Sexuality Education (CSE) Working Group, whose purpose is to research best practices and evidence-based interventions in CSE that schools can implement for optimal student health (Action 3.10).
- 4) Development and implementation of a volunteer background checking and TB testing policy (Action 3.13).
- 5) Development and implementation of safety protocol for field trips and the transportation of students to off-campus trips (Action 3.14).
- 6) Counseling and Support Services for Youth (CASSY) to support students' social and emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education for Redwood Middle School (RMS) students (Action 3.11).

7) Redwood Middle School Task Force studied Student Wellness, researched best practices in other districts, and developed action items

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

Overall, each and every action/service achieved a safe environment that ensures physical safety and integrates social-emotional literacy and provides opportunities for engagement of students and stakeholders at all levels.

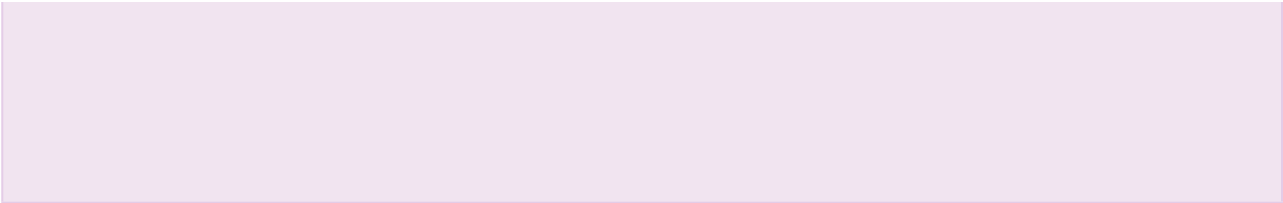
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were not significant material differences between the budgeted expenditures and the estimated actual expenditures.

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

Changes to Goal 3, as a result of our analysis, that will be included in the 2017-20 LCAP include:

1. Continue to improve the alignment of actions, services, and expenditures.
2. Revise Comprehensive School Safety Plans (CSSPs) annually as needed. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).
3. Improve social emotional literacy training for staff and parents.
4. Continue to evaluate the efficacy of elementary and middle school social emotional literacy programs and make adjustments based on student needs.
5. Research metrics and surveys to obtain data on students' social-emotional needs and plan programs and services accordingly. Analyze data from Project Cornerstone's Developmental Assets Survey and implement the action plan.
6. Evaluate CASSY program and make refinements as needed.
7. Continue laser focus on safety, emergency preparedness, and training/drills at school and district level.
8. Comply with AB1266 (Gender Equity) and AB 329 (CA Healthy Youth Act).
9. Continue to ensure the process for stakeholder input and consultation on mandatory comprehensive sexual health education instructional materials.





Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

Goal 4:  
Our district will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), the infusion of technology, and consistent arts integration practice across disciplines.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Smarter Balanced Assessment Consortium (SBAC) Achievement Level Descriptors (ALD) for all students on Math and English Language Arts (ELA), including sub-group achievement data.
2. Improved achievement on district benchmark assessments for all students - Diagnostic Reading Assessment (DRA), writing
3. Maintain procedures and protocol for technology device management and technical support
4. Improve equitable and consistent access to technology devices and online digital resources.
5. Improve plan for digital communication and collaboration.
6. Improve educational technology integration plan, including access to digital technology resources.
7. Continue to revise and implement professional development in educational technology for all Saratoga Union School District (SUSD) staff.
8. Increase student projects integrating Creativity, Critical thinking, Collaboration, Communication (4Cs) and Science, Technology, Engineering, Arts, and Math (STEAM).

ACTUAL

Expected Annual Outcome Descriptions

9. Maintain a Project Lead the Way (PLTW) specialized unit for all sixth graders in the exploratory wheel at Redwood Middle School (RMS) and implement Project Lead the Way (PLTW) elective.

10. Increase the number of tech devices students can access for instruction and assessment.

11. Performances, exhibitions, virtual showcase, and publication opportunities for students to share their artistic endeavors with peers, parents, and the community.

Goal 4 Expected Annual Outcome Descriptions	2014-15	2015-16	Actual Outcomes
1. Smarter Balanced Assessment Consortium (SBAC) Achievement Level Descriptors (ALD) for all students on Math and English Language Arts (ELA), including sub-group achievement data.	ELA: 87% Math: 86%	ELA: 89% Math: 89%	Baseline established
2. Improved achievement on district benchmark assessments for all students - Diagnostic Reading Assessment (DRA), writing	Elementary DRA and writing assessments conducted, data used at classroom level, not collected district-wide	Elementary DRA and writing assessments conducted, data used at classroom level, not collected district-wide	Data used at classroom level  Not Met (districtwide data not collected)
3. Maintain procedures and protocol for technology device management and technical support	Baseline established	Met	Met
4. Improve equitable and consistent access to technology devices and online digital resources.	Baseline established	Additional devices added district-wide	Additional devices added at RMS
5. Improve plan for digital communication and collaboration.	Baseline established	Implementation of Google Classroom in some classrooms PD offered on Google Classroom	Increased implementation of Google Classroom
6. Improve educational technology integration plan, including access to digital technology resources.	Some recommendations from informal plan adopted	Began revision of technology integration plan	Revised plan presented to board on 4/20/17
7. Continue to revise and implement professional development in educational technology for all Saratoga Union School District (SUSD) staff.		Met <del>GSUSD</del> PDs	Met <del>GSUSD</del> PDs
8. Increase student projects integrating Creativity, Critical thinking, Collaboration, Communication (4Cs) and Science, Technology, Engineering, Arts, and Math (STEAM).		Data not collected	Data not collected
9. Maintain a Project Lead the Way (PLTW) specialized unit for all sixth graders in the exploratory wheel at Redwood Middle School (RMS) and implement Project Lead the Way (PLTW) elective.	No PLTW classes	PLTW on 6th grade exploratory wheel, no PLTW elective	Not Met
10. Increase the number of tech devices students can access for instruction and assessment.	Met	Met	Met
11. Performances, exhibitions, virtual showcase, and publication opportunities for students to share their artistic endeavors with peers, parents, and the community.	Met  SUSD Student to Student Conference	Met  SUSD Student to Student Conference	Met (need to collect data on classroom, school performances, showcases, and exhibitions)

## ACTIONS / SERVICES

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

Action

1

Actions/Services

### PLANNED

#### 4.1 Instructional Technology Support

4.1.1 Saratoga Union School District (SUSD) Technology Team will meet on a regular basis to systematically execute the integration of educational technology in our classrooms and schools.

4.1.2 1.0 Full-time Equivalent (FTE) Instructional Technology Support

### ACTUAL

4.1.1 The technology team has been meeting on a weekly basis. In addition, 3 retreats were scheduled to discuss projects in depth.

4.1.2 A 1.0 Full-time Equivalent (FTE) Instructional Technology Support was present.

4.1.3 ZenDesk was used for HelpDesk management.

Expenditures	<p>4.1.3 ZenDesk for HelpDesk</p> <p><b>BUDGETED</b></p> <p>4.1.1 No additional expenditures anticipated; embedded in core program 0</p> <p>4.1.2 1.0 FTE Instructional Tech Support - JG [General Fund IT: 010-0000-007700] 2000-2999: Classified Personnel Salaries Basic Aid \$89,265</p> <p>4.1.3 ZenDesk license [General Fund IT: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Basic Aid \$2,804</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>4.1.2 1.0 FTE Instructional Tech Support (JG) [General Fund IT: 010-0000-007700] 2000-2999: Classified Personnel Salaries Basic Aid \$90,892</p> <p>4.1.3 ZenDesk license [General Fund IT: 010-0000-007700] 5000-5999: Services And Other Operating Expenditures Basic Aid \$3,312</p>
<p>Action</p> <p>2</p> <p>Actions/Services</p> <p>Expenditures</p>	<p><b>PLANNED</b></p> <p>4.2 Our district will coordinate the Student 2 Student Conference annually for third - eighth grade students.</p> <p><b>BUDGETED</b></p> <p>4.2 Supplies for Student2Student Conference [General Fund: 060-9010-098010] 4000-4999: Books And Supplies Basic Aid \$1000</p>	<p><b>ACTUAL</b></p> <p>4.2 Over 75 students in grades 3-8 presented their passions and interests to fellow students and community members at the fifth annual "Student 2 Student Conference".</p> <p><b>ESTIMATED ACTUAL</b></p> <p>4.2 Supplies for Student2Student Conference [General Fund: 060-9010-098010] 4000-4999: Books And Supplies Basic Aid \$1,155.35</p> <p>4.2 Student2Student Conference Support [General Fund: 060-9010-098010] 1000-1999: Certificated Personnel Salaries Basic Aid</p>
<p>Action</p> <p>3</p> <p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>4.3 Our District Tech Team will maintain organizational structures for Technology Procedures and Protocol, including device management and help desk support protocols. Responses to help desk support requests will improve: response times will decrease and the follow up/closure communication will improve.</p>	<p><b>ACTUAL</b></p> <p>4.3 Device management for iPads is handled through the use of Lightspeed MDM. Device management for Chromebooks is handled through the Google Admin Console.</p> <p>HelpDesk protocols have been established at all sites. In order to help improve response time, the tech team has assigned specific tasks to each team member. Our student MOUSE Squads are also helping with basic maintenance and care for Chromebook carts. The middle school MOUSE Squad has also helped with repairs of the Chromebooks.</p>

Expenditures

The use of ZenDesk helps with managing tech support requests and communicating effectively with staff. We are able to track and monitor requests to make sure they are resolved.

**BUDGETED**

4.3 No additional expenditures required; embedded in core program 0

**ESTIMATED ACTUAL**

no additional expenditures; embedded in core program

Action

**4**

Actions/Services

**PLANNED**

4.4 Saratoga Union School District (SUSD) teachers will have opportunities to participate in differentiated professional development on instructional technology to implement in the classroom.

**ACTUAL**

4.4

Six teachers participated in the Mini-MERIT professional development for a total of 30 hours in August of 2016.

\* About 15 teachers will participate in mini-Merit in summer of 2017 for a total of 30 hours

\* Elementary and middle school teachers participated in G Suite Professional development for a total of 6 hours.

\* Nine teachers and one principal participated in G Suite Summit for a total of 2 days.

\* Two principals, five classroom teachers, and the middle school librarian will participate in the ISTE Conference in June 2017 for a total of 3 days.

\* A principal and a teacher participated in the local Silicon Valley CUE conference for a total of 6 hours.

\* We have a total of 16 G Suite Certified Level 1 Staff.

\* Middle school had a PD on Hyperdocs for the entire staff

\* Elementary school teachers had grade-level cluster webinars on the use of Dreambox.

**BUDGETED**

4.4 No additional expenditures anticipated; embedded in core program

**ESTIMATED ACTUAL**

Tech Professional Development see 1.1.1

Expenditures

0

G Suite Professional Development no cost

Action

5

Actions/Services

**PLANNED**

4.5 Our district will implement Project Lead the Way (PLTW), an interactive, hands-on, problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School (RMS). (6th grade wheel and elective). The Project Lead the Way/Science, Technology, Engineering, Math (PLTW/STEM) teacher will participate in the Project Lead the Way (PLTW) core training and ongoing professional development. The Project Lead the Way (PLTW) teacher will collaborate with the Redwood Middle School (RMS) math, science, and elective teachers.

**ACTUAL**

4.5 PLTW progress in 2016-17:

\* all 6th graders participated in the Flight & Space module, a 5-week course on the 6th-grade wheel, which explores the history of flight and space, the science behind aeronautics, and traveling and living in space. Students are then challenged to use their knowledge to design, build, and test an airfoil.

\* 40 7th and 8th graders participated in a year long STEM course comprised of PLTW's Automation and Robotics module and Design and Modeling module. Students in A&R trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. Students in D&M discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

Expenditures

**BUDGETED**

4.5 Project Lead the Way (PLTW) program  
Refer to Goal 1.14

**ESTIMATED ACTUAL**

4.5 Project Lead the Way (PLTW) program see 1.14

Action

6

Actions/Services

**PLANNED**

4.6 All students will have access to Chromebooks for Common Core State Standards (CCSS) instruction. All 3 - 8 grade students will have access to Chromebooks for Smarter

**ACTUAL**

4.6

\* The number of Chromebooks in the middle school increased by 335 devices for a total of 719 devices for 852 students, 1:1.2 (Device: Student)

	<p>Balanced Assessment Consortium (SBAC) assessments. The ratio of Chromebooks to students will decrease.</p>	<p>* The number of Chromebooks in Saratoga Elementary increased by 60 devices for a total of 216 devices for 341 students, 1:1.6 (Device: Student)</p> <p>* The number of Chromebooks in Foothill Elementary increased by 25 devices for a total of 195 for 351 students, 1:1.8 (Device: Student).</p> <p>* The number of Chromebooks in Argonaut Elementary is a total of 175 for 382 students, 1:2 (Device: Student).</p>
Expenditures	<p><b>BUDGETED</b></p> <p>4.6 Chromebooks and Chromebook carts - new devices and replacement of obsolete and broken devices [General Fund IT: 010-0000-007700] 4000-4999: Books And Supplies Basic Aid \$303,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>4.6 Chromebooks and Chromebook carts - new devices (replacement costs - see 4.7) [Classroom Fund IT: 010-0000-007600] 4000-4999: Books And Supplies Basic Aid \$105,000</p> <p>4.6 iPads for EL instruction - new devices [Title 3 Immigrant: 060-4201-042010] 4000-4999: Books And Supplies Title III \$5,793.29</p>
Action	<p><b>7</b></p>	
Actions/Services	<p><b>PLANNED</b></p> <p>4.7 All Saratoga Union School District (SUSD) teachers will receive and use standard instructional technology equipment: iPad, projector, and laptop or desktop computer. A long term replacement plan for replacing obsolete or inoperable technology devices will be maintained by the Tech Team.</p>	<p><b>ACTUAL</b></p> <p>4.7</p> <p>* Each teacher station includes an iPad, a laptop, a projector or TV, a document camera, and an AppleTV. This has been established at each school site.</p> <p>* Items that were obsolete were removed from classrooms in summer 2016.</p> <p>* The board-approved replacement budget covering the purchasing of outdated equipment and repairs. This year, first and second generation iPads were replaced district-wide. The computer labs at Saratoga and Foothill were also replaced. The multimedia lab at the middle school was also replaced with new desktops.</p>
Expenditures	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

4.7 Plan development in progress 0

4.7 Device replacement costs  
[Classroom Fund IT: 010-0000-007600]  
4000-4999: Books And Supplies Basic Aid \$194,500

Action

8

Actions/Services

**PLANNED**

4.8 The Saratoga Union School District (SUSD) Tech Team will receive Professional Development (PD) in educational technology.

**ACTUAL**

4.8

\* The Tech Team attended the G Suite professional development along with the teachers.

\* Tech TOSA attends NGSS TOSA meetings at SCCOE.

\* Tech team attends DLT, NGSS, and STEAM meetings to support teachers.

\* Tech team attends G Suite Admin professional development.

Expenditures

**BUDGETED**

4.8 PD TBD

[General Fund IT: 010-0000-007700]

5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$41,610

**ESTIMATED ACTUAL**

4.8 Tech Team Professional Development

[General Fund IT: 010-0000-007700]

5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$19,464

Action

9

Actions/Services

**PLANNED**

4.9 Teachers will use Schoology and/or Google Apps for Education for student collaboration and archiving, communicating, and collaborating with colleagues.

**ACTUAL**

4.9

Teachers at the middle school have been using Schoology as a learning management system. Elementary and middle school teachers have been using G Suite with students to collaborate, think critically, create, and communicate.

Expenditures

**BUDGETED**

4.9 Schoology annual license for 5th - 8th graders

[General Fund: 010-0000-007700]

5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$6,970

**ESTIMATED ACTUAL**

4.9 Schoology annual license for 5th - 8th graders

[General Fund: 010-0000-007700]

5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$7,225

4.9 Google Apps for Education no cost



## Action 10

Actions/Services	<b>PLANNED</b> 4.10 Facilitate performances, exhibitions, virtual showcase, and publication opportunities for students to share their artistic endeavors with peers, parents, and the community.	<b>ACTUAL</b> 4.10 Students participated in performances, exhibitions, virtual showcases, and publication opportunities at the classroom and school level.
	<b>BUDGETED</b> 4.10 no additional expenditures; embedded in core program 0	<b>ESTIMATED ACTUAL</b> no additional expenditures; embedded in core program
Expenditures		

## Action 11

Actions/Services	<b>PLANNED</b> 4.11 Professional development for Science, Technology, Engineering, Arts, Math and Music (STEAM2) teachers to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects.	<b>ACTUAL</b> 4.11 SUSD's STEAM team is in the process of researching the district's strengths and gaps in STEAM content areas, as well as integrated and interdisciplinary projects. Various staff members have attended STEAM PD.
	<b>BUDGETED</b> 4.11 STEAM2 PD - TBD [Educator Effectiveness: 060-6264-062640] 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness See 1.1.1	<b>ESTIMATED ACTUAL</b> 4.11 STEAM PD [Educator Effectiveness: 060-6264-062640] see 1.1.1
Expenditures		

## Action 12

Actions/Services	<b>PLANNED</b> 4.12 Create (Science, Technology, Engineering, Arts, Math, and Music (STEAM2) Team to support the district's plan for integrated curriculum and programs.	<b>ACTUAL</b> 4.12 Over twenty-five teachers, administrators, board members, parents, and SCCOE STEAM Team administrators meet on a regular basis for the purpose of: coordinating integrated Science, Technology, Engineering, Arts, and Math curriculum for all students in all grades; creating a STEAM vision for the district; and aligning the STEAM curriculum and PD with Strategic Plan and LCAP, SPSA, Tech Plan
	<b>BUDGETED</b> 4.12 no additional expenditures; embedded in core program 0	<b>ESTIMATED ACTUAL</b> no additional expenditures; embedded in core program
Expenditures		

## Action 13

Actions/Services	<b>PLANNED</b> 4.13 Create Mouse Squad to provide learning and leadership opportunities for students to assist with district's technology.	<b>ACTUAL</b> 4.13

		<p>A MOUSE Squad has been established at each elementary and middle school. In addition to the Computer Science curriculum, students have been helping with tech support at their site. This includes maintenance of Chromebooks and carts. At the middle school, students have also learned how to replace parts and have created a website with common tech support questions and answers  <a href="https://sites.google.com/saratogausd.org/griffintech">https://sites.google.com/saratogausd.org/griffintech</a>.</p>
Expenditures	<p><b>BUDGETED</b>            4.13 Mouse Squad            [General Fund IT: 010-000-007700]            5800: Professional/Consulting Services And Operating Expenditures Basic Aid \$16,500</p>	<p><b>ESTIMATED ACTUAL</b>            4.13 Mouse Squad (curriculum)            [General Fund IT: 010-000-007700]            5000-5999: Services And Other Operating Expenditures Basic Aid \$9,000</p> <p>4.13 Mouse Squad (materials/supplies)            [General Fund IT: 010-000-007700]            4000-4999: Books And Supplies Basic Aid \$1,475</p> <p>4.13 Mouse Squad (support)            [General Fund IT: 010-000-007700]            1000-1999: Certificated Personnel Salaries Basic Aid \$3,450</p>
Action	14	
Actions/Services	<p><b>PLANNED</b>            4.14 MakerSpaces at one elementary and RMS</p>	<p><b>ACTUAL</b>            4.14            A MakerSpace has been established at Foothill Elementary School and Redwood Middle School. A website has been created with sample lessons for teacher to choose from.</p>
Expenditures	<p><b>BUDGETED</b>            Makerspaces equipment and supplies            [General Fund: 01-0000-002130]            4000-4999: Books And Supplies Basic Aid \$40,000</p>	<p><b>ESTIMATED ACTUAL</b>            Makerspaces equipment and supplies            [General Fund: 01-0000-002130]            4000-4999: Books And Supplies Basic Aid \$31,300            Makerspace Professional Development see 1.1.1</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and Services for this goal were generally implemented as planned:

The Tech Support team, which was established in 2015-16, continued to offer tech support, improving help desk procedures and efficiency. Student tech support teams were expanded to all sites. (Actions 4.1, 4.4, 4.14)

Students participated in the Student 2 Student Conference (Action 4.3, 4.11)

The district implemented the Project Lead the Way at RMS and some teachers began to implement interdisciplinary, project-based learning. (Action 4.6)

The number of devices at RMS almost doubled to an approximate 1-1 ratio. (Action 4.7)

Replacement of teacher equipment has been implemented on an as needed basis. (Action 4.8)

Teachers participated in differentiated G Suites PD. (Action 4.5, 4.9, 4.10)

The STEAM team met throughout the year to plan for further implementation. (Action 4.12)

Makerspaces were implemented at RMS and Foothill Elementary, with plans to expand to the other two elementary sites in the 2017-18 school year. Upper elementary and middle school students again participated in the Student to Student Conference presenting on passion projects. (Action 4.15)

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

100% of sites had a student tech support team.

100% began implementation of Makerspace at 2 sites.

95% of our instructional staff participated in G Suite PD.

Ratio of device:student improved from 1:2.1 to 1:1.4.

86 students participated in the Student 2 Student Conference

23 teachers participated in the Mini-MERIT summer program

Finalized and presented the the EdTech Plan Proposal.

Quality of tech support support improved from 25% to 42% (for above average & excellent ratings) based on the BrightBytes survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were not significant material differences between budgeted expenditures and estimated actual expenditures.

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

As a result of this analysis, we will have the following changes:

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

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

Begin to implement the educational technology plan, starting with Digital Citizenship curriculum.

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

Increase student projects integrating Creativity, Critical thinking, Collaboration, Communication (4Cs) and Science, Technology, Engineering, Arts, and Math, including NGSS aligned projects, including using Makerspaces at each site.

# Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The vision of the Saratoga Union School District (SUSD) is to create an innovative public school system that stimulates intellectual curiosity, providing academic rigor for each and every learner, and instills leadership, responsibility, and global citizenship in a safe and nurturing environment where learners thrive.

We accomplish this with a highly professional and differentiated system of education, which engages the community as educational partners, embraces diversity, inspires creativity, and fosters student well-being. We measure success in student outcomes and achievement, professional growth, and a commitment to continuous improvement.

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

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

The stakeholders that provide input into the Local Control and Accountability Plan (LCAP) include:

- \* District Leadership Team (DLT);
- \* District English Learner Advisory Committee (DELAC);
- \* Science, Technology, Engineering, Arts, Math, and Music (STEAM) Team;
- \* Next Generation Science Standards (NGSS) Strategic Leadership Team;
- \* Saratoga Union School District (SUSD) Staff (management, classified and certificated);
- \* School Site Councils (SSCs);
- \* Superintendent's Advisory Council (SAC) comprised of parent leaders of each site's School Site Council (SSC), Parent Teacher Association (PTA), Saratoga Education Foundation (SEF), and other parent volunteer organizations;
- \* Wellness Committee;
- \* Emergency Preparedness Committee;
- \* Saratoga Education Foundation (SEF);
- \* Comprehensive Sexuality Education (CSE) Working Group;
- \* District Management Team (DMT);
- \* Principals and Directors Team;
- \* and most importantly, our students.

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

A survey was sent to all Saratoga Union School District (SUSD) employees and community members, and it was also available to the community via the District website. The survey was open for six weeks, and several reminders were sent: 426 parents, employees, and community members participated. The survey questions address the 8 State Priorities, such as student achievement/engagement, implementation of Common Core State Standards, school climate, parental involvement, course access, and basic services (Refer to Parent and Staff Survey in the Appendix for the questions and the results).

A survey was also given to all students in grades 4 - 8 (Refer to Student Survey in the Appendix for the questions and the results) and was open for six weeks. Principals and teachers encouraged students to take the survey at school: 419 students participated.

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

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

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

Prior to adoption of the Local Control and Accountability Plan (LCAP), the Board of Education held a public hearing at its regularly scheduled meeting on June 15, 2017, to provide additional opportunities for public recommendations and input. There were no public recommendations or input made at that meeting. The Local Control and Accountability Plan (LCAP) was adopted at the Board's next regularly scheduled public meeting on June 29, 2017. The Local Control and Accountability Plan (LCAP) and the district budget were adopted at the same meetings on June 29, 2017, with the Local Control and Accountability Plan (LCAP) being adopted prior to the budget per California (CA) Education Code 52062.2.

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

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

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

DLT Meeting Dates: 9/6/16, 10/10/16, 11/14/16, 12/12/16, 1/23/17, 2/13/17, 3/13/17, 4/17/17, 5/15/17

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

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

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

DELAC Meeting Dates: 9/20/16, 11/1/16, 1/30/17, 3/27/17, 5/8/17

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

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

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

Superintendent's Advisory Council Meeting Dates: 10/18/16, 10/27/16, 12/8/16, 1/18/17, 3/22/17, 5/3/17

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

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

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

Emergency Meeting Dates: 9/26/16, 11/7/16, 4/25/17, 5/22/17

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

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

Topics: overview of Local Control and Accountability Plan (LCAP), student wellness, child nutrition program, and discussion of Goal 3.

Health & Wellness Committee Meeting Dates: 10/24/16, 1/24/17

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

Principals' Meetings - includes District Administrators and Site Principals.

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

Principals' Meeting Dates: 8/3/16, 8/30/16, 9/13/16, 9/22/16, 9/27/16, 10/11/16, 10/25/16, 10/25/16, 11/8/16, 12/2/16, 1/24/17, 2/7/17, 2/13/17, 2/28/17, 3/14/17, 3/28/17, 4/11/17, 4/25/17, 5/2/17, 5/16/17, 5/30/17

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

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

DMT Meeting Dates: 9/16/16, 10/21/16, 11/18/16, 12/16/16, 1/20/17, 2/17/17, 3/10/17, 5/12/17

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

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

Saratoga Union School District (SUSD) School Board

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

SUSD Board Meetings in which LCAP was presented and discussed: 10/20/16, 2/2/17, 3/23/17, 4/20/17, 5/11/17, 5/25/17, 6/15/17, 6/29/17

Parent/Community Survey:

email link sent out by principals to community; email link sent out by District Communication Coordinator, and link on website

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

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

Staff Survey:

email link sent out by Assistant Superintendent of Educational Services and link on website.

(see survey questions and general feedback data in Appendix)

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

Student Survey:

principals administered to students in grades 4 - 8 from all four schools

(see survey questions and general feedback data in Appendix)

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

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

STEAM Team Meeting Dates: 10/11/16, 11/28/16, 3/20/17, 5/23/17

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

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

NGSS Strategic Leadership Team Meeting dates: 10/25/16, 1/31/17, 4/24/17



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

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

CSE Meeting Dates: 11/8/16, 11/15/16, 12/13/16, 2/2/17, 3/23/17, 4/18/17

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

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

## IMPACT ON LCAP AND ANNUAL UPDATE

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

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

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

1. Smarter Balanced Assessment Consortium (SBAC) Summative Assessment student performance data (Achievement Level Descriptors) will be analyzed at the aggregate and student group level. Results were communicated to staff and community at Parent Teacher Association (PTA) and School Site Council (SSC) meetings, board meetings, and staff meetings. CAASPP (California Assessment of Student Performance and Progress) data will be reviewed and analyzed to inform actions and services to support students.
2. District benchmark assessments in math, reading, and writing will be identified at each grade level. Teachers will discuss results and use to plan instruction.
3. Writing assessments (Lucy Calkins Writing Workshop program at elementary) will include a pre- and post- assessment. Professional development in writing workshop will continue for all elementary teachers, including special education.
4. Teachers and administrators will receive ongoing training and support on our data management system for analysis of student academic performance and impact on instruction.
5. Multi-year comprehensive Professional Development (PD) Plan will be developed. Professional Development (PD) survey will be administered to all staff. Expand a cohesive and strategic Professional Development plan to address Common Core State Standards (CCSS) English Language Arts (ELA) & Math and Next Generation Science Standards (NGSS) curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, English Language Arts (ELA), and Science which is consistent with our Local Control and Accountability Plan (LCAP) and Strategic Plan. District Leadership Team will continue to provide input into Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) Professional Development (PD) plan, to be reviewed and discussed by Principals and District Administrators.

6. Review English Language Development (ELD) instructional materials and pilot in elementary schools. Review English Language Development (ELD) programs and services and ensure compliance of daily English Language Development (ELD) instruction for English Learners (ELs). Continue to provide training and professional development for English Learner (EL) elementary aides and middle school English Learner (EL) teacher on English Language Arts/English Language Development (ELA/ELD) standards and English Language Development (ELD) framework). Continue to provide opportunities for English Learner (EL) students to access online English instruction, including Rosetta Stone. Continue to evaluate Common Core State Standards (CCSS)-aligned instructional materials to support English Learner (EL) and RFEP (Reclassified Fluent English Proficient) students in all content areas.
7. Identify supplemental instructional materials, including digital curriculum, in all subject areas.
8. Research and identify resources and strategies for differentiation to meet the needs of all learners in all content areas. Differentiated pedagogical practices will be integrated into teacher professional development to meet the needs of all levels of learners.
9. TK - 5 progress updates/report cards will be reviewed and revised, as needed. Teachers will calibrate and align criteria for performance expectations in all curricular areas.
10. Formative assessment practices will be researched and integrated into professional development. The Smarter Balanced Assessment Consortium (SBAC) Digital Library will be explored.
11. Interim assessments will be researched and integrated into professional development. The Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Block assessments will be explored.
12. Math diagnostic, placement assessment system for course placement in middle school will be refined as needed.
13. The Saratoga Union School District (SUSD) Next Generation Science Standards (NGSS) Strategic Leadership Team will continue to coordinate the transition to Next Generation Science Standards (NGSS) in the 2017-18 school year in elementary and middle school.
14. The Science, Technology, Engineering, Arts, Math and Music (STEAM) Team will continue to coordinate the integration of science, technology, engineering, arts, math, and music in Saratoga Union School District (SUSD).
15. English Language Arts/English Language Development (ELA/ELD) instructional materials curriculum programs will be implemented at Redwood Middle School (RMS).
16. Physical education training for elementary teachers will be provided.
17. Arts education will be integrated into content areas. Professional development will include visual and performing arts connections to core curriculum, when possible.
18. New teachers will be assigned a buddy teacher. New teacher orientation and comprehensive curriculum and pedagogy training will be provided. District administrators will work closely with Silicon Valley New Teacher Project (SVNTP) mentors.
19. The District Educational Technology Plan will be reviewed and revised by the Educational Technology Committee. Tech Plan goals, actions, and budget will be integrated into Local Control and Accountability Plan (LCAP).

#### Goal 2 (Communication and Family Engagement):

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

1. Continue to improve the alignment of actions, services and expenditures.
2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services.
3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members).

5. Maintain positive communication forums and initiatives to inform parents of Saratoga Union School District's (SUSD)'s successes and failures, and to foster partnerships between home and school.
6. Continue coordination of Single Plans for Student Achievement (SPSAs), Local Control and Accountability Plan (LCAP), and the Saratoga Union School District (SUSD) Strategic Plan vision, mission, goals, actions, and services.
7. Grow membership in District English Learner Advisory Committee (DELAC) for more representation from each school site. Increase participation and attendance of English learner parents at District English Learner Advisory Committee (DELAC) meetings.
8. Continue collaboration between Special Education, Technology Department, Educational Services and Business Services to align budget and program. Continue collaborative process of aligning general fund budget to Local Control and Accountability Plan (LCAP) and Single Plans for Student Achievement (SPSAs).
9. Develop comprehensive and strategic district communication plan. Maintain effective and frequent communication with families through a variety of media.
10. Coordinate regular opportunities for parents to learn about Common Core State Standards (CCSS) instruction and how to support their children with homework. Increase number of parent workshops and guest speaker presentations, which focus on curriculum, social-emotional issues, parenting issues. Continue to provide opportunities for parents to attend informational meetings pertaining to district business, and to participate in the decision making process by providing input and feedback.
11. Analyze the quantitative and qualitative metrics used to review progress toward goals in this area.
12. Increase efforts to translate critical oral and written communication for English Learner (EL) families. Provide Mandarin translation of Local Control and Accountability Plan (LCAP) Executive Summary, School Accountability Report Card (SARC) Plans, and other key written communications. Provide Mandarin translation of meetings when possible.
13. Incorporate input and feedback from stakeholder meetings and carry over to 2017-20 Local Control and Accountability Plan (LCAP).
14. Conduct Local Control and Accountability Plan (LCAP) needs assessment and survey of all staff and community. Updated Local Control and Accountability Plan (LCAP) will include stakeholder input.
15. Increase parent participation and attendance at district Wellness, Emergency Preparedness, Next Generation Science Standards (NGSS) Strategic Leadership Team, Science, Technology, Engineering, Arts, Math and Music (STEAM2) Team, and other district committees.
16. Update district website to improve the user's experience.

### Goal 3 (Safety):

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

1. Continue to improve the alignment of actions, services and expenditures.
2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services.
3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members)
4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures.
5. Revise Comprehensive School Safety Plans (CSSPs) annually as needed. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).

6. Improve social emotional literacy training for staff and parents.
7. Continue to evaluate the efficacy of our social emotional literacy programs and make adjustments based on student needs.
8. Research metrics and surveys to obtain data on students' social emotional needs and plan programs and services accordingly. Administer Project Cornerstone's Developmental Assets Survey to fifth and seventh graders.
9. Increase the quantitative and qualitative metrics used to review progress toward goals in this area.
10. Incorporate feedback and input from stakeholder input meetings and carry over to 2017-20 Local Control and Accountability Plan (LCAP).
11. Counseling and Support Services for Youth (CASSY) services will continue at Redwood Middle School (RMS). Evaluate program and make refinements as needed.
12. Continue laser focus on safety, emergency preparedness, and training/drills at school and district level.
13. Compliance with AB1266 (Gender Equity) and AB 329 (CA Healthy Youth Act).
14. Comprehensive Sexual Education Working Group will continue to ensure process for stakeholder input and consultation on mandatory comprehensive sexual health education instructional materials.

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

Changes in actions, services, and expenditures that will be made as a result of reviewing past progress and/or changes to goal 4:

1. Continue to improve the alignment of actions, services, and expenditures.
2. Continue to identify quantitative and qualitative metrics to assess the effectiveness of actions and services.
3. Continue to improve stakeholder engagement and consultation processes (staff, students, parents, community members)
4. Formative, interim, and summative assessment data will be analyzed and will drive decisions about actions, services, and expenditures.
5. Continue to implement criteria, procedures, and protocol for Technology Device Management
6. Continue to ensure equitable and consistent access to technology devices and online digital resources.
7. Establish a systematic and comprehensive plan for digital communication and collaboration.
8. Continue focus on educational technology integration plan.
9. Continue to embed technology into the professional development plan.
10. Establish student projects integrating 4Cs.
11. Coordinate and implement Science, Technology, Engineering, Math (STEM) programs at all grade levels.
12. Coordinate and implement in STEM class in sixth grade on the Exploratory Wheel and Project Lead the Way (PLTW) Gateway program robotics and automation elective course.

13. Increase the quantitative and qualitative metrics used to review progress toward goals in this area.
14. Incorporate input and feedback from stakeholder engagement meetings and carry over to 2017-20 Local Control and Accountability Plan (LCAP).
15. Continue Science, Technology, Engineering, Arts, Math and Music (STEAM) Team to identify strengths and opportunities to improve integration and innovation in our district.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New      ☐ Modified      ☒ Unchanged

### Goal 1

#### Goal 1:

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

#### State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

#### Identified Need

1. Continue to provide instruction and resources necessary to maintain high student achievement and ensure growth for all students.
  - a) 100% of 6th grade teachers implemented NGSS through the StemScopes curriculum.
  - b) MS Core ELA teachers piloted new Core ELA curriculum.
  - c) Current SAMR levels of all SUSD classroom teachers:
    - Beginner - 34%
    - Substitution - 24%
    - Augmentation - 30%
    - Modification - 5%
    - Redefinition - 4%
  - d) STEAM Integration: MakerSpaces were available at one elementary and the middle school.
  - e) Professional Development: Teachers and staff participated in professional development and structured collaboration with a focus on using formative and summative assessments (SBAC, District-wide curriculum-based assessments), differentiating instruction to meet the needs of all students, and Visible Learning high impact strategies.
  - f) Data-Driven Instruction:
    - All classroom teachers participated in an SBAC Data Review session.
    - Elementary teachers were given release time to align writing scoring and plan writing instruction based on scoring results.
    - Pilot collection of elementary DRA (Reading Assessment) data in Spring 2017
    - Pilot of Ellevation program to collect English learner data to inform placement and instruction
    - Pilot of English learner daily support logs to track student progress and promote teacher collaboration
2. Continue to provide instruction and resources necessary to maintain high student achievement and ensure growth for English language learners and reclassified students.
3. Increase achievement and ensure growth for all Students with Disabilities and Hispanics - groups that performed below the "all student" performance.  
SBAC Performance Data for Spring 2016:

	Hispanics 47/48 tested in ELA 47/48 tested in Math		Students with Disabilities 163/171 tested in ELA 163/171 tested in Math		English Learners 24/34 tested in ELA 34/34 tested in Math		All Students 1537/1568 tested in ELA 1547/1568 tested in Math	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
<b>Standard Exceeded</b>	30%	32%	16%	32%	0%	29%	58%	74%
<b>Standard Met</b>	43%	26%	33%	19%	17%	29%	31%	15%
<b>Standard Nearly Met</b>	4%	21%	25%	28%	29%	26%	7%	8%
<b>Standard Not Met</b>	23%	21%	26%	21%	54%	18%	4%	3%

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher feedback and classroom observations of Next Generation Science Standards (NGSS) implementation	100% of 6th grade teachers implemented NGSS through field testing the StemScopes supplementary curriculum.	100% of Grades 4-8 science teachers will implement the NGSS through field testing the StemScopes supplementary curriculum. Some TK-3 teachers may volunteer to pilot NGSS curriculum.	100% of Grades TK-8 science teachers will implement NGSS. Our district will conduct an NGSS instructional materials adoption process.	100% of Grades TK-8 science teachers will implement NGSS.
Teacher feedback and classroom observations of Middle School Core ELA curriculum implementation	MS Core ELA teachers piloted new Core ELA curriculum.	100% of Grades 6-8 Core teachers will implement the new Core ELA curriculum.	100% of Grades 6-8 Core teachers will implement the Core ELA curriculum, as revised by grade-level teams based on their review of first year curriculum implementation, including Core (ELA and Social Studies) integration.	100% of Grades 6-8 Core teachers will implement the Core ELA curriculum, as revised by grade-level teams based on their review of second year implementation, including Core (ELA and Social Studies) integration.
BrightBytes SAMR (Substitution, Augmentation, Modification, Redefinition) Lens Survey	Current self-reported SAMR levels of all SUSD classroom teachers: Beginner (pre-SAMR level) - 34% Substitution - 24% Augmentation - 30% Modification - 5% Redefinition - 4%	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from the baseline levels.	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from the 2017-18.	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from the 2018-19.

<p>STEAM Integration: MakerSpace Usage by Teachers</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. Five lunch MakerSpace drop-in sessions were held at Argonaut - a total of approximately 50 students participated. 20% of middle school teachers used the Maker Space with their classes this year.</p>	<p>Increase the MakerSpace access by developing a MakerSpace at one additional elementary school.</p> <p>80% of elementary classes at schools with MakerSpaces will complete a project using a MakerSpace. 40% of middle school teachers will use the Maker Space with their classes this year.</p>	<p>Increase the MakerSpace access by developing a MakerSpace at the final elementary school.</p> <p>80% of elementary classes will complete a project using a MakerSpace. 60% of middle school teachers used the Maker Space with their classes this year.</p>	<p>MakerSpaces will be available at all schools.</p> <p>100% of all elementary classes will complete a project using a MakerSpace.</p> <p>80% of middle school teachers will use the Maker Space with their classes this year.</p>
<p>Professional Development: PD Sign-In Data and Participant Feedback Surveys; Professional Development Calendar</p>	<p>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. Pilot of Ellevation program to collect English learner data to inform placement and instruction. Pilot of English learner daily support logs to track student progress and promote teacher collaboration</p>	<p>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>100% of TK -5 teachers will administer curriculum-based assessments, upload assessment results to a district database, and participate in PD collaboration sessions to analyze data and plan instruction.</p> <p>100% of TK-3 teachers will receive coaching on differentiation and data-driven instruction in literacy.</p> <p>100% of TK-5 teachers will participate in math differentiation strategies PD.</p> <p>100% of TK-5 teachers will participate in NGSS PD.</p>	<p>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>100% of 4-5 grade teachers will receive coaching on differentiation and data-based planning in literacy. K-3 teachers will continue to receive coaching.</p> <p>Continue to provide PD in math differentiation and NGSS for TK-5 teachers.</p> <p>Continue to provide content-specific PD for middle school departments based on student need and teacher request.</p>	<p>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>All teachers will continue to receive coaching on differentiation and data-based planning.</p> <p>Continue to provide PD in math differentiation and NGSS for TK-5 teachers.</p> <p>Continue to provide content-specific PD for middle school departments based on student need and teacher request.</p>



	Content-specific PD was provided for middle school departments based on student need and teacher request.	Continue to provide content-specific PD for middle school departments based on student need and teacher request.		
SBAC Performance Data for English language learners; ELD and classroom teacher interactive log for EL student support; Reclassification Rates	<p>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>88% of Reclassified English learners met or exceeded standards in ELA on the 2016 SBAC</p> <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>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 will maintain "Blue" (Very High Status and Increase in Growth) in both ELA and Mathematics</p> <p>47% or greater of English learners (ELs) will meet or exceed standards in ELA on the 2017 SBAC</p> <p>89% or greater of Reclassified ELs will meet or exceed standards in ELA on the 2017 SBAC</p> <p>56% or greater of English learners will meet or exceed standards in Mathematics on the 2017 SBAC</p> <p>91% or greater of Reclassified ELs will meet or exceed standards in Mathematics on the 2017 SBAC.</p>	<p>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 maintain "Blue" (Very High Status and Increase in Growth) in both ELA and Mathematics on the 2018 SBAC.</p>	<p>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 maintain "Blue" (Very High Status and Increase in Growth) in both ELA and Mathematics on the 2019 SBAC.</p>

	90% Reclassified English learners met or exceeded standards in Mathematics on the 2016 SBAC			
SBAC Performance Data for Underperforming Groups (Hispanic and Students with Disabilities)	<p>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) 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)</p>	<p>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 will reach or exceed "Green" (High and Increased performance) in ELA and "Yellow" in Mathematics on the CA School Dashboard.</p> <p>74% or greater of Hispanic students will meet or exceed standards in ELA on the 2017 SBAC</p> <p>59% or greater of Hispanic students will meet or exceed standards in Mathematics on the 2017 SBAC</p> <hr/> <p>Students with Disabilities will reach or exceed "Blue" (High performance and Increase Significantly) in ELA and "Blue" in Mathematics on the CA School Dashboard.</p> <p>50% or greater of Students with Disabilities will meet or exceed standards in ELA on the 2017 SBAC.</p> <p>52% or greater of Students with Disabilities will meet or exceed standards in Mathematics on the 2017 SBAC.</p>	<p>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>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>

Students with Disabilities  
Overall Performance in ELA =  
"Green"

49% of Students with  
Disabilities met or exceeded  
standards in ELA on the 2016  
SBAC

Mathematics status = High (10.4  
points above level 3)  
Mathematics change =  
Increased (by 11.8 points)  
Students with Disabilities  
Overall Performance in  
Mathematics = "Green"

51% of Students with  
Disabilities met or exceeded  
standards in Mathematics on  
the 2016 SBAC

### PLANNED ACTIONS / SERVICES

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

#### Action **1**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

ACTIONS/SERVICES**2017-18**☐

New

☒

Modified

☐

Unchanged

**1.1 PROFESSIONAL DEVELOPMENT/TEACHER SUPPORT**

Teachers, professional staff, and classified staff will participate in differentiated professional development, structured collaboration, and coaching focused on standards-based, data-driven instruction differentiated to meet the needs of all students.

The District's Teachers on Special Assignment (TOSAs) will work together to provide coaching and support for all TK-8 grade teachers in implementing CCSS- and NGSS-aligned instruction and integrating instructional technology, as well as to coordinate professional development and provide information regarding instructional materials. Teachers will receive specific coaching on literacy, including Guided Reading, continued implementation of the Lucy Calkins Writing Workshop, reading and writing pedagogy, and integration of STEAM (science, technology, engineering, art, and math) in their content areas.

District NGSS Strategic Leadership Team will plan for professional learning, explore instructional resources, and align NGSS implementation with other initiatives.

Elementary Science Support Aides will continue to provide teachers with science support, including organizing and delivering hands-on science lessons and science centers, depending on the grade level.

The District's Library team, comprised of the RMS head librarian and the four school site library instructional aides, will collaboratively coordinate the district's library programs to support students and staff in accessing ideas and information.

New SUSD teachers will be supported by a mentor and participate in professional development with the Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) /Beginning Teacher Support and Assessment (BTSA).

**2018-19**☐

New

☒

Modified

☐

Unchanged

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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.

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**2019-20**☐

New

☒

Modified

☐

Unchanged

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New SUSD teachers will continue to be supported by a mentor and participate in professional development with the Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) /Beginning Teacher Support and Assessment (BTSA).

Subs will be hired as necessary for release days for Professional Development.

Summer PD will be provided.

Each school site will be provided PD funds to support its individual school (Single Plan for Student Achievement - SPSA) goals.

The District Learning Team (DLT) and site Teacher Leaders composed of teachers and administrators will collect data regarding District PD needs and provide input on District PD choices.

Teachers may apply to fill various compensated leadership positions at the site and district level. At the elementary level, these positions include Site and District Grade-Level Lead, Teacher in Charge when the principal is off campus, Student Council Advisor, MOUSE Squad Advisor, and Site Teacher Tech Support. At the middle school, these positions include Department Lead and member of the Student Achievement Leadership Team. At all schools, these positions also include Buddy Teacher and Site Teacher Tech Support.

SUSD will continue to hire subs as necessary for release days for Professional Development.

Summer PD will be provided (Summer Training Camp).

Each school site will continue to be provided PD funds to support its individual school SPSA goals.

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## BUDGETED EXPENDITURES

### **2017-18**

Amount	41000
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [Title II: 060-4035-040350]
Amount	40000
Source	Educator Effectiveness
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc)

### **2018-19**

Amount	41000
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [Title II: 060-4035-040350]
Amount	40000
Source	Educator Effectiveness
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc)

### **2019-20**

Amount	41000
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [Title II: 060-4035-040350]
Amount	40000
Source	Educator Effectiveness
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc)

	[Educator Effectiveness: 060-6264-062640]		[Educator Effectiveness: 060-6264-062640]		[Educator Effectiveness: 060-6264-062640]
Amount	70000	Amount	70000	Amount	70000
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [General Fund: 010-0000-002110]	Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [General Fund: 010-0000-002110]	Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (salary/benefits, reg fees, expenses, etc) [General Fund: 010-0000-002110]
Amount	2300	Amount	2300	Amount	2300
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries CPR & First Aid Training [General Fund: 010-000-008400]	Budget Reference	1000-1999: Certificated Personnel Salaries CPR & First Aid Training [General Fund: 010-000-008400]	Budget Reference	1000-1999: Certificated Personnel Salaries CPR & First Aid Training [General Fund: 010-000-008400]
Amount	5200	Amount	5200	Amount	5200
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) [General Fund: 060-9010-072720]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) [General Fund: 060-9010-072720]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) [General Fund: 060-9010-072720]
Amount	115214	Amount	116942	Amount	118696
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900]	Budget Reference	1000-1999: Certificated Personnel Salaries TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900]	Budget Reference	1000-1999: Certificated Personnel Salaries TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900]
Amount	20256	Amount	22723	Amount	25260
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid

Budget Reference	3000-3999: Employee Benefits TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900]	Budget Reference	3000-3999: Employee Benefits TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900]	Budget Reference	3000-3999: Employee Benefits TOSA ELA/ELD (K-8) 1.0 FTE (MD) [General Fund (MPP): 010-0000-070900]
Amount	106817	Amount	108419	Amount	110046
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110]	Budget Reference	1000-1999: Certificated Personnel Salaries TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110]	Budget Reference	1000-1999: Certificated Personnel Salaries TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110]
Amount	20686	Amount	23002	Amount	25383
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110]	Budget Reference	3000-3999: Employee Benefits TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110]	Budget Reference	3000-3999: Employee Benefits TOSA Instructional Coach (K-5) 1.0 FTE (JO) [General Fund: 010-0000-002110]
Amount	113703	Amount	115409	Amount	117140
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]	Budget Reference	1000-1999: Certificated Personnel Salaries TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]	Budget Reference	1000-1999: Certificated Personnel Salaries TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]
Amount	42798	Amount	45575	Amount	48426
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]	Budget Reference	3000-3999: Employee Benefits TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]	Budget Reference	3000-3999: Employee Benefits TOSA Classroom and Curriculum Support (K-5) 1.0 FTE (LM) [General Fund: 010-0000-002110]
Amount	65,037	Amount	66,013	Amount	66,013

Source	Education Foundation	Source	Education Foundation	Source	Education Foundation
Budget Reference	2000-2999: Classified Personnel Salaries Elementary Science Support Aides (BP, MM, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713]	Budget Reference	2000-2999: Classified Personnel Salaries Elementary Science Support Aides (BP, MM, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713]	Budget Reference	2000-2999: Classified Personnel Salaries Elementary Science Support Aides (BP, MM, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713]
Amount	6,083	Amount	6,174	Amount	6,267
Source	Education Foundation	Source	Education Foundation	Source	Education Foundation
Budget Reference	3000-3999: Employee Benefits Elementary Science Support Aides (BP, MM, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713]	Budget Reference	3000-3999: Employee Benefits Elementary Science Support Aides (BP, MM, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713]	Budget Reference	3000-3999: Employee Benefits Elementary Science Support Aides (BP, MM, TBD) [Saratoga Education Foundation (SEF): 060-9010-095713]
Amount	107,331	Amount	108,941	Amount	110,575
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420]	Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420]	Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420]
Amount	26,433	Amount	28,845	Amount	31,323
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420]	Budget Reference	3000-3999: Employee Benefits Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420]	Budget Reference	3000-3999: Employee Benefits Middle School Librarian 1.0 FTE (MB) [General Fund - Library: 010-0000-002420]
Amount	101,655	Amount	103,180	Amount	104,728
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Part-time Elementary and Middle School Library Aides (JB, SN, GK, JR)	Budget Reference	2000-2999: Classified Personnel Salaries Part-time Elementary and Middle School Library Aides (JB, SN, GK, JR)



	Part-time Elementary and Middle School Library Aides (JB, SN, GK, JR) [General Fund - Library: 010-0000-002420]		[General Fund - Library: 010-0000-002420]		[General Fund - Library: 010-0000-002420]
Amount	21,122	Amount	23,069	Amount	25,154
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits Part-time Elementary and Middle School Library Aides (JB, SN, GK, JR) [General Fund - Library: 010-0000-002420]	Budget Reference	3000-3999: Employee Benefits Part-time Elementary and Middle School Library Aides (JB, SN, GK, JR) [General Fund - Library: 010-0000-002420]	Budget Reference	3000-3999: Employee Benefits Part-time Elementary and Middle School Library Aides (JB, SN, GK, JR) [General Fund - Library: 010-0000-002420]
Amount	88,386	Amount	89,712	Amount	91,057
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach .78 of 1.0 FTE (LB) [MPP: 010-0000-070900]	Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach .78 of 1.0 FTE (LB) [MPP: 010-0000-070900]	Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach .78 of 1.0 FTE (LB) [MPP: 010-0000-070900]
Amount	27,054	Amount	29,120	Amount	31,241
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits Literacy Coach .78 of 1.0 FTE (LB) [MPP: 010-0000-070900]	Budget Reference	3000-3999: Employee Benefits Literacy Coach .78 of 1.0 FTE (LB) [MPP: 010-0000-070900]	Budget Reference	3000-3999: Employee Benefits Literacy Coach .78 of 1.0 FTE (LB) [MPP: 010-0000-070900]
Amount	24,930	Amount	25,304	Amount	25,684
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach .22 of 1.0 FTE (LB) [Title I: 060-3010-030100]	Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach .22 of 1.0 FTE (LB) [Title I: 060-3010-030100]	Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach .22 of 1.0 FTE (LB) [Title I: 060-3010-030100]
Amount	4,383	Amount	4,449	Amount	4,515
Source	Title I	Source	Title I	Source	Title I

Budget Reference	3000-3999: Employee Benefits Literacy Coach .22 of 1.0 FTE (LB) [Title I: 060-3010-030100]	Budget Reference	3000-3999: Employee Benefits Literacy Coach .22 of 1.0 FTE (LB) [Title I: 060-3010-030100]	Budget Reference	3000-3999: Employee Benefits Literacy Coach .22 of 1.0 FTE (LB) [Title I: 060-3010-030100]
Amount	78,964	Amount	80,148	Amount	81,351
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries TOSA Math 1.0 FTE (TBD) [General Fund: 010-0000-002110]	Budget Reference	1000-1999: Certificated Personnel Salaries TOSA Math 1.0 FTE (TBD) [General Fund: 010-0000-002110]	Budget Reference	1000-1999: Certificated Personnel Salaries TOSA Math 1.0 FTE (TBD) [General Fund: 010-0000-002110]
Amount	36,691	Amount	38,724	Amount	40,810
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits TOSA Math 1.0 FTE (TBD) [General Fund: 010-0000-002110]	Budget Reference	3000-3999: Employee Benefits TOSA Math 1.0 FTE (TBD) [General Fund: 010-0000-002110]	Budget Reference	3000-3999: Employee Benefits TOSA Math 1.0 FTE (TBD) [General Fund: 010-0000-002110]
Amount	75804	Amount	75804	Amount	75804
Source	Parcel Tax	Source	Parcel Tax	Source	Parcel Tax
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Leadership Compensation (TLC) [Parcel Tax: 040-0000-001830]	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Leadership Compensation (TLC) [Parcel Tax: 040-0000-001830]	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Leadership Compensation (TLC) [Parcel Tax: 040-0000-001830]

## Action 2

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

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐

[Location\(s\)](#)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

#### Students to be Served

☐ English Learners    ☐ Foster Youth    ☐ Low Income

#### Scope of Services

☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s)

#### Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New    ☒ Modified    ☐ Unchanged

**1.2 INSTRUCTIONAL MATERIALS AND PROGRAMS**  
SUSD students will be provided with high quality, consistent, standards-based instructional materials, including digital resources, music and art supplies, and hands-on science materials. Supplementary materials will provide differentiation when needed. New materials will be reviewed, piloted, and purchased as required by changes in state standards, frameworks, and educational requirements.

Middle school Core teachers will implement new ELA/ELD curriculum.

Our district will coordinate with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math summer intervention program for incoming 8th graders to address students' mathematical proficiency and confidence in Algebra.

Our district will coordinate with SVEF to implement the Elevate Math Plus intervention program (during the school year) for 8th graders to address students' mathematical proficiency and confidence in Algebra.

#### 2018-19

☐ New    ☒ Modified    ☒ Unchanged

**1.2 INSTRUCTIONAL MATERIALS AND PROGRAMS**  
SUSD students will continue to be provided with high quality, consistent, standards-based instructional materials, including digital resources, music and art supplies, and hands-on science materials. Supplementary materials will provide differentiation when needed. New materials will be reviewed, piloted, and purchased as required by changes in state standards, frameworks, and educational requirements.

Reading intervention instructional materials will be reviewed at the elementary level.

Conduct an Elementary Reading Instructional Materials Needs Assessment

Our district will begin reviewing NGSS instructional materials as they become available.

Our district will continue to coordinate with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math summer intervention program for incoming 8th graders to address students' mathematical proficiency and confidence in Algebra.

Our district will continue to coordinate with SVEF to implement the Elevate Math Plus intervention program (during the school year) for 8th graders to address students' mathematical proficiency and confidence in Algebra.

#### 2019-20

☐ New    ☒ Modified    ☐ Unchanged

**1.2 INSTRUCTIONAL MATERIALS AND PROGRAMS**  
SUSD students will continue to be provided with high quality, consistent, standards-based instructional materials, including digital resources, music and art supplies, and hands-on science materials. Supplementary materials will provide differentiation when needed. New materials will be reviewed, piloted, and purchased as required by changes in state standards, frameworks, and educational requirements.

Reading intervention instructional materials will be piloted and adopted at the elementary level.

Based on the Elementary Reading Needs Assessment, we will determine our reading instructional materials needs and pilot if necessary.

NGSS instructional materials will be piloted and adopted.

Our district will begin reviewing the History-Social Studies instructional materials as they become available.

Our district will continue to coordinate with the Silicon Valley Education Foundation (SVEF) to implement the Elevate Math summer intervention program for incoming 8th graders to address students' mathematical proficiency and confidence in Algebra.

Our district will continue to coordinate with SVEF to implement the Elevate Math Plus intervention program

(during the school year) for 8th graders to address students' mathematical proficiency and confidence in Algebra.

## BUDGETED EXPENDITURES

### 2017-18

Amount	1500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Overdrive: Collaborative to access student digital content [General Fund IT: 010-0000-007700]
Amount	8000
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Follet: Library system initial implementation [General Fund IT: 010-0000-007700]
Amount	5000
Source	Basic Aid
Budget Reference	5000-5999: Services And Other Operating Expenditures Silicon Valley Education Foundation (SVEF) contribution for ElevateMath and ElevateMath summer program at RMS [General Fund SVEF: 010-0000-018160]
Amount	19000
Source	One-Time Discretionary
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Dreambox

### 2018-19

Amount	1500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Overdrive: Collaborative to access student digital content
Amount	3500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Follet: Library system
Amount	5000
Source	Basic Aid
Budget Reference	5000-5999: Services And Other Operating Expenditures Silicon Valley Education Foundation (SVEF) contribution for ElevateMath and ElevateMath summer program at RMS [General Fund SVEF: 010-0000-018160]
Amount	19000
Source	One-Time Discretionary
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Dreambox

### 2019-20

Amount	1500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Overdrive: Collaborative to access student digital content
Amount	3500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Follet: Library system
Amount	5000
Source	Basic Aid
Budget Reference	5000-5999: Services And Other Operating Expenditures Silicon Valley Education Foundation (SVEF) contribution for ElevateMath and ElevateMath summer program at RMS [General Fund SVEF: 010-0000-018160]
Amount	19000
Source	One-Time Discretionary
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Dreambox

	[One Time Discretionary: 010-0000-002000]		[One Time Discretionary: 010-0000-002000]		[One Time Discretionary: 010-0000-002000]
Amount	3700	Amount	3700	Amount	3700
Source	One-Time Discretionary	Source	One-Time Discretionary	Source	One-Time Discretionary
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Explore Learning Gizmos [One Time Discretionary: 010-0000-002000]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Explore Learning Gizmos [One Time Discretionary: 010-0000-002000]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Explore Learning Gizmos [One Time Discretionary: 010-0000-002000]
Amount	3600	Amount	3600	Amount	3600
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies Comprehensive Sexuality Education materials (TBD) [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies Comprehensive Sexuality Education materials (TBD) [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies Comprehensive Sexuality Education materials (TBD) [Lottery: 060-6300-063000]
Amount	82000	Amount	82000	Amount	82000
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies STEMscopes (Accelerate Learning) science instructional materials (Grades 4-8) [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies STEMscopes (Accelerate Learning) science instructional materials (Grades 4-8) [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies STEMscopes (Accelerate Learning) science instructional materials (Grades 4-8) [Lottery: 060-6300-063000]
Amount	117000	Amount	117000	Amount	117000
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies myPerspectives (Pearson) ELA/ELD instructional materials (Grades 6-8) [One Time Discretionary: 010-0000-002000]	Budget Reference	4000-4999: Books And Supplies myPerspectives (Pearson) ELA/ELD instructional materials (Grades 6-8) [One Time Discretionary: 010-0000-002000]	Budget Reference	4000-4999: Books And Supplies myPerspectives (Pearson) ELA/ELD instructional materials (Grades 6-8) [One Time Discretionary: 010-0000-002000]
Amount	1700	Amount	1700	Amount	1700

Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies Studies Weekly (American Legacy Publishing Inc) social studies instructional materials (Grades 4-5) [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies Studies Weekly (American Legacy Publishing Inc) social studies instructional materials (Grades 4-5) [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies Studies Weekly (American Legacy Publishing Inc) social studies instructional materials (Grades 4-5) [Lottery: 060-6300-063000]
Amount	4500	Amount	3500	Amount	3500
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies Supplementary and digital instructional materials (apps, Britannica, etc) [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies Music Supplies, Instruments (Recorders), Repair [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies Music Supplies, Instruments (Recorders), Repair [Lottery: 060-6300-063000]
Amount	444	Amount	444	Amount	444
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies Classtech - SMART Notebook [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies Classtech - SMART Notebook [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies Classtech - SMART Notebook [Lottery: 060-6300-063000]
Amount	3000	Amount	3000	Amount	3000
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies Newsela [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies Newsela [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies Newsela [Lottery: 060-6300-063000]
Amount	4000	Amount	4000	Amount	4000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	4000-4999: Books And Supplies Leveled Books for Guided Reading [Title II: 060-4035-040350]	Budget Reference	4000-4999: Books And Supplies Leveled Books for Guided Reading [Title II: 060-4035-040350]	Budget Reference	4000-4999: Books And Supplies Leveled Books for Guided Reading [Title II: 060-4035-040350]
Amount	2000	Amount	2000	Amount	2000

Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Academic Summer School materials and curriculum [General Fund - Summer School: 010-0000-018180]

Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Academic Summer School materials and curriculum [General Fund - Summer School: 010-0000-018180]

Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Academic Summer School materials and curriculum [General Fund - Summer School: 010-0000-018180]

### Action 3

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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1.3 ASSESSMENT  
SUSD teachers and administrators will identify and effectively use CCSS and NGSS-aligned diagnostic, formative, and interim assessments to inform instruction in all content areas.

#### 2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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1.3 ASSESSMENT  
SUSD teachers and administrators will continue to identify and effectively use CCSS and NGSS-aligned diagnostic, formative, and interim assessments to inform instruction in all content areas.

#### 2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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1.3 ASSESSMENT  
SUSD teachers and administrators will continue to identify and effectively use CCSS and NGSS-aligned diagnostic, formative, and interim assessments to inform instruction in all content areas.

SUSD Teachers and administrators will consistently use data management tools to access student data and monitor student performance.

SUSD teachers, administrators, and classified staff will coordinate successful SBAC administration for students in grades 2-8, including providing staff training on test administration and student practice opportunities. Teachers and administrators will analyze SBAC results to drive instruction.

Students in grades 5 and 6 will take a multiple-measures placement/diagnostic math assessment to inform their placement in middle school math courses.

SUSD teachers will have access to Silicon Valley Math Initiative (SVMI) professional development resources and formative math performance assessments to assess students' problem-solving and conceptual understanding of CCSS Math.

TK-5 teachers will administer pre-and post- curriculum-based assessments, receive training on how to upload assessment results to a district site, and participate in PD collaboration sessions to analyze data, plan instruction, and provide timely feedback to students.

TK-3 teachers will receive coaching on differentiation and data-driven instruction.

Middle school teachers will use common assessments which are aligned with their specific subject matter.

SUSD TK-5 teachers will use CCSS-aligned Progress Updates (report cards). Teachers will collaborate with grade-level colleagues on alignment of assessments with the Progress Updates and discuss criteria for achievement levels. Parents will be given information to understand Progress Updates.

SUSD Teachers and administrators will continue to consistently use data management tools to access student data and monitor student performance.

SUSD teachers, administrators, and classified staff will continue to coordinate successful SBAC administration for students in grades 2-8, including providing staff training on test administration and student practice opportunities. Teachers and administrators will analyze SBAC results to drive instruction.

Students in grades 5 and 6 will continue to take a multiple-measures placement/diagnostic math assessment to inform their placement in middle school math courses.

SUSD teachers will continue to have access to Silicon Valley Math Initiative (SVMI) professional development resources and formative math performance assessments to assess students' problem-solving and conceptual understanding of CCSS Math.

TK-5 teachers will continue to administer pre-and post-curriculum-based assessments, receive training on how to upload assessment results to a district site, and participate in PD collaboration sessions to analyze data, plan instruction, and provide timely feedback to students.

As needed, teachers will continue to receive coaching on differentiation and data-driven instruction.

Middle school teachers will use common assessments, which are aligned with their specific subject matter.

SUSD TK-5 teachers will continue to use CCSS-aligned Progress Updates (report cards). Teachers will collaborate with grade-level colleagues on alignment of any new assessments with the Progress Updates.

SUSD Teachers and administrators will continue to consistently use data management tools to access student data and monitor student performance.

SUSD teachers, administrators, and classified staff will continue to coordinate successful SBAC administration for students in grades 2-8, including providing staff training on test administration and student practice opportunities. Teachers and administrators will analyze SBAC results to drive instruction.

Students in grades 5 and 6 will continue to take a multiple-measures placement/diagnostic math assessment to inform their placement in middle school math courses.

SUSD teachers will continue to have access to Silicon Valley Math Initiative (SVMI) professional development resources and formative math performance assessments to assess students' problem-solving and conceptual understanding of CCSS Math.

TK-5 teachers will continue to administer pre-and post-curriculum-based assessments, receive training on how to upload assessment results to a district site, and participate in PD collaboration sessions to analyze data, plan instruction, and provide timely feedback to students.

As needed, teachers will continue to receive coaching on differentiation and data-driven instruction.

Middle school teachers will continue to use common assessments which are aligned with their specific subject matter.

SUSD TK-5 teachers will continue to use CCSS-aligned Progress Updates (report cards). Teachers will collaborate with grade-level colleagues on alignment of any new assessments with the Progress Updates.

## BUDGETED EXPENDITURES

### 2017-18

Amount	6000
Source	Basic Aid

### 2018-19

Amount	6000
Source	Basic Aid

### 2019-20

Amount	6000
Source	Basic Aid



Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Silicon Valley Math Initiative (SVMI) Membership [Testing: 010-000-003160]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Silicon Valley Math Initiative (SVMI) Membership [Testing: 010-000-003160]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Silicon Valley Math Initiative (SVMI) Membership [Testing: 010-000-003160]
Amount	4500	Amount	4500	Amount	4500
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Silicon Valley Math Initiative (SVMI) MARS Scoring [Testing: 010-000-003160]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Silicon Valley Math Initiative (SVMI) MARS Scoring [Testing: 010-000-003160]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Silicon Valley Math Initiative (SVMI) MARS Scoring [Testing: 010-000-003160]
Amount	5000	Amount	5000	Amount	5000
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Northwest Education Association (NWEA) [Testing: 010-000-003160]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Northwest Education Association (NWEA) [Testing: 010-000-003160]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Northwest Education Association (NWEA) [Testing: 010-000-003160]
Amount	15000	Amount	15000	Amount	1500
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SchoolCity: data management system [Testing: 010-0000-003160]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SchoolCity: data management system [Testing: 010-0000-003160]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SchoolCity: data management system [Testing: 010-0000-003160]

## Action 4

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

Students to be Served

☐ All ☒ Students with Disabilities ☐

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners    ☐ Foster Youth    ☐ Low Income
Scope of Services
☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☐ New    ☐ Modified    ☒ Unchanged
**1.4 SPECIAL EDUCATION AND UNDERPERFORMING STUDENTS**

SUSD special education staff will participate in Professional Development to address implementation of ELA and Math CCSS, NGSS, and other educational needs resulting from Special Education student's disability(ies), including differentiation, writing appropriate goals, and supports for the general education classroom.

SUSD educators will participate in PD to address the needs of underperforming students.

Our district will offer an intensive summer school program and Extended School Year to English learners, students with disabilities, low-income, and Hispanic students.

Principals and teachers will track and monitor academic performance data of these student groups to provide differentiated support as necessary to improve their performance. Educators and parents will participate in SST meetings and parent conferences to collaborate together.

**2018-19**
☐ New    ☐ Modified    ☒ Unchanged
**1.4 SPECIAL EDUCATION AND UNDERPERFORMING STUDENTS**

SUSD special education staff will continue to participate in Professional Development to address implementation of ELA and Math CCSS, NGSS, and other educational needs resulting from Special Education student's disability(ies), including differentiation, writing appropriate goals, and supports for the general education classroom.

SUSD educators will continue to participate in PD to address the needs of underperforming students.

Our district will continue to offer an intensive summer school program and Extended School Year to English learners, students with disabilities, low-income, and Hispanic students.

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.

**2019-20**
☐ New    ☐ Modified    ☒ Unchanged
**1.4 SPECIAL EDUCATION AND UNDERPERFORMING STUDENTS**

SUSD special education staff will continue to participate in Professional Development to address implementation of ELA and Math CCSS, NGSS, and other educational needs resulting from Special Education student's disability(ies), including differentiation, writing appropriate goals, and supports for the general education classroom.

SUSD educators will continue to participate in PD to address the needs of underperforming students.

Our district will continue to offer an intensive summer school program and Extended School Year to English learners, students with disabilities, low-income, and Hispanic students.

Principals and teachers will continue to track and monitor academic performance data of these student groups to provide differentiated support as necessary to improve their performance. Educators and parents will participate in SST meetings and parent conferences to collaborate together.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$2075	Amount	\$2000	Amount	\$2000
Source	Educator Effectiveness	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Professional Development (salary/benefits, reg fees, expenses, etc): [Educator Effectiveness: 060-6264-06264]	Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Professional Development (salary/benefits, reg fees, expenses, etc): [TBD]	Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Professional Development (salary/benefits, reg fees, expenses, etc): [TBD]
Amount	\$4000	Amount	\$4000	Amount	\$4000
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Subs for parent meetings: [Special Education: 080-6500-065007]	Budget Reference	1000-1999: Certificated Personnel Salaries Subs for parent meetings: [Special Education: 080-6500-065007]	Budget Reference	1000-1999: Certificated Personnel Salaries Subs for parent meetings: [Special Education: 080-6500-065007]
Amount	28,800	Amount	28,800	Amount	28,800
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Extended School Year teachers (salaries) [Special Education: 080-6500-065002]	Budget Reference	1000-1999: Certificated Personnel Salaries Extended School Year teachers (salaries) [Special Education: 080-6500-065002]	Budget Reference	1000-1999: Certificated Personnel Salaries Extended School Year teachers (salaries) [Special Education: 080-6500-065002]
Amount	29284	Amount	29284	Amount	29284
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Extended School Year aides (salaries) [Special Education: 080-6500-065002]	Budget Reference	2000-2999: Classified Personnel Salaries Extended School Year aides (salaries) [Special Education: 080-6500-065002]	Budget Reference	2000-2999: Classified Personnel Salaries Extended School Year aides (salaries) [Special Education: 080-6500-065002]
Amount	12352	Amount	13200	Amount	13900
Source	Special Education	Source	Special Education	Source	Special Education

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

## Action 5

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

## ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.5 ENGLISH LEARNERS

2018-19

☐ New ☐ Modified ☒ Unchanged

1.5 ENGLISH LEARNERS

2019-20

☐ New ☐ Modified ☒ Unchanged

1.5 ENGLISH LEARNERS

All classroom teachers will continue to provide Designated and Integrated English Language Development (ELD) instruction to English learners in their classrooms throughout the school day as required by state and federal law.

The EL Team will continue to support teachers in providing ELD instruction through PD regarding the ELD standards and the ELA/ELD framework, and by providing information on available instructional materials and applicable pedagogy.

The EL Team will continue to coordinate with the Special Education department regarding students who are Special Education students and English language learners, including researching and implementing any specialized assessments and providing support services to meet these students' needs.

At each elementary school, the EL Team will continue to coordinate and provide additional EL pull-out or push-in support during the school day for English Learners. The amount and type of support will be determined by students' language needs.

At the middle school, an ELD teacher will continue to provide ELD instruction to support English Learners in an ELD class.

Members of the EL Team will continue to administer the CA English Language Development Test (CELDT) and/or English Language Proficiency Assessments for California (ELPAC test) annually to all English Learners.

Members of the EL Team will research ELD curriculum. Supplemental digital instructional materials will be provided for English Learners.

All classroom teachers will continue to provide Designated and Integrated English Language Development (ELD) instruction to English learners in their classrooms throughout the school day as required by state and federal law.

The EL Team will continue to support teachers in providing ELD instruction through PD regarding the ELD standards and the ELA/ELD framework, and by providing information on available instructional materials and applicable pedagogy.

The EL Team will continue to coordinate with the Special Education department regarding students who are Special Education students and English language learners, including researching and implementing any specialized assessments and providing support services to meet these students' needs.

At each elementary school, the EL Team will continue to coordinate and provide additional EL pull-out or push-in support during the school day for English Learners. The amount and type of support will be determined by students' language needs.

At the middle school, an ELD teacher will continue to provide ELD instruction to support English Learners in an ELD class.

Members of the EL Team will continue to administer the English Language Proficiency Assessments for California (ELPAC test) annually to all English Learners.

ELD curriculum will be piloted. Supplemental digital instructional materials will be provided for all English Learners.

All classroom teachers will continue to provide Designated and Integrated English Language Development (ELD) instruction to English learners in their classrooms throughout the school day as required by state and federal law.

The EL Team will continue to support teachers in providing ELD instruction through PD regarding the ELD standards and the ELA/ELD framework, and by providing information on available instructional materials and applicable pedagogy.

The EL Team will continue to coordinate with the Special Education department regarding students who are Special Education students and English language learners, including researching and implementing any specialized assessments and providing support services to meet these students' needs.

At each elementary school, the EL Team will continue to coordinate and provide additional EL pull-out or push-in support during the school day for English Learners. The amount and type of support will be determined by students' language needs.

At the middle school, an ELD teacher will continue to provide ELD instruction to support English Learners in an ELD class.

Members of the EL Team will continue to administer the English Language Proficiency Assessments for California (ELPAC test) annually to all English Learners.

ELD curriculum will be adopted. Supplemental digital instructional materials will be provided for all English Learners.

## BUDGETED EXPENDITURES

### 2017-18

Amount	4000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Achieve3000 Summer Solution (academic summer school)

### 2018-19

Amount	4000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Achieve3000 Summer Solution (academic summer school)

### 2019-20

Amount	4000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Achieve3000 Summer Solution (academic summer school)

	[Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]		[Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]		[Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]
Amount	2300	Amount	2300	Amount	2300
Source	Title III	Source	Title III	Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Ellevation [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Ellevation [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Ellevation [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]
Amount	3725	Amount	3725	Amount	3725
Source	Title III	Source	Title III	Source	Title III
Budget Reference	4000-4999: Books And Supplies Rosetta Stone [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	Budget Reference	4000-4999: Books And Supplies Rosetta Stone [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	Budget Reference	4000-4999: Books And Supplies Rosetta Stone [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]
Amount	5000	Amount	5000	Amount	5000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	0000: Unrestricted Supplementary and Digital Instructional materials and apps (Starfall, Lexia Phonics, other) [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	Budget Reference	0000: Unrestricted Supplementary and Digital Instructional materials (apps, Starfall, RazKids, other) [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]	Budget Reference	0000: Unrestricted Supplementary and Digital Instructional materials (apps, Starfall, RazKids, other) [Title III LEP 060-4203-042030; Title III Immigrant 060-4201-042010]
Amount	45,967	Amount	46,657	Amount	47,356
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	2000-2999: Classified Personnel Salaries English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, TBD) [General Fund (MPP): 010-0000-070900]	Budget Reference	2000-2999: Classified Personnel Salaries English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, TBD) [General Fund (MPP): 010-0000-070900]	Budget Reference	2000-2999: Classified Personnel Salaries English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, TBD) [General Fund (MPP): 010-0000-070900]

Amount	4,298	Amount	4,362	Amount	4,428
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, TBD) [General Fund (MPP): 010-0000-070900]	Budget Reference	3000-3999: Employee Benefits English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, TBD) [General Fund (MPP): 010-0000-070900]	Budget Reference	3000-3999: Employee Benefits English Learner (EL) Intervention Support (Part-time Classified Staff: 3 site Aides (KS, MS, TBD) [General Fund (MPP): 010-0000-070900]
Amount	36,099	Amount	36,640	Amount	37,190
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900]	Budget Reference	1000-1999: Certificated Personnel Salaries ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900]	Budget Reference	1000-1999: Certificated Personnel Salaries ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900]
Amount	15,606	Amount	16,518	Amount	17,454
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900]	Budget Reference	3000-3999: Employee Benefits ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900]	Budget Reference	3000-3999: Employee Benefits ELD Teacher at RMS .33 FTE (SA) [General Fund (MPP): 010-0000-070900]
Amount	7,789	Amount	7,789	Amount	7,789
Source	Title III	Source	Title III	Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030]	Budget Reference	1000-1999: Certificated Personnel Salaries Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030]	Budget Reference	1000-1999: Certificated Personnel Salaries Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030]
Amount	970	Amount	970	Amount	970
Source	Title III	Source	Title III	Source	Title III
Budget Reference	3000-3999: Employee Benefits Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030]	Budget Reference	3000-3999: Employee Benefits Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030]	Budget Reference	3000-3999: Employee Benefits Academic Summer School EL Support Teachers (2) [Title III LEP: 060-4203-042030]

Action **6**

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

[Students to be Served](#)☐ All ☐ Students with Disabilities ☐[Location\(s\)](#)☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

[Students to be Served](#)☐ English Learners ☐ Foster Youth ☐ Low Income[Scope of Services](#)☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)[Location\(s\)](#)☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:[ACTIONS/SERVICES](#)**2017-18**☐ New ☐ Modified ☐ Unchanged**2018-19**☐ New ☐ Modified ☐ Unchanged**2019-20**☐ New ☐ Modified ☒ Unchanged[BUDGETED EXPENDITURES](#)**2017-18****2018-19****2019-20**Action **7**

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

[Students to be Served](#)☐ All ☐ Students with Disabilities ☐[Location\(s\)](#)☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:



OR

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

Students to be Served
☐ English Learners    ☐ Foster Youth    ☐ Low Income
Scope of Services
☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☐ New    ☐ Modified    ☐ Unchanged
**2018-19**
☐ New    ☐ Modified    ☐ Unchanged
**2019-20**
☐ New    ☐ Modified    ☐ Unchanged
BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**Action **8**

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

Students to be Served
☐ All    ☐ Students with Disabilities    ☐
Location(s)
☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners    ☐ Foster Youth    ☐ Low Income
Scope of Services
☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All Schools

☐ Specific Schools:

☐ Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New ☐ Modified ☒ Unchanged

## Goal 2

### Goal 2:

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

### State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### Identified Need

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

- \* Our primary channel of information to families is email through SchoolMessenger.
- \* Our district and school websites and calendars are not always up-to-date, or in alignment with school communications.
- \* Parent and staff response rates to district surveys (LCAP survey, BrightBytes survey) are inconsistent.
- \* Student, parent, and staff 2016 LCAP survey results were summarized and provided to principals and administrators.
- \* Our district hosted a variety of parent workshops: four elementary writing workshop trainings; three elementary math trainings; three middle school math trainings; three middle school math placement meetings; two Digital Citizenship workshops; one Mindfulness training; two Comprehensive Sexuality presentations; and two presentations to preview the English language arts pilot instructional materials for middle school.
- \* Parents complete feedback surveys after each parent workshop.
- \* All Middle School English language arts instructional materials, math placement, and Comprehensive Sexuality Education parent meetings and workshops had Mandarin translation services. Written memos and presentations for these subjects were also translated into Mandarin.
- \* Currently the DELAC comprises members who are elementary and middle school teachers, elementary EL support aides, board members, elementary principal, ELA TOSA, District Literacy Coach, and Assistant Superintendent. The elementary ELD support team presented a training for all EL parents to share information about our district's EL services.
- \* School sites coordinate opportunities for students to showcase their interests and passions.
- \* Parents participate at individual school sites through groups, including the Parent Teacher Associations (PTA) and School Site Committees (SSC), or by volunteering in classrooms or with projects such as Project Cornerstone or Art Docents.
- \* School Board members hold monthly office hours at rotating school sites.
- \* The Cabinet (the District administrative team) holds "Coffee with the Cabinet" at each school site for parents and staff over the course of the school year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Translation Services: Number and type of documents translated	<p>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>	Hire a Mandarin translation service to translate essential written communications and meetings at the school and district level.	Provide Mandarin translation for all written communications and meetings at the school and district level.	Provide Mandarin translation for all written communications and meetings at the school and district level.
Parent Participation: Meeting and workshop sign-in data, survey return rates, committee participation and volunteer numbers	<p>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>100 parents will complete the 2017-18 LCAP survey.</p> <p>260 parents will complete the 2017-18 BrightBytes survey.</p> <p>Workshop participation: increase parent participation in district workshops during the 2018-19 school year.</p> <p>Increase participation to include parent representatives from each school who consistently attend the DELAC meetings by holding DELAC meetings for parents at each school site (one school site per quarter).</p>	<p>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>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>150 parents will complete the 2019-20 LCAP survey.</p> <p>340 parents will complete the 2019-20 BrightBytes survey.</p> <p>Workshop participation: increase parent participation in district workshops during the 2018-19 school year.</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>
Parent Education Opportunities: quantity of workshops offered	Our district hosted a variety of parent workshops: four elementary writing workshop trainings; three elementary math trainings; three middle school math trainings; three middle school math placement meetings; two Digital Citizenship workshops; one Mindfulness	Increase number of parent workshops and guest speaker presentations, which focus on curriculum, social-emotional issues, parenting issues. Continue to provide opportunities for parents to attend informational meetings pertaining to district business,	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	Continue to coordinate regular opportunities for parents to learn about curriculum, social-emotional issues, parenting issues. Continue to provide opportunities for parents to attend informational meetings pertaining to district business, and to participate in the

	<p>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>and to participate in the decision-making process by providing input and feedback.</p> <p>Offer interactive webinars for parents to "participate" virtually in parent workshops and trainings.</p>	<p>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).</p>	<p>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).</p>
Communication: communication channel metrics	<p>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>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 2016-2017.</p> <p>Add a feed to social media on our district and school websites</p>	<p>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>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 2018-2019.</p> <p>Include a feed to social media on our district and school websites</p>
Family Engagement and Student Showcase Opportunities	<p>School sites, PTAs, and outside organizations sponsor events to provide opportunities for family engagement and for our students to showcase their work, such as the Student to Student Conference, science fairs, art shows, concerts, family nights, etc.</p>	<p>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>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>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>

### PLANNED ACTIONS / SERVICES

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

#### Action **1**

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

Students to be Served



All



Students with Disabilities



<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____
<b>OR</b>		
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
	<a href="#">Scope of Services</a> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____	
	<input type="checkbox"/> Specific Grade spans: _____	

### ACTIONS/SERVICES

#### 2017-18

☐ New   
☒ Modified   
☐ Unchanged

##### 2.1 FAMILY ENGAGEMENT AND EDUCATION

Create a year-long schedule for frequent and varied parent workshops and trainings to be held at each school site. Topics will include comprehensive sexual education, homework support in mathematics and writing, NGSS, mindfulness, and bullying prevention.

Continue to increase the number of parents responding to the LCAP survey. Circulate data to directors and site administrators for analysis and planning of next steps.

Continue to increase the number of parents who participate on district and site committees and volunteer in district schools.

Coordinate quarterly DELAC meetings to collect input on, provide information about, and assist in planning services for EL students and their families. Increase participation on the committee to include parent representatives from each school who consistently attend the DELAC meetings.

Review and revise district EL Master Plan to align school and district goals for EL students in all district and site level plans and with current state and federal law.

#### 2018-19

☐ New   
☒ Modified   
☐ Unchanged

##### 2.1 FAMILY ENGAGEMENT AND EDUCATION

Revise a year-long schedule for frequent and varied parent workshops and trainings to be held at each school site. Topics will include comprehensive sexual education, homework support in mathematics and writing, NGSS, mindfulness, and bullying prevention.

Continue to increase the number of parents responding to the LCAP survey. Circulate data to directors and site administrators for analysis and planning of next steps.

Continue to increase the number of parents who participate on district and site committees and volunteer in district schools.

Coordinate quarterly DELAC meetings to collect input on, provide information about, and assist in planning services for EL students and their families. Maintain participation to include parent representatives from each school who consistently attend the DELAC meetings.

Coordinate parent workshops for parents of English learners (topics to encompass areas of interest to parents).

#### 2019-20

☐ New   
☒ Modified   
☐ Unchanged

##### 2.1 FAMILY ENGAGEMENT AND EDUCATION

Revise a year-long schedule for frequent and varied parent workshops and trainings to be held at each school site. Topics will include comprehensive sexual education, homework support in mathematics and writing, NGSS, mindfulness, and bullying prevention.

Continue to increase the number of parents responding to the LCAP survey. Circulate data to directors and site administrators for analysis and planning of next steps.

Continue to increase the number of parents who participate on district and site committees and volunteer in district schools.

Continue to coordinate quarterly DELAC meetings to collect input on, provide information about, and assist in planning services for EL students and their families. Maintain participation to include parent representatives from each school who consistently attend the DELAC meetings.

Continue to coordinate parent workshops for parents of English learners (topics to encompass areas of interest to parents).

BUDGETED EXPENDITURES**2017-18**

Amount	1000
Source	Basic Aid
Budget Reference	0000: Unrestricted Parent Education, Engagement and Hospitality [General Fund: 010-0000-002110]

**2018-19**

Amount	1000
Source	Basic Aid
Budget Reference	0000: Unrestricted Parent Education, Engagement and Hospitality [General Fund: 010-0000-002110]

**2019-20**

Amount	1000
Source	Basic Aid
Budget Reference	0000: Unrestricted Parent Education, Engagement, and Hospitality [General Fund: 010-0000-002110]

Action **2**

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

Students to be Served
☒ All
     
 ☐ Students with Disabilities
Location(s)
☒ All Schools
     
 ☐ Specific Schools:
     
 ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners
     
 ☐ Foster Youth
     
 ☐ Low Income
Scope of Services
☐ LEA-wide
     
 ☐ Schoolwide
     
**OR**
☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools
     
 ☐ Specific Schools:
     
 ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☐ New
   ☒ Modified
   ☐ Unchanged
**2018-19**
☐ New
   ☒ Modified
   ☐ Unchanged
**2019-20**
☐ New
   ☒ Modified
   ☐ Unchanged

**2.2 COMMUNICATION**

The district will send notifications to parents via a variety of channels, including email, text messages, Facebook, and Twitter, to ensure maximum outreach. We will update to new forms of communication as they become available.

The district and school sites websites will be upgraded to be more user-friendly and visually appealing. Pertinent and updated information will be included. The websites will include translation tools and will be ADA accessible.

Parents will continue to have access to student information through PowerSchool.

District Calendars will be aligned and updated frequently.

Translations services will be provided in Mandarin for messages sent to parents and for parent workshops.

Continue coordination and alignment of school site SPSAs, LCAP and SUSD Strategic Plan and publish on website for accessibility by community.

**2.2 COMMUNICATION**

The district will continue to send notifications to parents via a variety of channels, including email, text messages, Facebook, and Twitter, to ensure maximum outreach. We will update to new forms of communication as they become available.

The district and school sites websites will continue to be upgraded to be more user-friendly and visually appealing. Pertinent and updated information will be included. The websites will include translation tools and will be ADA accessible.

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District Calendars will continue to be aligned and updated frequently.

Translations services will continue to be provided in Mandarin for messages sent to parents and for parent workshops.

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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.

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Parents will continue to have access to student information through PowerSchool.

District Calendars will continue to be aligned and updated frequently.

Translations services will continue to be provided in Mandarin for messages sent to parents and for parent workshops.

**BUDGETED EXPENDITURES****2017-18**

Amount	3500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Blackboard-Mass Notification Service
Amount	24000
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Blackboard: update and website hosting and support [Superintendent: 010-0000-007150]
Amount	17000

**2018-19**

Amount	3500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Blackboard-Mass Notification Service
Amount	11205
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Blackboard: website hosting and support [Superintendent: 010-0000-007150]
Amount	17000

**2019-20**

Amount	3500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Blackboard-Mass Notification Service
Amount	11205
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Blackboard: website hosting and support [Superintendent: 010-0000-007150]
Amount	17000



Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PowerSchool licensing, hosting, and customization [General Fund IT 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PowerSchool licensing, hosting, and customization [General Fund IT 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PowerSchool licensing, hosting, and customization [General Fund IT 010-0000-007700]
Amount	20000	Amount	20000	Amount	20000
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Translation & interpreter services [General Fund: 010-0000-070900]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Translation & interpreter services [General Fund: 010-0000-070900]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Translation & interpreter services [General Fund: 010-0000-070900]

### Action 3

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New      ☐ Modified      ☒ Unchanged

### Goal 3

Goal 3:

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

[Identified Need](#)

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

- \* Increase Digital Citizenship instruction in all elementary classrooms and for all students at the middle school.
- \* Increase number of students served by School Counselors, including Counseling and Support Services for Youth (CASSY) counselor at Redwood Middle School (RMS)
- \* Continue to comply with state law regarding emergency safety drills and preparedness procedures, including annual First Aid and CPR training for staff.
- \* Continue to comply with state law requirements for Physical Education instruction.
- \* Analyze data from Project Cornerstone's Developmental Assets survey and determine next steps at each site and districtwide.
- \* Comply with AB1266 (School Success and Opportunity Act) to a) foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expression, and (b) assist school districts with understanding and implementing policy changes related to AB 1266 and transgender student privacy, facility use, and participation in school athletic competitions.
- \* Comply with AB329 (CA Healthy Youth Act) to provide comprehensive sexual health education and HIV prevention education in public schools.
- \* Comply with BP 5141.52 (Suicide Prevention and Related Mental Health Promotion) to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.
- \* Comply with 5131.2 (Bullying) to proactively address bullying and cyberbullying to promote safety in schools and the community and to provide services for victims and perpetrators of bullying.
- \* Reduce Chronic Absenteeism
- \* Reduce suspension rates

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Digital Citizenship lessons teacher self-reporting; BrightBytes survey	<p>Three lessons about Digital Citizenship instruction occurred in 50% of the elementary classes.</p> <p>One lesson about Digital Citizenship instruction occurred in 100% of the classes in the middle school.</p>	Increase to 3 lessons of Digital Citizenship instruction to 75% of TK-8th grade students.	Increase to 3 lessons of Digital Citizenship instruction to 85% of TK-8th grade of students.	Increase to 3 lessons of Digital Citizenship instruction to 100% of of TK-8th grade students.
CASSY Counseling Mid- and End-of-Year Reports Data on: Student Services, Student Outreach, Parent Outreach, Teacher Support, Interactive Classroom Workshops, Group Therapy	<p>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>Offer one parent education workshop to address mental health issues</p> <p>Increase opportunities for students to engage in classroom workshops, one-on-one sessions, and group therapy with CASSY therapist</p>	<p>Offer up to two parent education workshops to address mental health issues</p> <p>Increase opportunities for students to engage in classroom workshops, one-on-one sessions, and group therapy with CASSY therapist.</p>	<p>Offer up to three parent education workshops to address mental health issues</p> <p>Increase opportunities for students to engage in classroom workshops, one-on-one sessions, and group therapy with CASSY therapist.</p>
<p>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>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>Each school held two lockdown drills.</p> <p>Each classified and certificated staff member participated in</p>	<p>Offer First Aid and CPR certification training for all classified and certificated staff members who are in need of the bi-annual training.</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.</p> <p>Each school will hold two lockdown drills.</p> <p>Each classified and certificated staff member will participate in</p>	<p>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.</p> <p>Each school will hold two lockdown drills.</p> <p>Each classified and certificated staff member will participate in</p>	<p>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.</p> <p>Each school will hold two lockdown drills.</p> <p>Each classified and certificated staff member will participate in</p>

	mandatory Emergency and Disaster training.	mandatory Emergency and Disaster training.	mandatory Emergency and Disaster training.	mandatory Emergency and Disaster training.
Physical Education elementary (1st - 5th grade) compliance reports  RMS Master Schedule (exhibits physical education course offerings)	As per CA Education Code, all first - fifth grade teachers provided 200 minutes of physical education every ten school days.  All seventh-eighth grade teachers provided 400 minutes of physical education for every ten school days.	As per CA Education Code, all first - fifth grade teachers will provide 200 minutes of physical education every ten school days.  All seventh-eighth grade teachers will provide 400 minutes of physical education for every ten school days.	As per CA Education Code, all first - fifth grade teachers will provide 200 minutes of physical education every ten school days.  All seventh-eighth grade teachers will provide 400 minutes of physical education for every ten school days.	As per CA Education Code, all first - fifth grade teachers will provide 200 minutes of physical education every ten school days.  All seventh-eighth grade teachers will provide 400 minutes of physical education for every ten school days.
Project Cornerstone Developmental Assets Survey results (4th, 5th, 7th grade) - Executive Summary and Survey school and district reports	All 4th, 5th, and 7th grade students participated in the Developmental Assets Survey (given in 2016 - survey is given once every five years). Principals and district administrators reviewed and discussed results and developed an action plan.	Principals and district administrators will present survey results with staff, board, and community, and collaboratively create an action plan to implement at each site.	Continue to implement and revise action plan to meet needs of students.	Continue to implement and revise action plan to meet needs of students.
Implementation of Positive School Climate Board Policy and Administrative Regulation - survey data, observations, self-assessment  Implementation of Non-Discrimination/ Harassment Board Policy and Administrative Regulation  Gender Inclusive School Plan (Gender Spectrum)	RMS does not currently have a Gender Inclusive School Plan  RMS has made facility adjustments to provide gender neutral restrooms and locker rooms.  SUSD has updated all Board Policies related to Non-Discrimination, Harassment, and Positive School Climate	Develop a Gender Inclusive School Plan  Provide "Gender Inclusive" professional development for RMS teachers and staff in collaboration with Gender Spectrum	Continue to support RMS staff with gender inclusive assistance and training.  Provide parent workshop(s) on gender inclusion.	Provide training and support for SUSD staff on maintaining a positive school climate and non-discrimination.
Implementation of CA Healthy Youth Act (CHYA) and Comprehensive Sexuality Education- survey data, observations, self-assessment	Formation of Comprehensive Sexuality Education Working Group to review and discuss curricula and supplemental programs/materials, as well as bringing forth recommendations for the school board to approve.	CSE Working Group will continue to meet and research new standards and curriculum.  Teacher/parent preview of potential CSE programs	Continue to provide comprehensive sexuality education for students, and parent workshops	Continue to provide comprehensive sexuality education for students, and parent workshops

	<p>Two parent workshops were held on the CHYA and Communication tips for parents when talking to their children about sexuality. Mandarin translation was available for both meetings, and the presentation and printed materials were translated into Mandarin.</p> <p>SUSD has updated all Board Policies related to Comprehensive Health Education and Sexual Health and HIV AIDS prevention.</p>	<p>Pilot programs for in-depth examination</p> <p>Recommendation of CSE curriculum to SUSD Board of Trustees for adoption</p> <p>Provide series of parent workshops to inform parents and the community about the status of the CSE Working Group and building awareness and capacity of parents to discuss sexuality with their children.</p> <p>Professional Development planned for implementation of CSE curriculum scope and sequence</p>		
Implementation of Suicide Prevention and Related Mental Health Promotion to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students - survey data, observations, self-assessment	SUSD Board of Trustees adopted BP 5141.52 (Suicide Prevention)	<p>Develop and adopt "Toolkit for mental health promotion and suicide prevention, K-12" (2017)</p> <p>Provide ongoing training and support for teachers on recognizing the signs of suicide.</p>	Implement "Toolkit for mental health promotion and suicide prevention, K-12"	Implement "Toolkit for mental health promotion and suicide prevention, K-12"
CA Dashboard Chronic Absenteeism data	SUSD Board of Trustees adopted BP and AR 5113 (Absences and Excuses) and 5113.1 (Chronic Absence and Truancy)	Implement Attendance procedures (SUSD Attendance and Truancy Process diagram), as per CA Education Code	Implement Attendance procedures as per CA Education Code	Implement Attendance procedures as per CA Education Code

### PLANNED ACTIONS / SERVICES

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

#### Action **1**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### [ACTIONS/SERVICES](#)

#### 2017-18

☐ New ☐ Modified ☒ Unchanged

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).

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

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).

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

3.1 SUSD will continue to provide strategic behavioral and social-emotional guidance support for all students (elementary and middle school counselors, Behavioral Specialist, Psychologists).

### [BUDGETED EXPENDITURES](#)

#### 2017-18

Amount	93,162
Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110]
Amount	30,020

#### 2018-19

Amount	94,559
Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110]
Amount	32,220

#### 2019-20

Amount	95,978
Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110]
Amount	34,478

Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110]	Budget Reference	3000-3999: Employee Benefits Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110]	Budget Reference	3000-3999: Employee Benefits Elementary Counselor 1.0 FTE (JK) [General Fund: 010-0000-003110]
Amount	222,232	Amount	225,565	Amount	228,949
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Academic Counselors 2.0 FTE (AD, TBD) [General Fund: 010-0000-003110]	Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Academic Counselors 2.0 FTE (AD, TBD) [General Fund: 010-0000-003110]	Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Academic Counselors 2.0 FTE (AD, TBD) [General Fund: 010-0000-003110]
Amount	83,500	Amount	88,925	Amount	94,495
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits Middle School Academic Counselors 2.0 FTE (AD, LM) [General Fund: 010-0000-003110]	Budget Reference	3000-3999: Employee Benefits Middle School Academic Counselors 2.0 FTE (AD, LM) [General Fund: 010-0000-003110]	Budget Reference	3000-3999: Employee Benefits Middle School Academic Counselors 2.0 FTE (AD, LM) [General Fund: 010-0000-003110]
Amount	115,514	Amount	117,247	Amount	119,005
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120]	Budget Reference	1000-1999: Certificated Personnel Salaries Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120]	Budget Reference	1000-1999: Certificated Personnel Salaries Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120]
Amount	36,931	Amount	39,654	Amount	42,451
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120]	Budget Reference	3000-3999: Employee Benefits Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120]	Budget Reference	3000-3999: Employee Benefits Behavioral Specialist 1.0 FTE (EB) [General Fund: 010-0000-003120]
Amount	337,980	Amount	343,050	Amount	348,195



Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120]	Budget Reference	1000-1999: Certificated Personnel Salaries Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120]	Budget Reference	1000-1999: Certificated Personnel Salaries Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120]
Amount	72,772	Amount	79,235	Amount	85,749
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 020-0000-3120]	Budget Reference	3000-3999: Employee Benefits Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120]	Budget Reference	3000-3999: Employee Benefits Psychologists 3.0 FTE (NJ .4, JR .6, GG, ST) [General Fund: 010-0000-003120]
Amount	99,962	Amount	101,461	Amount	102,983
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050]	Budget Reference	1000-1999: Certificated Personnel Salaries Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050]	Budget Reference	1000-1999: Certificated Personnel Salaries Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050]
Amount	31,216	Amount	33,561	Amount	35,970
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050]	Budget Reference	3000-3999: Employee Benefits Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050]	Budget Reference	3000-3999: Employee Benefits Psychologist Special Ed 1.0 FTE (BR) [Special Education: 080-6500-003050]

## Action 2

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

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐

[Location\(s\)](#)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners
☐ Foster Youth
☐ Low Income
Scope of Services
☐ LEA-wide
☐ Schoolwide
**OR**
☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools
☐ Specific Schools:
☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☐ New
☐ Modified
☒ Unchanged

3.2 Our district and schools will continue to implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC Readers, professional development for teachers, training for noon duty supervisors, and Take it Personally workshop for parents.

**2018-19**
☐ New
☐ Modified
☒ Unchanged

3.2 Our district and schools will continue to implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC Readers, professional development for teachers, training for noon duty supervisors, and Take it Personally workshop for parents.

**2019-20**
☐ New
☐ Modified
☒ Unchanged

3.2 Our district and schools will continue to implement the Project Cornerstone program, including Expect Respect leadership training for students, ABC Readers, professional development for teachers, training for noon duty supervisors, and Take it Personally workshop for parents.

BUDGETED EXPENDITURES**2017-18**

Amount	11000
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Project Cornerstone [General Fund: 010-0000-002130]

**2018-19**

Amount	11000
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Project Cornerstone [General Fund: 010-0000-002130]

**2019-20**

Amount	11000
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Project Cornerstone [General Fund: 010-0000-002130]

Action **3**

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

Students to be Served
☒ All
☐ Students with Disabilities
☐

<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:
-----------------------------	---

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--

3.3 SUSD teachers will continue to have opportunities to learn and implement social-emotional literacy and mindfulness programs.

2018-19

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--

3.3 SUSD teachers will continue to have opportunities to learn and implement social-emotional literacy and mindfulness programs.

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--

3.3 SUSD teachers will continue to have opportunities to learn and implement social-emotional literacy and mindfulness programs.

### BUDGETED EXPENDITURES

2017-18

Amount	No Cost
--------	---------

2018-19

Amount	No Cost
--------	---------

2019-20

Amount	No Cosst
--------	----------

Action **4**

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
	<a href="#">Scope of Services</a> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		

**ACTIONS/SERVICES****2017-18**
☐ New    ☐ Modified    ☒ Unchanged

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.

**2018-19**
☐ New    ☐ Modified    ☒ Unchanged

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.

**2019-20**
☐ New    ☐ Modified    ☒ Unchanged

3.4 Continue to maintain the process for foster students to enroll in a school with no more than one school day passing once the registration takes place.

**BUDGETED EXPENDITURES****2017-18**

Amount    No Cost

**2018-19**

Amount    No Cost

**2019-20**

Amount    No Cost

**Action 5**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>		
	<a href="#">Location(s)</a> <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		

**OR**

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
	<a href="#">Scope of Services</a> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)		

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

[ACTIONS/SERVICES](#)**2017-18**☐

New

☐

Modified

☒

Unchanged

3.5 Revise Comprehensive School Safety Plans (CSSP) for each school site and district office. Train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).

**2018-19**☐

New

☐

Modified

☒

Unchanged

3.5 Annual revision of Comprehensive School Safety Plans (CSSP) for each school site and district office. Continue to train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).

**2019-20**☐

New

☐

Modified

☒

Unchanged

3.5 Revise Comprehensive School Safety Plans (CSSP) for each school site and district office. Continue to train students and staff on emergency preparedness and drills (Emergency Preparedness Committee).

[BUDGETED EXPENDITURES](#)**2017-18**

Amount

No Cost

**2018-19**

Amount

No Cost

**2019-20**

Amount

No Cost

Action **6**

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

[Students to be Served](#)☒

All

☐

Students with Disabilities

☐[Location\(s\)](#)☒

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

OR

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

[Students to be Served](#)☐

English Learners

☐

Foster Youth

☐

Low Income

[Scope of Services](#)☐

LEA-wide

☐

Schoolwide

OR

☐

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**
☐ New ☐ Modified ☒ Unchanged

3.6 Continue to conduct social- emotional literacy, digital safety, and parent effectiveness training for parents.

**2018-19**
☐ New ☐ Modified ☒ Unchanged

3.6 Continue to conduct social- emotional literacy, digital safety, and parent effectiveness training for parents.

**2019-20**
☐ New ☐ Modified ☒ Unchanged

3.6 Continue to conduct social- emotional literacy, digital safety, and parent effectiveness training for parents.

**BUDGETED EXPENDITURES****2017-18**

Amount No Cost

**2018-19**

Amount No Cost

**2019-20**

Amount No Cost

**Action 7**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**ACTIONS/SERVICES****2017-18**
☐ New ☐ Modified ☒ Unchanged

3.7 The Emergency Committee will continue to maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio

**2018-19**
☐ New ☐ Modified ☒ Unchanged

3.7 The Emergency Committee will continue to maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio

**2019-20**
☐ New ☐ Modified ☒ Unchanged

3.7 The Emergency Committee will continue to maintain sufficient emergency supplies at each school site and district office. SUSD will maintain emergency radio

devices for emergency purposes, which includes annual maintenance.

devices for emergency purposes, which includes annual maintenance.

devices for emergency purposes, which includes annual maintenance.

### BUDGETED EXPENDITURES

#### **2017-18**

Amount	12000
Source	Basic Aid
Budget Reference	5000-5999: Services And Other Operating Expenditures Emergency Radio Maintenance Emergency Supplies [General Fund: 010-0000-008400]

#### **2018-19**

Amount	12000
Source	Basic Aid
Budget Reference	5000-5999: Services And Other Operating Expenditures Emergency Radio Maintenance Emergency Supplies [General Fund: 010-0000-008400]

#### **2019-20**

Amount	12000
Source	Basic Aid
Budget Reference	5000-5999: Services And Other Operating Expenditures Emergency Radio Maintenance Emergency Supplies [General Fund: 010-0000-008400]

### Action **8**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### **2017-18**

☐ New ☐ Modified ☒ Unchanged

#### **2018-19**

☐ New ☐ Modified ☒ Unchanged

#### **2019-20**

☐ New ☐ Modified ☒ Unchanged

**3.8 Physical Activity:**

As per Education Code, all TK-5 grade students will have 200 minutes of structured physical activity every two weeks.

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

**3.8 Physical Activity:**

As per Education Code, all TK-5 grade students will have 200 minutes of structured physical activity every two weeks.

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

**3.8 Physical Activity:**

As per Education Code, all TK-5 grade students will have 200 minutes of structured physical activity every two weeks.

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

**BUDGETED EXPENDITURES****2017-18**

Amount	135000
Source	Education Foundation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Rhythm & Moves [Saratoga Education Foundation (SEF): 060-9010-095710]

**2018-19**

Amount	135000
Source	Education Foundation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Rhythm & Moves [Saratoga Education Foundation (SEF): 060-9010-095710]

**2019-20**

Amount	135000
Source	Education Foundation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Rhythm & Moves [Saratoga Education Foundation (SEF): 060-9010-095710]

**Action 9****For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:



ACTIONS/SERVICES**2017-18**
☒ New
 ☐ Modified
 ☐ Unchanged

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

**2018-19**
☒ New
 ☐ Modified
 ☐ Unchanged

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.

**2019-20**
☒ New
 ☐ Modified
 ☐ Unchanged

3.9 SUSD will continue to adhere to the CA Healthy Youth Act of 2015 (AB 329), which ensures that students receive sex education that is accurate, comprehensive, medically accurate, age-appropriate and inclusive.

BUDGETED EXPENDITURES**2017-18**
 Amount
 

No Cost

**2018-19**
 Amount
 

No Cost

**2019-20**
 Amount
 

No Cost

Action **10**

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

Students to be Served
☒ All
 ☐ Students with Disabilities
Location(s)
☐ All Schools
 ☒ Specific Schools: Redwood Middle School
☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners
 ☐ Foster Youth
 ☐ Low Income
Scope of Services
☐ LEA-wide
 ☐ Schoolwide
 OR
 ☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18****2018-19****2019-20**

☐ New ☐ Modified ☒ Unchanged

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

☐ New ☐ Modified ☒ Unchanged

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

☐ New ☐ Modified ☒ Unchanged

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

### BUDGETED EXPENDITURES

#### 2017-18

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

#### 2018-19

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

#### 2019-20

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

## Action 11

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		

**ACTIONS/SERVICES****2017-18**
☐ New    ☐ Modified    ☒ Unchanged

3.12 SUSD will ensure compliance with the School Success and Opportunity Act (Assembly Bill 1266), which requires school districts to respect a transgender student's identity in all school programs, activities, and facilities.

**2018-19**
☐ New    ☐ Modified    ☒ Unchanged

3.12 SUSD will continue to ensure compliance with the School Success and Opportunity Act (Assembly Bill 1266), which requires school districts to respect a transgender student's identity in all school programs, activities, and facilities.

**2019-20**
☐ New    ☐ Modified    ☒ Unchanged

3.12 SUSD will continue to ensure compliance with the School Success and Opportunity Act (Assembly Bill 1266), which requires school districts to respect a transgender student's identity in all school programs, activities, and facilities.

**BUDGETED EXPENDITURES****2017-18**

Amount    No Cost

**2018-19**

Amount    No Cost

**2019-20**

Amount    No Cost

**Action 12**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>		
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		

**OR**

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		

Scope of Services

☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☒ New    ☐ Modified    ☐ Unchanged

3.13 SUSD will ensure the safety of students by implementing a volunteer safety protocol in which all classroom and field trip volunteers must be screened and undergo a background check and a TB test (BP and AR 1240).

**2018-19**

☒ New    ☐ Modified    ☐ Unchanged

3.13 SUSD will continue to ensure the safety of students by implementing a volunteer safety protocol in which all classroom and field trip volunteers must be screened and undergo a background check and a TB test (BP and AR 1240).

**2019-20**

☒ New    ☐ Modified    ☐ Unchanged

3.13 SUSD will continue to ensure the safety of students by implementing a volunteer safety protocol in which all classroom and field trip volunteers must be screened and undergo a background check and a TB test (BP and AR 1240).

BUDGETED EXPENDITURES**2017-18**

Amount	6900
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Volunteer Fingerprint and Background Checks [General Fund HR: 010-0000-007400]

**2018-19**

Amount	6900
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Volunteer Fingerprint and Background Checks [General Fund HR: 010-0000-007400]

**2019-20**

Amount	6900
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Volunteer Fingerprint and Background Checks [General Fund HR: 010-0000-007400]

Action **13**

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

Students to be Served

☒ All    ☐ Students with Disabilities    ☐

Location(s)

☒ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide             OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

### ACTIONS/SERVICES

#### 2017-18

☐ New    
 ☐ Modified    
 ☒ Unchanged

3.14 All students will sign a Responsible Use of Technology Policy, to ensure that each student's interactions with technology contribute positively to the learning environment both at school and in the community, and that each student exhibits proper and safe use of technology.

All SUSD staff will sign an Acceptable Use of Technology Policy, to ensure that each staff member accepts responsibility for abiding by the District's acceptable use of technology, as defined in the SUSD Staff AUP. This will include teaching Digital Citizenship lessons, actively monitoring student use, and protecting student data.

#### 2018-19

☐ New    
 ☐ Modified    
 ☒ Unchanged

3.14 All students will sign an annual Responsible Use of Technology Policy, to ensure that each student's interactions with technology contribute positively to the learning environment both at school and in the community, and that each student exhibits proper and safe use of technology.

All SUSD staff will sign an annual Acceptable Use of Technology Policy, to ensure that each staff member accepts responsibility for abiding by the District's acceptable use of technology, as defined in the SUSD Staff AUP. This will include teaching Digital Citizenship lessons, actively monitoring student use, and protecting student data.

#### 2019-20

☐ New    
 ☐ Modified    
 ☒ Unchanged

3.14 All students will sign an annual Responsible Use of Technology Policy, to ensure that each student's interactions with technology contribute positively to the learning environment both at school and in the community, and that each student exhibits proper and safe use of technology.

All SUSD staff will sign an annual Acceptable Use of Technology Policy, to ensure that each staff member accepts responsibility for abiding by the District's acceptable use of technology, as defined in the SUSD Staff AUP. This will include teaching Digital Citizenship lessons, actively monitoring student use, and protecting student data.

### BUDGETED EXPENDITURES

#### 2017-18

Amount	7500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Gaggle-G Drive and Gmail monitoring [General Fund IT: 010-0000-007700]
Amount	7000

#### 2018-19

Amount	7500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Gaggle-G Drive and Gmail monitoring
Amount	7000

#### 2019-20

Amount	7500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Gaggle-G Drive and Gmail monitoring
Amount	7000

Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures GoGuardian-Monitoring student searches [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures GoGuardian-Monitoring student searches	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures GoGuardian-Monitoring student searches

## Action 14

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New ☐ Modified ☒ Unchanged

3.15 SUSD is committed to protecting students' privacy while using online educational services and resources. The district will maintain compliance with: Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and Children's Internet Protection Act (CIPA).

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

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

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

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

**BUDGETED EXPENDITURES****2017-18**

Amount	4500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Education Framework-Vendor vetting of student data safety laws compliance. [General Fund IT: 010-0000-007700]

**2018-19**

Amount	4500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Education Framework-Vendor vetting of student data safety laws compliance. [General Fund IT: 010-0000-007700]

**2019-20**

Amount	4500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Education Framework-Vendor vetting of student data safety laws compliance. [General Fund IT: 010-0000-007700]

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New ☐ Modified ☒ Unchanged

### Goal 4

#### Goal 4:

Our district will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), the infusion of technology, and consistent arts integration practice across disciplines.

#### State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

#### Identified Need

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

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

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

3. Begin to implement the educational technology plan, starting with Digital Citizenship curriculum.

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

5. Increase student projects integrating Creativity, Critical thinking, Collaboration, Communication (4Cs) and Science, Technology, Engineering, Arts, and Math, including NGSS aligned projects, including using Makerspaces at each site.

6. Increase student participation in Student Showcase events.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20



BrightBytes-Quality of tech support	The quality of tech support for above average and excellent was 42%.	The quality of tech support for above average and excellent will increase to 50%.	The quality of tech support for above average and excellent will increase to 55%.	The quality of tech support for above average and excellent will increase to 60%.
Device to student ratio	Device to student ratio was 1:1.4	Improve device to student ratio to 1:1.2.	Improve device to student ratio to 1:1.1.	Improve device to student ratio to 1:1.
Digital Citizenship teacher self-reporting; BrightBytes survey	Three lessons about Digital Citizenship instruction occurred in 50% of the elementary classes.  One lesson about Digital Citizenship instruction occurred in 100% of the classes in the middle school.	Increase to 3 lessons of Digital Citizenship instruction to 75% of TK-8th grade students.	Increase to 3 lessons of Digital Citizenship instruction to 85% of TK-8th grade of students.	Increase to 3 lessons of Digital Citizenship instruction to 100% of of TK-8th grade students.
EdTech PD participation rates for Mini-MERIT and G Suite professional development (PD) and G Suite Educator Certification	Participation of Mini-MERIT PD was 23 teachers.  G Suite Certification was 18 teachers.  100% of teachers participated in G Suite PD	Participation of Mini-MERIT PD will increase by 15 more teachers.  100% of teachers will participate in G Suite PD  5 more teachers will become G Suite Certified.	Participation of Mini-MERIT PD will increase by 15 more teachers.  100% of teachers will participate in G Suite PD  5 more teachers will become G Suite Certified.	Participation of Mini-MERIT PD will increase by 15 more teachers.  100% of teachers will participate in G Suite PD  5 more teachers will become G Suite Certified.
BrightBytes SAMR Lens Survey	Current self-reported SAMR levels of all SUSD classroom teachers: Beginner (pre-SAMR level) - 34% Substitution - 24% Augmentation - 30% Modification - 5% Redefinition - 4%	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from the baseline levels.	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from 2017-18.	The total percentage of SUSD classroom teachers in the four SAMR levels will increase by at least 5% from 2018-19.
STEAM Integration: MakerSpace Usage by Teachers	MakerSpaces became available at Foothill Elementary and Redwood Middle School.  Two-thirds of the classes at Foothill used the MakerSpace. Many K-5 students attended either Robotics Club after	Increase the MakerSpace access by developing a MakerSpace at one additional elementary school.  80% of elementary classes at schools with MakerSpaces will complete a project using a MakerSpace.	Increase the MakerSpace access by developing a MakerSpace at the final elementary school.  80% of elementary classes will complete a project using a MakerSpace.	MakerSpaces will be available at all schools.  100% of all elementary classes will complete a project using a MakerSpace.

	<p>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>40% of middle school teachers will use the Maker Space with their classes this year.</p>	<p>60% of middle school teachers will use the Maker Space with their classes this year.</p>	<p>80% of middle school teachers will use the Maker Space with their classes this year.</p>
Student tech discipline data	No data for this year	Will gather data to create baseline.	Decrease tech discipline incidents by 10% from 17-18.	Decrease tech discipline incidents by 10% from 18-19.
Student Showcase participation	Student participation was 86 students.	Increase student participation by 15%	Increase student participation by 15%	Increase student participation by 15%
Additional tech support staff	Tech team included 4 full time employees. Each site has a student tech support team	<p>Tech team included 4 full time employees. Each site has a student tech support team</p> <p>Each site will have an assigned teacher to provide basic tech support.</p>	<p>Tech team included 4 full time employees. Each site has a student tech support team</p> <p>Each site will have an assigned teacher to provide basic tech support.</p>	<p>Tech team included 4 full time employees. Each site has a student tech support team</p> <p>Each site will have an assigned teacher to provide basic tech support.</p>
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>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>	<p>Elementary: weekly music classes are provided to TK-5th grade by credentialed teacher; art classes will be offered to each elementary school student (schedule to be determined)</p> <p>RMS: 6th graders will be able to select orchestra, band, or Exploratory Wheel (comprised of 5-week mini-courses of STEM, art, music, Spanish, Health); 7th and 8th graders will have two electives: art, orchestra, band are among the choices</p>	<p>Continue to refine and improve art, music, and STEAM integrated lessons for all students.</p>	<p>Continue to refine and improve art, music, and STEAM integrated lessons for all students.</p>

### PLANNED ACTIONS / SERVICES

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

# Action 1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

## ACTIONS/SERVICES

### 2017-18

☐ New ☐ Modified ☒ Unchanged

#### 4.1 PROFESSIONAL DEVELOPMENT

TK-8th grade teachers will continue to receive the following professional development:

\*Digital Citizenship: participate in grade-level specific session to learn the Common Sense Media curriculum.

\*EdTech: participate in differentiated professional development on instructional technology to implement in the classroom. Topics will include using tools to create, collaborate, critically think, and communicate with colleagues and students. The District Tech Team will also participate.

### 2018-19

☐ New ☐ Modified ☒ Unchanged

#### 4.1 PROFESSIONAL DEVELOPMENT

TK-8th grade teachers will continue to receive the following professional development:

\*Digital Citizenship: teach at least 3 lessons per year.

\*EdTech: participate in differentiated professional development on instructional technology to implement in the classroom. Topics will include using tools to create, collaborate, critically think, and communicate with colleagues and students. The District Tech Team will also participate.

\*STEAM to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects including projects in Makerspaces.

### 2019-20

☐ New ☐ Modified ☒ Unchanged

#### 4.1 PROFESSIONAL DEVELOPMENT

TK-8th grade teachers will continue to receive the following professional development:

\*Digital Citizenship: teach at least 3 lessons per year.

\*EdTech: participate in differentiated professional development on instructional technology to implement in the classroom. Topics will include using tools to create, collaborate, critically think, and communicate with colleagues and students. The District Tech Team will also participate.

\*STEAM to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects including projects in Makerspaces.

\*STEAM to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects including projects in Makerspaces.

\*Coaching: additional one-on-one support will be given to teachers to design, develop, implement, and assess EdTech projects/lessons.

\*Digital Portfolio: Teachers will learn the process of helping students create a digital portfolio.

Middle School Teachers will continue to receive the following professional development:

\*Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. (6th grade wheel and elective). The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW teacher will collaborate with the RMS math, science, and elective teachers.

\*Content specific topics to meet the needs of students and teachers.

District Tech Team

\*District Tech Team will continue to receive professional development to further support instructional technology.

\*Coaching: additional one-on-one support will be given to teachers to design, develop, implement, and assess projects/lessons.

\*Digital Portfolio: Teachers will learn the process of helping students create a digital portfolio.

Middle School Teachers will continue to receive the following professional development:

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\*Content specific topics to meet the needs of students and teachers.

District Tech Team

\*District Tech Team will continue to receive professional development to further support instructional technology.

\*Coaching: additional one-on-one support will be given to teachers to design, develop, implement, and assess projects/lessons.

\*Digital Portfolio: Teachers will learn the process of helping students create a digital portfolio.

Middle School Teachers will continue to receive the following professional development:

\*Our district will implement Project Lead the Way, an interactive, hands-on, problem and project-based STEM curriculum, at Redwood Middle School. (6th grade wheel and elective). The PLTW/STEM teacher will participate in the PLTW core training and ongoing professional development. The PLTW teacher will collaborate with the RMS math, science, and elective teachers.

\*Content specific topics to meet the needs of students and teachers.

District Tech Team

\*District Tech Team will continue to receive professional development to further support instructional technology.

## BUDGETED EXPENDITURES

### 2017-18

Amount	17500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures KCI/Foothill CC: Mini-MERIT Workshop [General Fund IT: 010-0000-007700]
Amount	12500
Source	Basic Aid

### 2018-19

Amount	17500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures KCI/Foothill CC: Mini-MERIT Workshop [General Fund IT: 010-0000-007700]
Amount	12500
Source	Basic Aid

### 2019-20

Amount	17500
Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures KCI/Foothill CC: Mini-MERIT Workshop [General Fund IT: 010-0000-007700]
Amount	12500
Source	Basic Aid

Budget Reference	1000-1999: Certificated Personnel Salaries KCI/Foothill CC: Mini-MERIT Workshop teacher stipends [General Fund IT: 010-0000-007700]	Budget Reference	1000-1999: Certificated Personnel Salaries KCI/Foothill CC: Mini-MERIT Workshop teacher stipends [General Fund IT: 010-0000-007700]	Budget Reference	1000-1999: Certificated Personnel Salaries KCI/Foothill CC: Mini-MERIT Workshop teacher stipends [General Fund IT: 010-0000-007700]
Amount	23000	Amount	23000	Amount	23000
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference for teachers and administrators in EdTech, Makerspace, Design Thinking [General Fund IT: 010-0000-007700]	Budget Reference	5000-5999: Services And Other Operating Expenditures Conference for teachers and administrators in EdTech, Makerspace, Design Thinking [General Fund IT: 010-0000-007700]	Budget Reference	5000-5999: Services And Other Operating Expenditures Conference for teachers and administrators in EdTech, Makerspace, Design Thinking [General Fund IT: 010-0000-007700]
Amount	2000	Amount	2000	Amount	2000
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Redwood Middle School: Content specific EdTech professional development [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Redwood Middle School: Content specific EdTech professional development [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Redwood Middle School: Content specific EdTech professional development [General Fund IT: 010-0000-007700]
Amount	2000	Amount	2000	Amount	2000
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries G Suite Certification teacher stipend [General Fund IT: 010-0000-007700]  G Suite Certification Exam fees [General Fund IT: 010-0000-007700]	Budget Reference	1000-1999: Certificated Personnel Salaries G Suite Certification teacher stipend [General Fund IT: 010-0000-007700]  G Suite Certification Exam fees [General Fund IT: 010-0000-007700]	Budget Reference	1000-1999: Certificated Personnel Salaries G Suite Certification teacher stipend [General Fund IT: 010-0000-007700]  G Suite Certification Exam fees [General Fund IT: 010-0000-007700]
Amount	8000	Amount	8000	Amount	8000
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tech Team professional development including: Amplified-G Suite Admin CETPA Conference Zendesk [010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tech Team professional development including: Amplified-G Suite Admin CETPA Conference Zendesk [010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tech Team professional development including: Amplified-G Suite Admin CETPA Conference Zendesk [010-0000-007700]
Source	Basic Aid	Source	Basic Aid	Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Coaching support Refer to Goal 1.1	Budget Reference	1000-1999: Certificated Personnel Salaries Coaching support Refer to Goal 1.1	Budget Reference	1000-1999: Certificated Personnel Salaries Coaching support Refer to Goal 1.1

## Action 2

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

**4.2 DEVICES, EDTECH TOOLS, AND TECH SUPPORT**

All students will continue to have access to Chromebooks for CCSS instruction.

All 3 - 8 grade students will continue to have access to Chromebooks for SBAC assessments.

The ratio of Chromebooks to students will decrease.

All SUSD teachers will continue to receive and use standard instructional technology equipment: iPad, projector, and laptop or desktop computer.

A long-term replacement plan for replacing obsolete or inoperable technology devices will be maintained by the Tech Team.

The Tech Team will maintain organizational structures for technology procedures and protocols, including inventory, device management, and help desk support.

EdTech tools will be tracked and monitored to verify that vendors comply with student data safety laws.

There will be one tech support teacher at all sites.

Student tech support teams will be present at all sites.

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All students will continue to have access to Chromebooks for CCSS instruction.

All 3 - 8 grade students will continue to have access to Chromebooks for SBAC assessments.

The ratio of Chromebooks to students will decrease.

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The ratio of Chromebooks to students will decrease.

All SUSD teachers will continue to receive and use standard instructional technology equipment: iPad, projector, and laptop or desktop computer.

A long-term replacement plan for replacing obsolete or inoperable technology devices will be maintained by the Tech Team.

The Tech Team will continue to maintain organizational structures for technology procedures and protocols, including inventory, device management, and help desk support.

SUSD will continue to track and monitor EdTech tools to verify that vendors comply with student data safety laws.

There will be one tech support teacher at all sites.

Student tech support teams will be present at all sites.

**BUDGETED EXPENDITURES****2017-18**

Amount	333100
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Purchase of new and replacement of student and teacher devices [General Fund IT: 010-0000-007600]
Amount	4500
Source	Basic Aid

**2018-19**

Amount	271300
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Replacement of student and teacher devices [General Fund IT: 010-0000-007600]
Amount	15729
Source	Basic Aid

**2019-20**

Amount	271300
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Replacement of student and teacher devices [General Fund IT: 010-0000-007600]
Amount	7360
Source	Basic Aid

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures ASAP: Inventory system for checking out equipment to staff AVS: Physical Inventory [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures ASAP: Inventory system for checking out equipment to staff AVS: Physical Inventory [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures ASAP: Inventory system for checking out equipment to staff AVS: Physical Inventory [General Fund IT: 010-0000-007700]
Amount	4000	Amount	4000	Amount	4000
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures BrightBytes: student, staff, and parent EdTech survey [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures BrightBytes: student, staff, and parent EdTech survey [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures BrightBytes: student, staff, and parent EdTech survey [General Fund IT: 010-0000-007700]
Amount	2550	Amount	2550	Amount	2550
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Lightspeed: management of iPads [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Lightspeed: management of iPads [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Lightspeed: management of iPads [General Fund IT: 010-0000-007700]
Amount	3500	Amount	3500	Amount	3500
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Zendesk: helpdesk tracking and monitoring [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Zendesk: helpdesk tracking and monitoring [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Zendesk: helpdesk tracking and monitoring [General Fund IT: 010-0000-007700]
Amount	12000	Amount	12000	Amount	12000
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Student Tech Support Curriculum & Materials [General Fund IT: 010-0000-007700]	Budget Reference	4000-4999: Books And Supplies Student Tech Support Curriculum & Materials [General Fund IT: 010-0000-007700]	Budget Reference	4000-4999: Books And Supplies Student Tech Support Curriculum & Materials [General Fund IT: 010-0000-007700]



Amount	5250	Amount	5250	Amount	5250
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LearnTrials: tracking and monitoring procurement, usage, and student data safety. [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LearnTrials: tracking and monitoring procurement, usage, and student data safety. [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures LearnTrials: tracking and monitoring procurement, usage, and student data safety. [General Fund IT: 010-0000-007700]
Amount	1300	Amount	1300	Amount	1300
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Type to Learn: Typing practice [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Type to Learn: Typing practice [General Fund IT: 010-0000-007700]	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Type to Learn: Typing practice [General Fund IT: 010-0000-007700]
Amount	227,561	Amount	230,974	Amount	234,439
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries TOSA - Tech (Data) 1.0 FTE (HD) TOSA - Tech (Network) 1.0 FTE (HL) [General Fund IT: 010-0000-007700]	Budget Reference	1000-1999: Certificated Personnel Salaries TOSA - Tech (Data) 1.0 FTE (HD) TOSA - Tech (Network) 1.0 FTE (HL) [General Fund IT: 010-0000-007700]	Budget Reference	1000-1999: Certificated Personnel Salaries TOSA - Tech (Data) 1.0 FTE (HD) TOSA - Tech (Network) 1.0 FTE (HL) [General Fund IT: 010-0000-007700]
Amount	90,624	Amount	96,256	Amount	102,037
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits TOSA - Tech (Data) 1.0 FTE (HD) TOSA - Tech (Network) 1.0 FTE (HL) [General Fund IT: 010-0000-007700]	Budget Reference	3000-3999: Employee Benefits TOSA - Tech (Data) 1.0 FTE (HD) TOSA - Tech (Network) 1.0 FTE (HL) [General Fund IT: 010-0000-007700]	Budget Reference	3000-3999: Employee Benefits TOSA - Tech (Data) 1.0 FTE (HD) TOSA - Tech (Network) 1.0 FTE (HL) [General Fund IT: 010-0000-007700]
Amount	54,189	Amount	55,002	Amount	55,827
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries IT Support Specialist 1.0 FTE (JG)	Budget Reference	2000-2999: Classified Personnel Salaries IT Support Specialist 1.0 FTE (JG)

	IT Support Specialist 1.0 FTE (JG) [General Fund IT: 010-0000-007700]		[General Fund IT: 010-0000-007700]		[General Fund IT: 010-0000-007700]
Amount	44,587	Amount	46,669	Amount	48,876
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits IT Support Specialist 1.0 FTE (JG) [General Fund IT: 010-0000-007700]	Budget Reference	3000-3999: Employee Benefits IT Support Specialist 1.0 FTE (JG) [General Fund IT: 010-0000-007700]	Budget Reference	3000-3999: Employee Benefits IT Support Specialist 1.0 FTE (JG) [General Fund IT: 010-0000-007700]

### Action 3

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

4.3 STUDENT SHOWCASE

2018-19

☐ New ☐ Modified ☒ Unchanged

4.3 STUDENT SHOWCASE

2019-20

☐ New ☐ Modified ☐ Unchanged

4.3 STUDENT SHOWCASE

Facilitate performances, exhibitions, virtual showcases, and publication opportunities for students to share their academic and artistic endeavors with peers, parents, and the community.

Facilitate performances, exhibitions, virtual showcases, and publication opportunities for students to share their academic and artistic endeavors with peers, parents, and the community.

Facilitate performances, exhibitions, virtual showcases, and publication opportunities for students to share their academic and artistic endeavors with peers, parents, and the community.

### BUDGETED EXPENDITURES

#### **2017-18**

Amount	1000
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Digital Portfolios materials [General Fund IT: 010-0000-007700]
Amount	2000
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Student Exhibition/Student to Student Conference Supplies [General Fund: 060-9010-098010]

#### **2018-19**

Amount	1000
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Digital Portfolios materials [General Fund IT: 010-0000-007700]
Amount	2000
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Student Exhibition/Student to Student Conference Supplies [General Fund: 060-9010-098010]

#### **2019-20**

Amount	1000
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Digital Portfolios materials [General Fund IT: 010-0000-007700]
Amount	2000
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Student Exhibition/Student to Student Conference Supplies [General Fund: 060-9010-098010]

### Action **4**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☒ New    ☐ Modified    ☐ Unchanged

4.4 Makerspaces at the middle school and two elementary sites.

**2018-19**

☐ New    ☐ Modified    ☒ Unchanged

4.4 Makerspaces at the middle school and all elementary sites.

**2019-20**

☐ New    ☐ Modified    ☒ Unchanged

4.4 Makerspaces at the middle school and all elementary sites.

BUDGETED EXPENDITURES**2017-18**

Amount	30000
Source	Parcel Tax
Budget Reference	4000-4999: Books And Supplies Makerspace supplies including equipment and consumable items. [Parcel Tax: 040-000-002130]
Amount	3000
Source	Basic Aid
Budget Reference	2000-2999: Classified Personnel Salaries Makerspace materials ordering support

**2018-19**

Amount	35000
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Makerspace supplies including equipment and consumable items. [Parcel Tax: 040-0000-002130]
Amount	3000
Source	Basic Aid
Budget Reference	2000-2999: Classified Personnel Salaries Makerspace materials ordering support

**2019-20**

Amount	20000
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Makerspace supplies including equipment and consumable items. [Parcel Tax: 040-0000-002130]
Amount	3000
Source	Basic Aid
Budget Reference	2000-2999: Classified Personnel Salaries Makerspace materials ordering support

Action **5**

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

Students to be Served

☐ All    ☐ Students with Disabilities    ☐

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners
     
 ☐ Foster Youth
     
 ☒ Low Income
Scope of Services
☒ LEA-wide
     
 ☐ Schoolwide
     
**OR**
☐ Limited to Unduplicated Student Group(s)
Location(s)
☒ All Schools
     
☐ Specific Schools:
     
☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☒ New
     
☐ Modified
     
☐ Unchanged
**4.5 DEVICES FOR STUDENT GROUPS**

Students without devices or internet service at home will be provided with a device and internet service at home.

Interactive displays will be purchased for Special Education class at an elementary school and the middle school.

iPads will be purchased for Special Education students.

**2018-19**
☐ New
     
☐ Modified
     
☒ Unchanged
**4.5 DEVICES FOR STUDENT GROUPS**

Students without devices or internet service at home will be provided with a device and internet service at home.

Interactive displays will be purchased for Special Education class at an elementary school and the middle school.

iPads will be purchased for Special Education students.

**2019-20**
☐ New
     
☐ Modified
     
☒ Unchanged
**4.5 DEVICES FOR STUDENT GROUPS**

Students without devices or internet service at home will be provided with a device and internet service at home.

Interactive displays will be purchased for Special Education class at an elementary school and the middle school.

iPads will be purchased for Special Education students.

BUDGETED EXPENDITURES**2017-18**

Amount	12450
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Student devices with internet service for home use [General Fund IT: 010-0000-007600]
Amount	16000
Source	Basic Aid

**2018-19**

Amount	7200
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Student internet service for home use [General Fund IT: 010-0000-007600]
Amount	
Source	

**2019-20**

Amount	7200
Source	Basic Aid
Budget Reference	4000-4999: Books And Supplies Student internet service for home use [General Fund IT: 010-0000-007600]
Amount	
Source	

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

## Action 6

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Redwood Middle School</u> <input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

## ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

4.6 PROJECT LEAD THE WAY (PLTW)

2018-19

☐ New ☐ Modified ☒ Unchanged

4.6 PROJECT LEAD THE WAY (PLTW)

2019-20

☐ New ☐ Modified ☒ Unchanged

4.6 PROJECT LEAD THE WAY (PLTW)

Our district will continue to implement Project Lead the Way (PLTW), an interactive, hands-on, problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School (RMS). The Project Lead the Way/Science, Technology Engineering, Math (PLTW/STEM) teacher will participate in the Project Lead the Way (PLTW) core training and ongoing professional development. The Project Lead the Way (PLTW) will collaborate with the Redwood Middle School (RMS) math, science, and elective teachers. Middle school teachers will collaborate and plan instructional integration across disciplines. Provide professional learning on science integration instruction.

Our district will continue to implement Project Lead the Way (PLTW), an interactive, hands-on, problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School (RMS). The Project Lead the Way/Science, Technology Engineering, Math (PLTW/STEM) teacher will participate in the Project Lead the Way (PLTW) core training and ongoing professional development. The Project Lead the Way (PLTW) will collaborate with the Redwood Middle School (RMS) math, science, and elective teachers. Middle school teachers will collaborate and plan instructional integration across disciplines. Provide professional learning on science integration instruction.

Our district will continue to implement Project Lead the Way (PLTW), an interactive, hands-on, problem and project-based Science, Technology, Engineering, Math (STEM) curriculum, at Redwood Middle School (RMS). The Project Lead the Way/Science, Technology Engineering, Math (PLTW/STEM) teacher will participate in the Project Lead the Way (PLTW) core training and ongoing professional development. The Project Lead the Way (PLTW) will collaborate with the Redwood Middle School (RMS) math, science, and elective teachers. Middle school teachers will collaborate and plan instructional integration across disciplines. Provide professional learning on science integration instruction.

## BUDGETED EXPENDITURES

### 2017-18

Amount	12000
Source	Basic Aid
Budget Reference	0000: Unrestricted PLTW reg fee, supplies/consumables [General Fund PLTW: 010-0000-001880]
Amount	80,264
Source	Education Foundation
Budget Reference	1000-1999: Certificated Personnel Salaries 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727]
Amount	41,919
Source	Education Foundation
Budget Reference	3000-3999: Employee Benefits 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727]

### 2018-19

Amount	12000
Source	Basic Aid
Budget Reference	0000: Unrestricted PLTW reg fee, supplies/consumables [General Fund PLTW: 010-0000-001880]
Amount	81,468
Source	Education Foundation
Budget Reference	1000-1999: Certificated Personnel Salaries 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727]
Amount	44,055
Source	Education Foundation
Budget Reference	3000-3999: Employee Benefits 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727]

### 2019-20

Amount	12000
Source	Basic Aid
Budget Reference	0000: Unrestricted PLTW reg fee, supplies/consumables [General Fund PLTW: 010-0000-001880]
Amount	82,690
Source	Education Foundation
Budget Reference	1000-1999: Certificated Personnel Salaries 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727]
Amount	46,246
Source	Education Foundation
Budget Reference	3000-3999: Employee Benefits 1.0 Full-Time Equivalent (FTE) PLTW Teacher (DH) [Saratoga Education Foundation (SEF): 060-9010-095727]

## Action 7

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

Students to be Served

☒ All ☐ Students with Disabilities ☐

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☒ New ☐ Modified ☐ Unchanged

#### 4.7 ARTS EDUCATION

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

#### 2018-19

☒ New ☐ Modified ☒ Unchanged

#### 4.7 ARTS EDUCATION

The district will continue to provide art and music classes at all schools. SUSD and SHS administrators and music teachers will continue to collaborate frequently to provide K-12 students with a comprehensive music education.

#### 2019-20

☒ New ☐ Modified ☐ Unchanged

#### 4.7 ARTS EDUCATION

The district will continue to provide art and music classes at all schools. SUSD and SHS administrators and music teachers will continue to collaborate frequently to provide K-12 students with a comprehensive music education.

### BUDGETED EXPENDITURES

#### 2017-18

Amount 112,955

Source Basic Aid

#### 2018-19

Amount 114,649

Source Basic Aid

#### 2019-20

Amount 116,369

Source Basic Aid



Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820]	Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820]	Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820]
Amount	47,666	Amount	50,502	Amount	53,412
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	3000-3999: Employee Benefits Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820]	Budget Reference	3000-3999: Employee Benefits Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820]	Budget Reference	3000-3999: Employee Benefits Middle School Art teacher 1.0 FTE (MH) [General Fund - Redwood: 010-0000-001820]
Amount	15,746	Amount	15,982	Amount	16,222
Source	Education Foundation	Source	Education Foundation	Source	Education Foundation
Budget Reference	2000-2999: Classified Personnel Salaries Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715]	Budget Reference	2000-2999: Classified Personnel Salaries Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715]	Budget Reference	2000-2999: Classified Personnel Salaries Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715]
Amount	1,472	Amount	1,494	Amount	1,516
Source	Education Foundation	Source	Education Foundation	Source	Education Foundation
Budget Reference	3000-3999: Employee Benefits Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715]	Budget Reference	3000-3999: Employee Benefits Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715]	Budget Reference	3000-3999: Employee Benefits Middle School Art Docent Leader .325 FTE (JS) [Saratoga Education Foundation (SEF): 060-9010-095715]
Amount	32,476	Amount	32,963	Amount	33,458
Source	Education Foundation	Source	Education Foundation	Source	Education Foundation
Budget Reference	1000-1999: Certificated Personnel Salaries Part-time Elementary Art teacher (M-HB)	Budget Reference	1000-1999: Certificated Personnel Salaries Part-time Elementary Art teacher (M-HB)	Budget Reference	1000-1999: Certificated Personnel Salaries Part-time Elementary Art teacher (M-HB)

	[Saratoga Education Foundation (SEF): 060-9010-095725]		[Saratoga Education Foundation (SEF): 060-9010-095725]		[Saratoga Education Foundation (SEF): 060-9010-095725]
Amount	3,037	Amount	3,083	Amount	3,129
Source	Education Foundation	Source	Education Foundation	Source	Education Foundation
Budget Reference	3000-3999: Employee Benefits Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725]	Budget Reference	3000-3999: Employee Benefits Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725]	Budget Reference	3000-3999: Employee Benefits Part-time Elementary Art teacher (M-HB) [Saratoga Education Foundation (SEF): 060-9010-095725]
Amount	8380	Amount	8380	Amount	8380
Source	Education Foundation	Source	Education Foundation	Source	Education Foundation
Budget Reference	4000-4999: Books And Supplies Art education supplies [Saratoga Education Foundation (SEF): 060-9010-095725]	Budget Reference	4000-4999: Books And Supplies Art education supplies [Saratoga Education Foundation (SEF): 060-9010-095725]	Budget Reference	4000-4999: Books And Supplies Art education supplies [Saratoga Education Foundation (SEF): 060-9010-095725]
Amount	3500	Amount	3500	Amount	3500
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies Music Supplies, Instruments and Repair [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies Music Supplies, Instruments and Repair [Lottery: 060-6300-063000]	Budget Reference	4000-4999: Books And Supplies Music Supplies, Instruments and Repair [Lottery: 060-6300-063000]
Amount	142,090	Amount	144,221	Amount	146,385
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid
Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Music teachers 1.0 FTE (JJ), .17 FTE (TBD) Orchestra .5 FTE (AK) [General Fund - Redwood: 010-0000- 001820]	Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Music teachers 1.0 FTE (JJ), .17 FTE (TBD) Orchestra .5 FTE (AK) [General Fund - Redwood: 010-0000- 001820]	Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Music teachers 1.0 FTE (JJ), .17 FTE (TBD) Orchestra .5 FTE (AK) [General Fund - Redwood: 010-0000- 001820]
Amount	60,023	Amount	63,591	Amount	67,253
Source	Basic Aid	Source	Basic Aid	Source	Basic Aid

Budget Reference	3000-3999: Employee Benefits Middle School Music teachers 1.0 FTE (JJ), .17 FTE (TBD) Orchestra .5 FTE (AK) [General Fund - Redwood: 010-0000-001820]	Budget Reference	3000-3999: Employee Benefits Middle School Music teachers 1.0 FTE (JJ), .17 FTE (TBD) Orchestra .5 FTE (AK) [General Fund - Redwood: 010-0000-001820]	Budget Reference	3000-3999: Employee Benefits Middle School Music teachers 1.0 FTE (JJ), .17 FTE (TBD) Orchestra .5 FTE (AK) [General Fund - Redwood: 010-0000-001820]
Amount	45,283	Amount	45,962	Amount	46,652
Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820]	Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820]	Budget Reference	1000-1999: Certificated Personnel Salaries Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820]
Amount	7,962	Amount	8,932	Amount	9,929
Source	Other	Source	Other	Source	Other
Budget Reference	3000-3999: Employee Benefits Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820]	Budget Reference	3000-3999: Employee Benefits Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820]	Budget Reference	3000-3999: Employee Benefits Middle School Music teacher .5 FTE (JR) [Education Protection Account - Redwood: 010-1400-001820]
Amount	105,252      106,831 108,433	Amount	106,831	Amount	108,433
Source	Education Foundation	Source	Education Foundation	Source	Education Foundation
Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721]	Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721]	Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721]
Amount	32,232	Amount	34,692	Amount	37,218
Source	Education Foundation	Source	Education Foundation	Source	Education Foundation
Budget Reference	3000-3999: Employee Benefits Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721]	Budget Reference	3000-3999: Employee Benefits Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721]	Budget Reference	3000-3999: Employee Benefits Elementary Music Teacher 1.0 FTE (SG) [Saratoga Education Foundation (SEF): 060-9010-095721]

Amount	40,132	Amount	40,734	Amount	41,345
Source	Education Foundation	Source	Education Foundation	Source	Education Foundation
Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722]	Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722]	Budget Reference	1000-1999: Certificated Personnel Salaries Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722]
Amount	20,783	Amount	21,848	Amount	22,941
Source	Education Foundation	Source	Education Foundation	Source	Education Foundation
Budget Reference	3000-3999: Employee Benefits Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722]	Budget Reference	3000-3999: Employee Benefits Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722]	Budget Reference	3000-3999: Employee Benefits Elementary Music Teacher .5 FTE (BJ) [Saratoga Education Foundation (SEF): 060-9010-095722]

## Action 8

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

☐ New ☐ Modified ☐ Unchanged

**2018-19**

☐ New ☐ Modified ☐ Unchanged

**2019-20**

☐ New ☐ Modified ☐ Unchanged

[BUDGETED EXPENDITURES](#)

**2017-18**

**2018-19**

**2019-20**

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: \$196,337

Percentage to Increase or Improve Services: 1.43%

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

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

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

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

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

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

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

1. District Literacy Coach will provide research-based support in literacy in a small group setting using supplemental instructional materials specific to the needs of the students, i.e. literacy support through Guided Reading instruction, summer school intervention, and English Learner intervention support.
2. Professional development to all staff in differentiation and best practices for English Learner students.
3. Specifically designated personnel to provide push-in services to support the needs of English Learners in elementary and an ELD elective class for middle school EL students.
4. Targeted core and supplemental instructional support materials in literacy and mathematics.
5. ELA/ELD TOSA to support teachers' pedagogical practices in the classroom.

6. Summer intervention program for English learners.
7. Services in mental health.
8. Programs to support homeless and foster youth students, when applicable.
9. Online digital instructional materials, including Rosetta Stone, Achieve 3000 and NewsELA.

As a Basic Aid (community funded) district, SUSD will receive no increase in funds as a result of SCCR 15494. We have used the FCMAT calculator to calculate the MPP (minimum proportionality percentage) for SUSD. The Local Control Funding Formula (LCFF) provides additional funding for non-basic aid districts based on the unduplicated count of low-income, English learner, and foster youth. All LEAs must increase or improve services to these pupils in proportion to the increase in funds. Although SUSD does not receive additional funding because of its Basic Aid status, our district must nevertheless calculate the MPP (Minimum Proportionality Percentage - MPP is the percentage by which services provided for unduplicated students must be increased or improved over services provided for all students in the LCAP year, and is the lowest level of increased or improved services for unduplicated students), and increase and improve services for unduplicated students. For the 2017-18 school year, SUSD's MPP is calculated at 1.43%, or \$196,337.

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

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

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

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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



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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

### Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Analysis

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

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

### Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

##### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

##### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

#### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

##### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

##### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### **New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and



Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

#### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

#### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:

- a. English Language Arts – Common Core State Standards for English Language Arts
- b. Mathematics – Common Core State Standards for Mathematics
- c. English Language Development
- d. Career Technical Education
- e. Health Education Content Standards
- f. History-Social Science
- g. Model School Library Standards
- h. Physical Education Model Content Standards
- i. Next Generation Science Standards
- j. Visual and Performing Arts
- k. World Language; and

- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.



## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	3,006,999.52	3,000,128.40	4,815,776.00	4,915,941.00	4,977,188.00	14,708,905.00
	0.00	0.00	0.00	0.00	0.00	0.00
Basic Aid	2,200,376.00	2,269,972.46	3,655,614.00	3,667,761.00	3,716,034.00	11,039,409.00
Education Foundation	230,002.00	219,622.50	482,561.00	598,717.00	608,858.00	1,690,136.00
Educator Effectiveness	161,952.52	6,475.00	42,075.00	40,000.00	40,000.00	122,075.00
Lottery	1,000.00	82,236.65	215,744.00	214,744.00	214,744.00	645,232.00
One-Time Discretionary	50,000.00	156,612.50	22,700.00	22,700.00	22,700.00	68,100.00
Other	131,000.00	168,500.00	118,245.00	121,894.00	123,581.00	363,720.00
Parcel Tax	137,458.00	0.00	105,804.00	75,804.00	75,804.00	257,412.00
Special Education	0.00	0.00	74,936.00	75,784.00	76,484.00	227,204.00
Title I	67,107.00	65,682.00	29,313.00	29,753.00	30,199.00	89,265.00
Title II	1,100.00	1,250.00	45,000.00	45,000.00	45,000.00	135,000.00
Title III	27,004.00	29,777.29	23,784.00	23,784.00	23,784.00	71,352.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	3,006,999.52	3,000,128.40	4,815,776.00	4,915,941.00	4,977,188.00	14,708,905.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	18,000.00	18,000.00	18,000.00	54,000.00
1000-1999: Certificated Personnel Salaries	1,711,962.00	1,513,171.00	2,507,323.00	2,647,392.00	2,682,813.00	7,837,528.00
2000-2999: Classified Personnel Salaries	199,648.00	193,002.00	314,878.00	319,118.00	322,430.00	956,426.00
3000-3999: Employee Benefits	0.00	0.00	843,476.00	901,448.00	960,831.00	2,705,755.00
4000-4999: Books And Supplies	525,200.00	631,803.92	657,899.00	561,849.00	546,849.00	1,766,597.00
5000-5999: Services And Other Operating Expenditures	178,956.00	307,137.50	40,000.00	40,000.00	40,000.00	120,000.00
5800: Professional/Consulting Services And Operating Expenditures	391,233.52	355,013.98	434,200.00	428,134.00	406,265.00	1,268,599.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	3,006,999.52	3,000,128.40	4,815,776.00	4,915,941.00	4,977,188.00	14,708,905.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Basic Aid	0.00	0.00	13,000.00	13,000.00	13,000.00	39,000.00
0000: Unrestricted	Title III	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
1000-1999: Certificated Personnel Salaries	Basic Aid	1,493,897.00	1,438,730.00	2,084,770.00	2,114,737.00	2,145,158.00	6,344,665.00
1000-1999: Certificated Personnel Salaries	Education Foundation	0.00	0.00	152,872.00	261,996.00	265,926.00	680,794.00
1000-1999: Certificated Personnel Salaries	Educator Effectiveness	0.00	0.00	42,075.00	40,000.00	40,000.00	122,075.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	45,283.00	47,962.00	48,652.00	141,897.00
1000-1999: Certificated Personnel Salaries	Parcel Tax	137,458.00	0.00	75,804.00	75,804.00	75,804.00	227,412.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	32,800.00	32,800.00	32,800.00	98,400.00
1000-1999: Certificated Personnel Salaries	Title I	67,107.00	65,682.00	24,930.00	25,304.00	25,684.00	75,918.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	41,000.00	41,000.00	41,000.00	123,000.00
1000-1999: Certificated Personnel Salaries	Title III	13,500.00	8,759.00	7,789.00	7,789.00	7,789.00	23,367.00
2000-2999: Classified Personnel Salaries	Basic Aid	129,494.00	122,847.00	204,811.00	207,839.00	210,911.00	623,561.00
2000-2999: Classified Personnel Salaries	Education Foundation	70,154.00	70,155.00	80,783.00	81,995.00	82,235.00	245,013.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	29,284.00	29,284.00	29,284.00	87,852.00
3000-3999: Employee Benefits	Basic Aid	0.00	0.00	712,283.00	762,551.00	814,200.00	2,289,034.00
3000-3999: Employee Benefits	Education Foundation	0.00	0.00	105,526.00	111,346.00	117,317.00	334,189.00
3000-3999: Employee Benefits	Other	0.00	0.00	7,962.00	8,932.00	9,929.00	26,823.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Special Education	0.00	0.00	12,352.00	13,200.00	13,900.00	39,452.00
3000-3999: Employee Benefits	Title I	0.00	0.00	4,383.00	4,449.00	4,515.00	13,347.00
3000-3999: Employee Benefits	Title III	0.00	0.00	970.00	970.00	970.00	2,910.00
4000-4999: Books And Supplies	Basic Aid	402,200.00	378,048.98	395,550.00	330,500.00	315,500.00	1,041,550.00
4000-4999: Books And Supplies	Education Foundation	0.00	0.00	8,380.00	8,380.00	8,380.00	25,140.00
4000-4999: Books And Supplies	Lottery	1,000.00	82,236.65	215,744.00	214,744.00	214,744.00	645,232.00
4000-4999: Books And Supplies	One-Time Discretionary	50,000.00	133,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	66,000.00	29,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Parcel Tax	0.00	0.00	30,000.00	0.00	0.00	30,000.00
4000-4999: Books And Supplies	Special Education	0.00	0.00	500.00	500.00	500.00	1,500.00
4000-4999: Books And Supplies	Title II	0.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
4000-4999: Books And Supplies	Title III	6,000.00	9,518.29	3,725.00	3,725.00	3,725.00	11,175.00
5000-5999: Services And Other Operating Expenditures	Basic Aid	19,108.00	147,670.00	40,000.00	40,000.00	40,000.00	120,000.00
5000-5999: Services And Other Operating Expenditures	Education Foundation	159,848.00	149,467.50	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	10,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Basic Aid	155,677.00	182,676.48	205,200.00	199,134.00	177,265.00	581,599.00
5800: Professional/Consulting Services And Operating Expenditures	Education Foundation	0.00	0.00	135,000.00	135,000.00	135,000.00	405,000.00



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Educator Effectiveness	161,952.52	6,475.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	One-Time Discretionary	0.00	23,612.50	22,700.00	22,700.00	22,700.00	68,100.00
5800: Professional/Consulting Services And Operating Expenditures	Other	65,000.00	129,500.00	65,000.00	65,000.00	65,000.00	195,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	1,100.00	1,250.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	7,504.00	11,500.00	6,300.00	6,300.00	6,300.00	18,900.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,730,556.00	1,756,242.00	1,773,613.00	5,260,411.00
Goal 2	65,500.00	52,705.00	52,705.00	170,910.00
Goal 3	1,382,189.00	1,414,377.00	1,447,153.00	4,243,719.00
Goal 4	1,637,531.00	1,692,617.00	1,703,717.00	5,033,865.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00

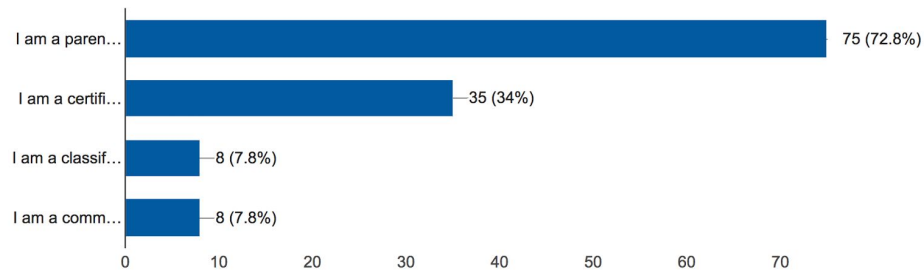
\* Totals based on expenditure amounts in goal and annual update sections.

# 2016-17 SUSD

## Parent & Staff LCAP Survey Results

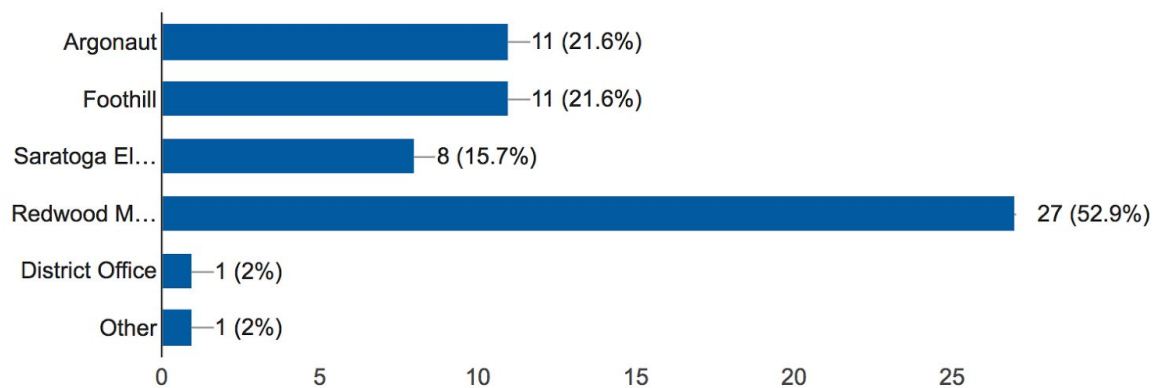
Please check all descriptors that apply to you.

103 responses



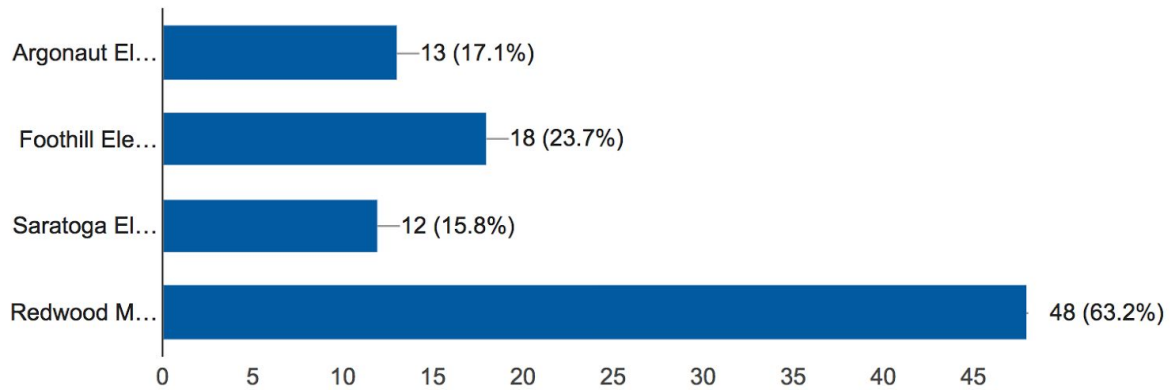
If you are an SUSD employee, at which location(s) do you work?  
Choose all that apply.

51 responses



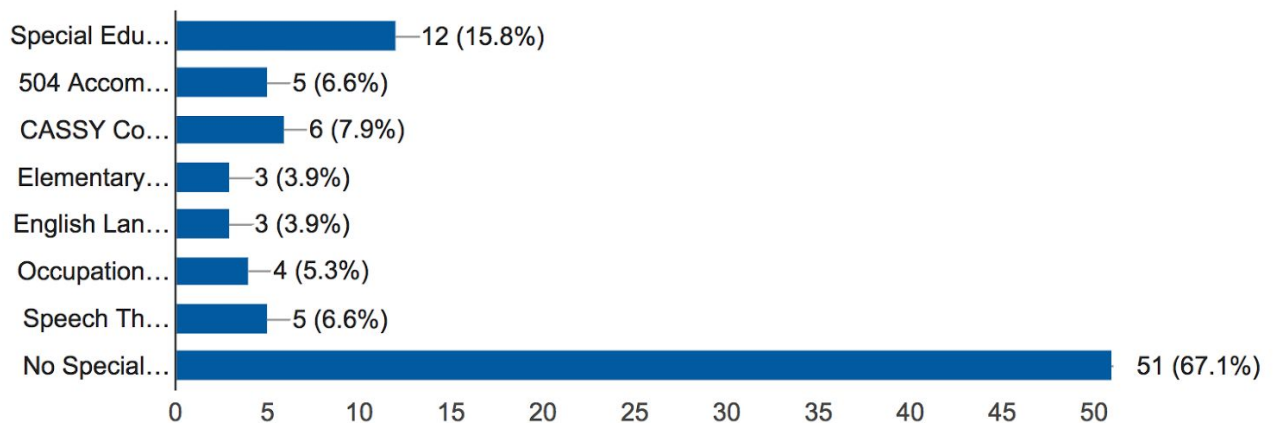
If you are a parent/guardian, which school(s) does your child(ren) attend? Choose all that apply.

76 responses



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

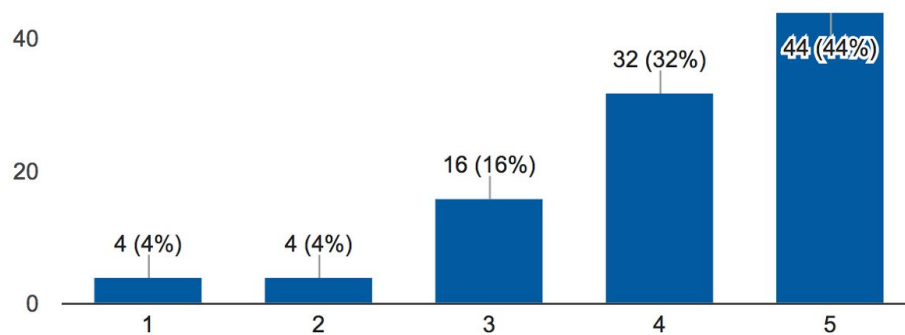
76 responses



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

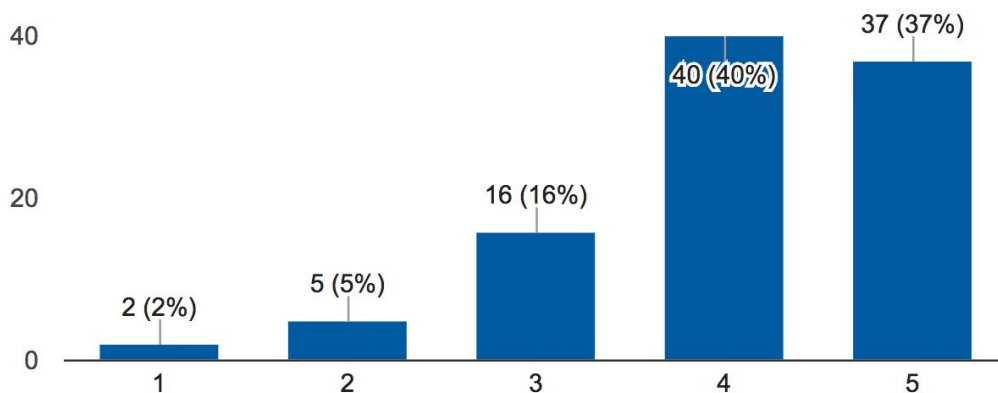
How satisfied are you with the level of instruction provided for our students?

100 responses



How satisfied are you with student engagement in school?

100 responses



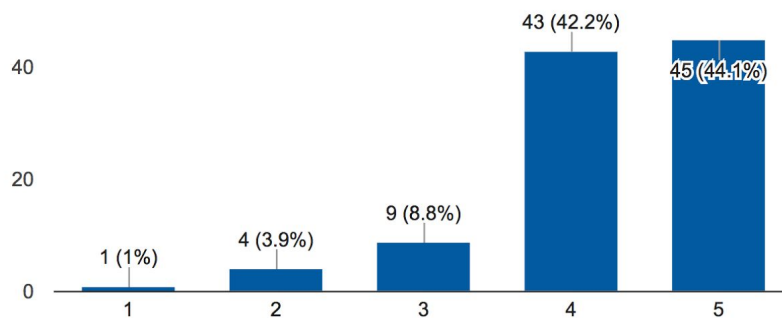
**Student Achievement & Engagement Parent/Staff Comments:**

- More options at lunch (like clubs, etc)
- Smaller class size
- More and better communication between parents, teachers, counselors and students on an ongoing basis
- Help students learn study habits and get ready for high school
- Curriculum need to be more “hands on”, more project-based learning involving the students rather than just telling or showing, provide training for teachers to implement project based learning
- More projects students get to “own”
- More stimulation in all the subjects, for example role plays, rapid fire quizzes by dividing class into teams and more
- Differentiation in math at elementary school level; differentiation in reading in Grades 3-5
- Teachers in upper elementary grades teaching different topics (e.g. math, science, social studies), so students get the experience of rotating classes and have the benefit of a teacher that has in depth experience in a topic.
- More individualized learning plans and individual attention
- One-on-one help in math for those who struggle
- Eliminate letter grades, so can focus more on effort and active learning instead of grades on tests
- Closer attention to the volume of homework and a reduction in busy work - the amount of homework does not foster external learning
- The school over relies on the students getting teaching via tutors and “school after hours”
- More interactive activities before/during/after school

**SCHOOL CLIMATE:** Keeping our students and employees safe and secure while at school is our highest priority. We work diligently to maintain a positive culture in our schools where students are able to practice open, two-way communication and problem-solving with their peers and adults.

Do you agree that our schools have a safe and positive learning environment?

102 responses



#### **School Climate & Safety Parent/Staff Comments:**

- SUSd does an exceptional job at this!
- More opportunity for role play and practice in being healthy emotionally and socially
- More communication between parents and teachers
- Improve communication and collaboration among adults.
- More casual interactions between students and adults who are not their classroom teachers.
- More after school social events
- More community events that are free and open to all families (e.g. multicultural night, etc)
- Students go through a digital citizenship program in their classroom each year.
- Improved security during and after the school hours (lighting, alarms, fences, etc)
- Are the classroom doors locked at all times?
- Our students are very good at achieving -- would like to see more opportunities to fail and then learn how to deal with not doing it right on the first try.
- More training for general education teachers regarding aggressive and disruptive behaviors
- Club 47 and movie club are great! Especially for kids new to school district.

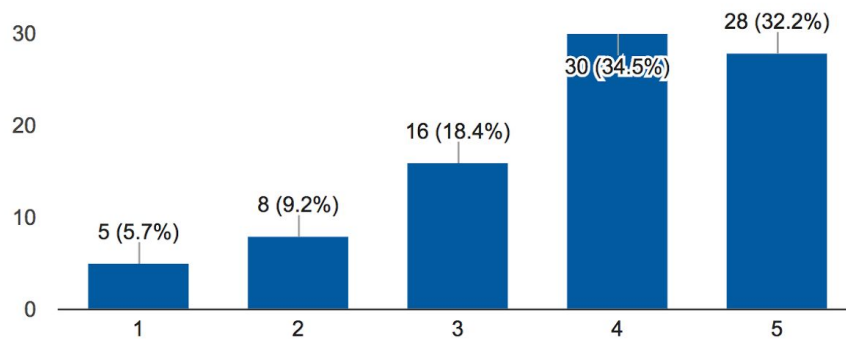
- Teachers walking around the campus frequently can keep it safe.
- Teachers can model behavior in how to make connections with others (e.g. when teachers see students outside their class, greeting them by name).
- Kindness from adults is a good model and it is the right thing for kids.
- More spirit events for middle school students - at activity nights have field activities or game show or other bonding activities to improve connections, especially with teachers and students on the same team
- Continue "Splash" at Foothill
- Implement Random Acts of Kindness curriculum
- Strive to make grade-level appropriate students not feel as if they are not good enough. Do not have students correct each other's work and assessments.
- Cultural sensitivity training would be nice - Emphasis on anti-bullying is a positive but would be great to see more cultural awareness, especially racial and socio-economic issues
- Continue training in emotional and interpersonal literacy. Working against stereotypes and biases, including sexism and gender roles.
- Make sure LGBTQ kids feel they belong.
- Help students learn that their class level (e.g. Math) and their grades do not define who they are. These things do not make people better than other people -- everyone has different gifts and things they want to focus on.
- Allow time in the year for students to get to know other students. The district needs to set the example regarding two-way communication.
- Foster stronger teacher/student relationships



**PARENTAL INVOLVEMENT:** Our district values parents and supports parental involvement in schools. We communicate with parents or guardians about individual student academic achievement and options for supporting students. We provide parent/family education on student achievement and social-emotional development at the school and district levels. We maintain a high level of regular communication about school events and activity opportunities with parents.

How well does your child(ren)'s school keep you informed on issues and encourage you to be involved?

87 responses



**Parental Involvement Parent/Staff Comments:**

- Good job.
- Well done with all information sent out.
- Email and online meeting/communication between parents and teachers
- Updated website and Facebook page for each school, teachers should all have own websites
- Better and more consistent communication. Going behind eNews
- Keep Google Calendar up-to-date. Weekly emails are long and information can get lost, especially if sent later in the week.
- More communication from the teachers directly
- Formal parent teacher conferences in Middle School
- Parent email groups by class year
- Welcoming group for new students and parents that invites everyone to be involved
- A better understanding of cultural differences in education would help to involve more first generation in the US parents. Many Asian countries do not allow parent

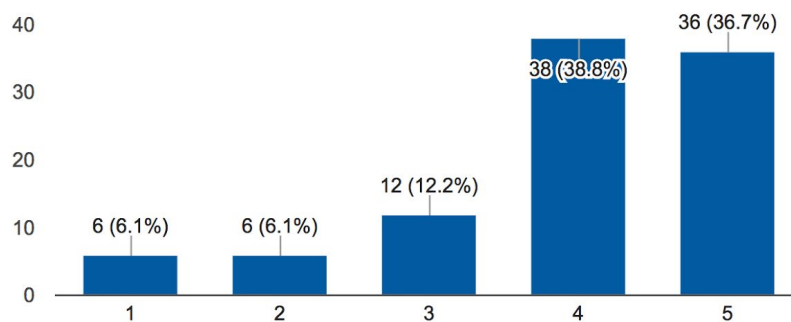
involvement in school. Parents do not have to be professional educators to help make the schools better.

- Make a goal of volunteer hours from every family.
- Keep encouraging parents and make it easy to get fingerprinting clearance. We now have problem of not enough volunteers at times.
- Get rid of fingerprinting requirement. Allow for proof via other methods.
- Current background check program has left many parents behind.
- The district has to be involved in and positively engaged before it should ask parents to be involved.
- More opportunities to help in classroom
- More parent meetings and more lectures on important topics (e.g. Challenge Success)
- Family education on social-emotional development.
- More communication/transparency re math placement

**COURSE ACCESS:** SUSD has a rich tradition of providing a curriculum that focuses on meeting the needs of the whole child. We are committed to ensuring our programs and curricula are relevant to the real-world, reflecting the knowledge and 21st century skills our young people need for success in both college and work.

How much do you agree with the following statement? The students at Saratoga Union School District are being well prepared for high school and beyond.

98 responses



**Course Access/College & Career Reading Parent/Staff Comments:**

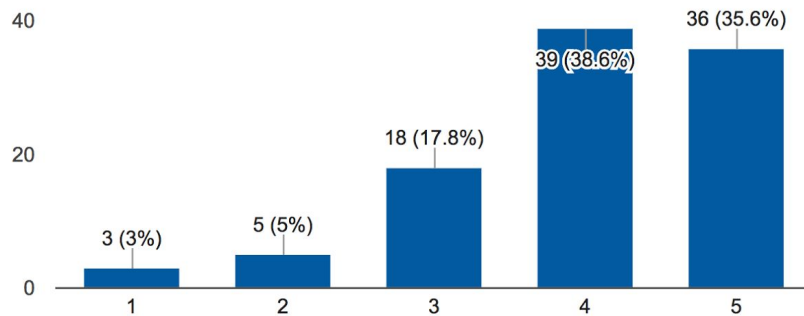
- More communication with Saratoga High School.
- Articulation needs to be top-down -- high school needs to inform middle school what is needed/required, middle school to elementary school and between grade levels.
- Classroom discussions on career options. Career Day, assemblies, faires.
- Opportunity to engage in different types of career skill building during school.
- More focus on executive functioning tasks -- learning how to be well organized, with good study skills will make a bigger difference later in high school and beyond.
- More public speaking and debate (important skills)
- More self-directed and integrated work.
- Teach how to create better presentations
- Increased focus on assignments that require essays.
- More focus on students in the middle -- high achievers self-motivated, many resources for challenged students
- Require computer programming classes.
- Better integration of STEM subjects with humanities subjects, e.g. explore data sets in math along side data analysis of historical events.
- Bring more current events into the classroom.
- Kids seems to be lacking in community skills and resilience.

- Move away from rote memory learning to independent problem solving and taking risks.
- More opportunities to be independent and learn to be responsible for own learning.
- Consistent message about whole child - district-wide social-emotional learning strategy.
- Help them learn to be good, kindhearted people.
- Let them learn how to fail and then do better the next time.
- Help them learn to take personal responsibility for their actions.
- Where is home ec, wood shop, cooking, skills kids could actually use in everyday life.
- Students need more than computer and math skills. There should be avenues for students to develop study skills, life skills and relationship skills, and not just an emphasis on learning content or getting grades.
- What about life ready? Being kind to one another, using common sense, manners and respect.
- If a student is not “advanced” their self worth gets lessened.
- Teachers could be better supporting school/home balance.
- SUSD students are over prepared in academics and underprepared in life skills.

**BASIC SERVICES:** Access to appropriate textbooks and learning materials, along with appropriately credentialed teachers, is important to ensuring that students succeed in school . Our district ensures that all students have textbooks and access to all the materials they need for their classes. In addition, we know that having well-maintained schools is important to student learning and pride in their schools.

How satisfied are you with the quality of our facilities and availability of instructional materials?

101 responses



#### **Basic Services/Access to Instructional Materials Parent/Staff Comments:**

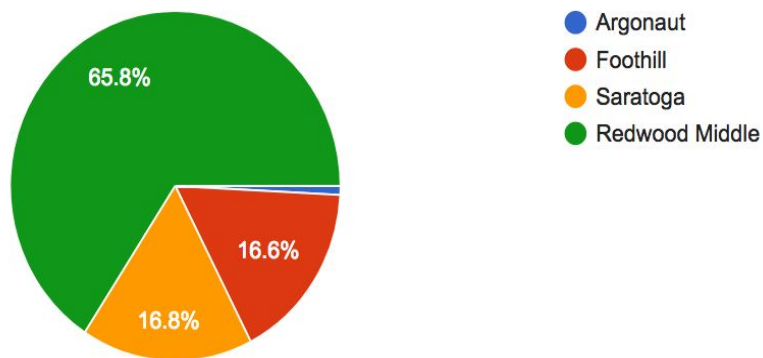
- Classroom texts, supplies and resources are great.
- Photocopied worksheets meant to be in color, but printed black & white, is sometimes difficult to have all of the information necessary for the work.
- Some of the curriculum is old.
- Not thrilled with math materials.
- Many students are being educated through Teachers Pay Teachers.
- Each classroom should have well maintained Chrome cart, the sooner the better
- Chromebooks and ipads are not being utilized to full potential.
- Libraries and computer labs are underutilized.
- Give out books. Children have to read real books and have to write by hand so their brains can thrive.
- Update the library's non-fiction collections with more engaging material and sources students will find inviting for pursuing their own interests, hard copies or e-books.
- Sometimes not enough material in Science class.
- For Core, make sure all classes give similar instructions, tests, materials and read similar classical books.
- Grounds could be improved.
- Cleaner bathrooms, bathrooms cleaned more frequently

- Replace carpet and furniture in some classrooms.
- Gopher holes on fields.
- Clean, replace, upgrade water fountains
- Slippery and dangerous gym floor at Redwood.
- Partner with community to build new gym on lower field at Redwood
- Not sufficient covered walkways on the school grounds
- Better system for rainy days during lunch time and more seating and protection from the sun

# 2016-17 SUSD Student LCAP Survey Results

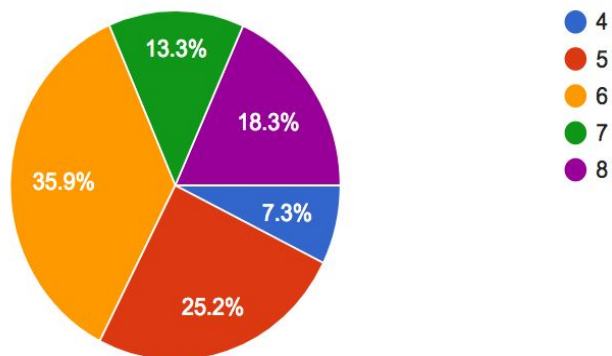
## Name of my school

602 responses



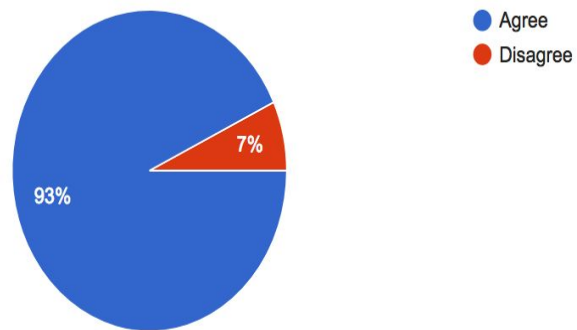
## I am in grade

602 responses



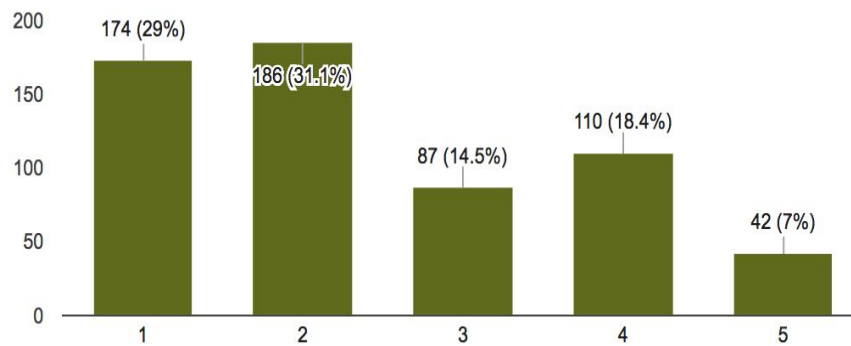
My school provides a good education for students.

600 responses



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

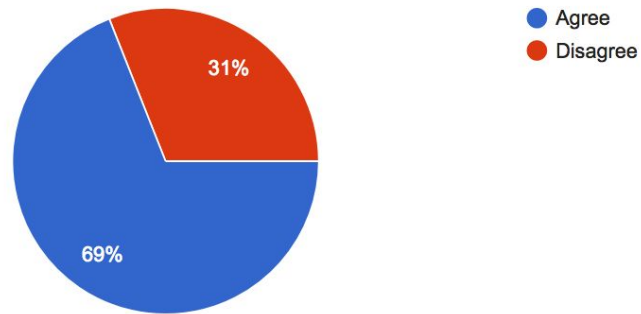
599 responses





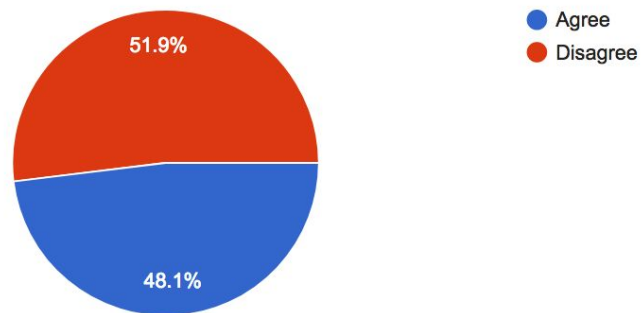
My teacher calls or writes my parents/guardians when I am having trouble learning.

584 responses



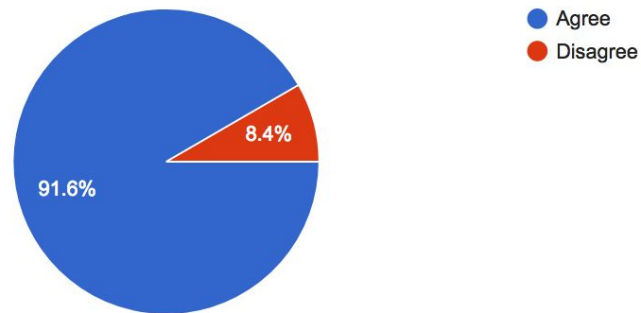
My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

593 responses



I feel safe while at school.

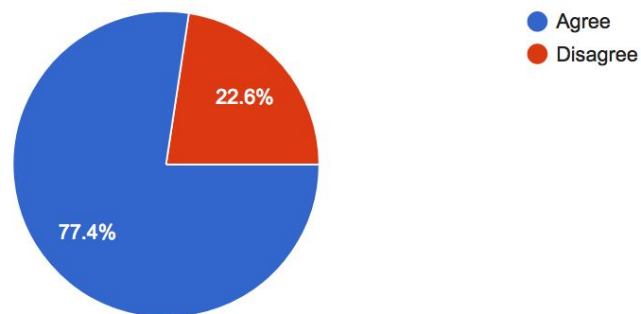
598 responses



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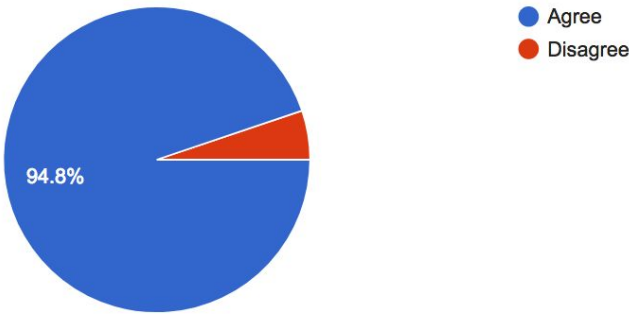
My school works with my parents/guardians to help me do my best in school.

597 responses



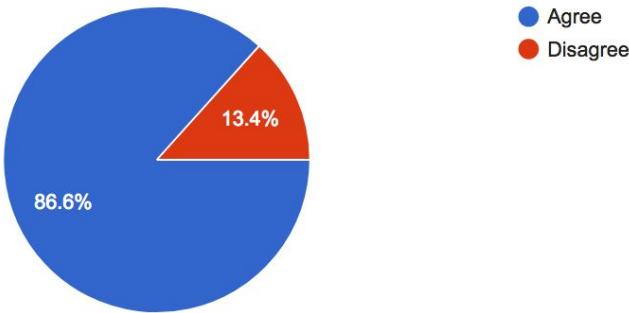
My school provides textbooks and learning materials to meet the needs of all students, including English language learners and students with disabilities.

597 responses



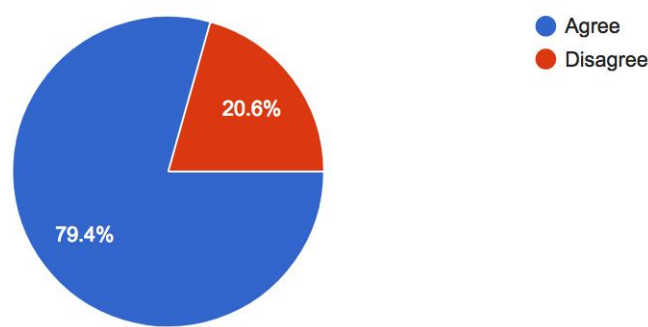
My school provides textbooks and learning materials to challenge and meet the needs of all students.

599 responses



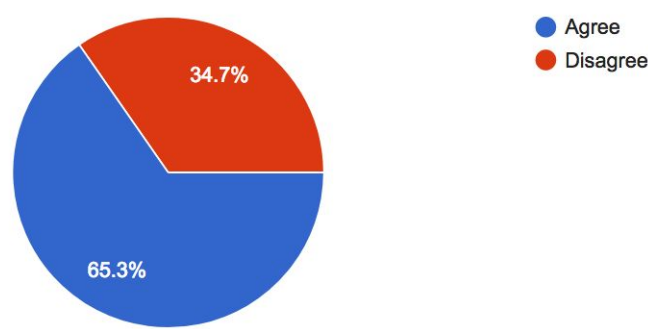
My school prepares students for their future in high school, college, or career.

596 responses



I look forward to coming to school each day.

597 responses

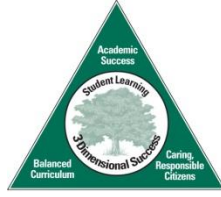


### **Student Comments: What is going well and what can be better?**

- This school is fine.
- I think that everything is almost perfect!
- I like the use of computers.
- Wonderful elective program and the seventh graders have already received their privilege to a second elective.
- I like everything the school does, but I wish the bathrooms were a tad cleaner.
- Cleaner bathrooms and water fountains.
- Water filters. Water tastes bad.
- We can tell everyone to make sure to try and keep the school clean by picking up garbage or making sure the bathrooms are clean after they use it.
- It's a great school, it's just that you might need to add the seat protectors for the toilet.
- Usually in class there are 5 people out of 30 kids that always answer the questions correctly over and over again, because they learned it elsewhere.
- Correct my spelling errors
- I would like math, social studies, etc., to be harder
- I really like social studies and I think there should be more material to make it better
- Push lunchtime back and make it longer.
- Make lunch line shorter
- Cafeteria food should be better. I want school hot lunch to be more healthy.
- Better hot lunch and vending machines.
- Give less homework, so we can do other activities
- More study time at school
- Give us more time in projects and papers we are working on.
- Get a ping pong table
- Create a science olympiad
- I don't think the school can do anything about its problem: Common Core.
- The school could use a different math program. It often makes students draw a lot of diagrams, when the students have already learned to solve an arithmetic problem using computation
- Listen better
- School projects in class help us stay quiet
- Have more reading time.
- Make sure everybody is getting attention.
- Learn more neurology
- Don't put too much pressure
- I think they should do a basketball program at lunch. Have basketball tournaments
- The school could have organized sports groups of kids dreaming of being athletes who could train and work to become better athletes.
- Improve kindness levels
- I'd like to have more fun experiments
- I would like to have an extra planner

- School could have a free period in which you can practice/learn more things that you want to do.
- Get a ball pumper, because a lot of balls get flat and then nobody can play with them.
- The school could take us on more field trips, maybe overnight ones, too.
- Have more field trips so you can learn about history and other things you need to know
- I think we could have more trash cans.
- They could have more interactive activities where we learn about each other's talents outside of school and how we can help each other get better at our talents.
- Do more writing.
- School is super fun and to make it better we can buy more materials for the classroom and have more lunch recess.
- Longer recess.
- Go to Maker Space at recess and lunch
- Have more teachers in each classroom
- More activity time. More physical education
- Less homework
- Serve water in the cafeteria
- My legs get stiff when we have to sit on the floor for about an hour for writing.
- School can be too long and not much activity.
- Teach students more individually
- Bigger desks, because teacher expects us to fit everything in our tiny desks
- Other class gets to play capture the flag and dodgeball
- I have too much homework.
- I hate number order because I'm near the end -- it's not my fault what my last name is.
- More electives so more options for careers in the future. This can be done by having certain periods that are different each day of the week.
- More diverse electives like languages, wood stuff technology programs, photography, fashion and design, architecture
- Less stress. Try to avoid pushing the students too hard.
- Provide more challenging grade level reading books
- We could have better Wifi because it is really slow (not an absolute requirement)
- The majority of the grade should be classwork, participation instead of tests and quizzes
- Should be able to use phone in class for research
- More hand sanitizer and tissue boxes in classes
- More comfortable chairs
- More team project than solo and you should be able to choose your partner.
- There should be more student surveys like this and correct things for a better environment for the kids.
- On the first week of every month it should be Tuesday and Thursday that are short, because Wednesday is already short.
- There should be tracking for classes like Core and Science to move up to future levels
- School should provide new graph paper, binder paper and pencils.

- Spend more time on a certain subject so we could go more in-depth for better understanding.
- Do more social and fun activities for learning
- The teachers give a lot of homework and it can be very stressful sometimes.
- There is a little too much pressure so my school could be less competitive.
- Need more computer activities.
- Any grade should be able to move to any math level that challenges them.
- Even out homework distribution instead of giving more of it on certain days.
- We should study at a higher level because almost everything at school is easy.
- Go more in depth in our courses.
- Provide additional help with subjects that students have issues with
- Teachers could schedule more session where they can talk privately about their assignments.
- Tests should only be for the recommendation of what course you take next year instead of whether you pass or fail the course.
- Should not be so stressful that students can never enjoy or understand the material taught in school as much as just memorizing the answers.
- Try to even out the points on tests instead of one test being 80 points and another being 20 points.
- Provide more study guides for tests
- Make a club to prepare for high school
- Elective dedicated to current events would help broaden student's knowledge about what is happening now outside of ancient or U.S. history
- Creative thinking should be taught and encouraged more often.
- Have breaks the same as neighboring districts as this allows friends to meet up over breaks
- Have more patrol on bullying, it happens a lot
- Dislike having to perform something in front of the class, e.g. P.E. routines
- Allow more writing, stories
- Enforce the dress code
- Clean lockers during summer
- Middle school needs more field trips
- We should have less homework, because we are only kids for a limited time and homework takes most of our time.
- Teach things that you will actually use when you grow up.



## SUSD Education Acronyms and Their Meanings

Acronym	Title	Brief Description
<b>ALD</b>	Achievement Level Descriptors	Also known as standard-setting, is the process for establishing one or more threshold scores on an assessment, making it possible to create categories of performance.
<b>AMAO</b>	Annual Measurable Objectives	A performance objective, or target, that the district receiving Title III funds must meet each year for its English learners.
<b>AMO</b>	Annual Measurable Objectives	A school must demonstrate a minimum percentage of its students scoring proficient or above on a standards-based assessment in English language arts and math.
<b>Argo</b>	Argonaut Elementary School	
<b>BTSA-SVSCNTP</b>	Beginning Teacher Support and Assessment – Silicon Valley Santa Cruz New Teacher Project	A statewide funded program to engage preliminary credentialed teachers in a job-embedded formative assessment system of support and professional growth to fulfill the requirements of their obtaining their credential.
<b>CAA</b>	California Alternate Assessment	An alternate assessment for students who have a significant cognitive disability in grades 3 –8 and 11. The test utilizes computer-based technology and is aligned with the CCSS.
<b>CAASPP</b>	California Assessment of Student Performance and Progress	California’s new statewide student assessment system established January 1, 2014.
<b>CALPADS</b>	California Longitudinal Pupil Achievement Data System	The California Longitudinal Pupil Achievement Data System (CALPADS) is the foundation of California's K-12 education data system that allows for tracking a student's academic performance over time.
<b>CAPA</b>	California Alternate Performance Assessment	An alternate assessment for science for students in grades 5, 8, and 10 who have an individualized education program and who have a significant cognitive disability
<b>CCSS</b>	Common Core State Standards	Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace
<b>CDE</b>	California Department of Education	Oversees the state’s diverse and dynamic public school system that is responsible for the education of more than seven million children and



		young adults in more than 9,000 schools.
<b>CELDT</b>	California English Language Development Test	A required state test of English language proficiency that must be given to students whose primary language is not English.
<b>CMA</b>	California Modified Assessment	An alternate assessment of CA content standards for students with disabilities who have an IEP. The CMA has been replaced by the SBAC for ELA and Math. CMA for students in 5, 8 and 11 in Science will continue until a successor test is developed.
<b>CSH - CDC</b>	Coordinated School Health – Center for Disease Control	A coordinated and collaborative approach to assessing an organization's strengths and opportunities for growth in the areas of health education, physical education, health services, nutrition, counseling and social services, healthy and safe school environments, health promotion for staff, and family/community involvement.
<b>CSSP</b>	Comprehensive School Safety Plan	All CA schools and districts are required by Education Code to develop/revise a CSSP by March 1 <sup>st</sup> each year which includes procedures and policies related to safety, emergencies, and disaster preparedness and preparation.
<b>CST</b>	California Standards Test	CST for Science for students in grades 5, 8, and 10. The CSTs are multiple choice tests and are written to assess students' achievement of CA's academic content standards in science.
<b>DELAC</b>	District English Learner Advisory Committee	A district with 51 or more English learners must have a functioning DELAC in which at least 51% of the members are parents of English learners. A DELAC has the responsibility to advise the governing board on the development of the District's master plan for educational programs and services to English learners.
<b>DADT</b>	District Administrators Directors Team	SUSD Team of district office administrators and principals which meets monthly to discuss district business.
<b>DLT</b>	District Leadership Team	K-8 District Leadership Team which is a vehicle for teacher input on district decisions to ensure and facilitate articulation among school sites, grade levels, departments, and establish long and short term professional development goals based upon district goals and administrator, teacher, and student need.
<b>DOK</b>	Depth of Knowledge	A way to think about content complexity, not content difficulty.
<b>DRA</b>	Diagnostic Reading Assessment	A standardized reading test used to determine a student's instructional level in reading.
<b>ELs</b>	English Learners	Students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved CELDT test, have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading and writing necessary to succeed in the school's regular instructional programs
<b>ELA</b>	English Language Arts	Content area of English Language reading, writing, speaking and listening.
<b>ELPAC</b>	English Language Proficiency Assessments for California	New English language assessment for ELs which will tentatively replace CELDT in 2016-2017.
<b>FH</b>	Foothill Elementary School	
<b>FY</b>	Foster Youth	Students who have been displaced from family and school.

<b>GATE</b>	Gifted and Talented Education	Special practices, procedures, and theories used in the education of children who have been identified as gifted and talented.
<b>HLS</b>	Home Language Survey	The state requires the district to collect a Home Language Survey for every new student. This information is used to count the students whose families speak a language other than English at home. It also helps to identify the students who need to be assessed for English language proficiency.
<b>IEP</b>	Individualized Education Plan	An Individualized Education Program ( <i>IEP</i> ) is a written education plan designed to meet a child's learning needs.
<b>LCAP</b>	Local Control and Accountability Plan	Under the LCFF all LEAs are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address identified state and local priorities.
<b>LCFF</b>	Local Control Funding Formula	Formula to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students.
<b>LEA</b>	Local Education Agency	The term LEA is used to define a school district.
<b>LI</b>	Low Income	Students that meet income eligibility requirements for free or reduced-price meals under the National School Lunch Program.
<b>LEAP</b>	Local Education Agency Plan	A written plan that includes specific descriptions and assurances to meet the requirements of No Child Left Behind. The local board and the state board of education must approve this plan. The LEAP specifically addresses how all students will reach proficiency or better in reading and mathematics, by 2013-14.
<b>MARS</b>	Mathematics Assessment Resource Collaborative	Math performance assessments
<b>NGSS</b>	Next Generation Science Standards	A multi-state effort to create new education standards that are rich in content and practice, arranged in a coherent manner across disciplines and grade to provide all students an internationally benchmarked science education.
<b>PD</b>	Professional Development	Specialized training or learning to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.
<b>PE</b>	Physical Education	Instruction in the development and care of the body that encourages psychomotor learning in a play or movement setting to promote health.
<b>PLTW</b>	Project Lead the Way	Interactive, hands-on, problem and project-based STEM curriculum for elementary, middle, and high school, and also professional development for teachers.
<b>PTA</b>	Parent Teacher Association	An organization of teachers and parents that works for the improvement of the school and the benefit of the students in SUSD.
<b>RFEP</b>	Reclassified Fluent English Proficient	When an EL meets criteria for proficiency in English language and content standards, their identification becomes RFEP.
<b>RMS</b>	Redwood Middle School	
<b>SAC</b>	Superintendent's Advisory Council	The SUSD Superintendent meets four times a year with leaders of SEF and SSC, and PTA from each school site to discuss school and district issues.

<b>SARC</b>	School Accountability Report Card	Each school in California is required to publish a school accountability report card that includes information such as student achievement; number of NCLB compliant/highly qualified teachers, safe school trends, and graduation rates.
<b>SBAC</b>	Smarter Balanced Assessment (Collaborative)	Computer adaptive tests and performance tasks that allow students to show what they know and are able to do, based on CCSS for ELA and Mathematics.
<b>SCA</b>	Saratoga Classified Association	Employee organization/bargaining representative for all classified employees in SUSD.
<b>SCCOE</b>	Santa Clara County Office of Education	County office which supports all school districts, including SUSD, in the county
<b>SEF</b>	Saratoga Education Foundation	A parent organization that raises money to improve the education experiences of students in SUSD.
<b>SEL</b>	Social Emotional Literacy	Ability to understand emotions, have a sense of literacy, learn to manage emotions, and maintain emotional interactivity.
<b>SES</b>	Saratoga Elementary School	
<b>SLCT</b>	Staff Learning & Collaboration Time	SUSD staff collaboration and professional development to meet the needs of our students.
<b>SPSA</b>	Single Plan for Student Achievement	A plan that requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies; and ongoing monitoring of results. The plan provides a structured means to enhance the planning and implementation process for improving student academic performance at each school.
<b>SSC</b>	School Site Council	The SSC is a body authorized by Education Code 52852 and is charged with developing plans and proposing expenditures in the SPSA.
<b>SST</b>	Student Study Team	A positive school-wide early identification and early intervention process. A team (student, parent, teachers, and administrators) identify the student's strengths and assets upon which an improvement plan can be designed.
<b>STA</b>	Saratoga Teachers' Association	Employee organization/bargaining representative for all certificated employees in SUSD.
<b>STEM/STEAM</b>	Science Technology Engineering (Art) & Math	Refers to the academic disciplines of science, technology, engineering, (arts), and mathematics.
<b>SUSD</b>	Saratoga Union School District	
<b>SVMI</b>	Silicon Valley Math Initiative	A comprehensive effort to improve mathematics instruction and student learning, and is based on high performance expectations, ongoing professional development, examining student work, improved math instruction, and a formative and summative performance assessment system.
<b>SwD</b>	Students with Disabilities	Students who have an Individualized Education Program (IEP).
<b>TK</b>	Transitional Kindergarten	A school grade that serves as a bridge between preschool and kindergarten, functioning to provide students with time to develop fundamental skills needed for success in school in an age- and developmentally-appropriate setting.