



Saratoga Elementary School

14592 Oak Street • Saratoga, CA 95070 • (408) 867-3476 • Grades K-5

Brian White, Principal
bwhite@saratogausd.org
saratogausd.org/saratoga

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Saratoga Union Elementary School District

20460 Forrest Hills Drive
Saratoga, CA 95070
(408) 867-3424
www.saratogausd.org

District Governing Board

Eric Cao

Sophia Kao

Cynthia Miller

Arati Nagaraj

Phyllis Tung

District Administration

Dr. Kenneth Geisick
Superintendent

Jean Aldrete
Chief Business Officer

Moiria Barker
**Assistant Superintendent of
Educational Services**

Kym Imai
Director of Human Resources

Joe Martinez
Director of Facilities

Blanca Herrera
**Director of Instructional
Technology**

Deborah Textor
Director of Special Education

Principal's Message

Welcome to Saratoga Elementary School! As a center of public education for the Saratoga community since 1854, we are proud of our history and strive to be a school that prepares students for the 21st Century in a caring learning environment that meets the needs of the whole child.

We do this by providing rigorous standards-based instruction alongside well-developed parent and community partnerships. Students develop as mathematicians through the Eureka Math program, which develops foundational skills in operational mathematics and builds fluency with multiple approaches to problem solving. We are also continuing to grow workshop model based reading instruction by using Daily 5/CAFE strategies and Units of Study writing curriculum. Our students access Next Generation Science Standards across all grade levels. Students in grades 1-5 have 1:1 access to Chromebooks and all students have hands-on learning opportunity in our Makerspace. Parent and community partners include the Saratoga Educational Foundation, the Saratoga Elementary Parent-Teacher Association, School Site Council, Project Cornerstone, and the Saratoga Alumni Association. These groups are critical partners who support student enrichment such as hands-on science labs, our school garden, fine arts and physical education instruction, library, centers for small group instruction, reading intervention programs, character education, and student support services.

Finally, we are grateful for our enthusiastic and involved parent community. Whether its participating in the PTA, volunteering for a field trip or school event, supporting students in our community garden, or simply being an advocate for your student, I encourage you to get involved in whatever way works best for you and your family. Our parents are essential partners, collaborators, and a valued presence at our school.

Please know I am here to support you and your child's education. Feel free to contact me with any questions, concerns, or ideas to share.

Brian White
Principal, Saratoga Elementary School

SUSD Mission and Vision Statement

The mission of 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 students well-being. We measure success in student outcomes and achievement, professional growth, and a commitment to continuous improvement.

We define:

INNOVATION as a new way of doing things that is transformation, original, and creative so it inspires others to learn.

STUDENT WELL-BEING as fostering a positive physical, social, and emotional learning environment to allow students to thrive, flourish, and learn.

PROFESSIONAL DEVELOPMENT as engaging in learning opportunities to grow professionally so that it affects continuous improvement and refinement of learning, teaching, and processes.

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

ACADEMICS as supporting differentiated instruction where students need it; teachers inspire change in curriculum and methods of delivery.

Saratoga Elementary Mission Statement

The mission of Saratoga Elementary School is to create an environment which inspires and supports all children in becoming global citizens with a passion for lifelong learning. To educate students to their fullest potential, our District Strategic Plan includes three components; academic success for all students, providing a balanced curriculum, and the building of caring, responsible students. The goals of Saratoga Union School District are 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, promotes civic responsibility, inspires creativity, and fosters student well-being. We measure success in student outcomes and achievement, professional growth, and a commitment to continuous improvement. Our vision recognizes the development of the whole child in the three areas of academic success, balanced curriculum, and caring, responsible citizens.

Our vision at Saratoga Elementary School supports our firm belief that our role is to support all students to achieve their highest potential. Our first goal is Academic Success. Our teachers work on district and site teams to collaborate on goals, curriculum planning and development, and address the educational needs of all children. The second dimension, a Balanced Curriculum, is achieved through the working partnership of our school district and parent community. Partner organizations like the Saratoga Education Foundation, Parent-Teacher Association, School Site Council, and the Saratoga Alumni Association provide support for our District enrichment curriculum that includes hands-on science labs, visual and performing arts, physical education instruction, library, character education, and student support services. The third dimension is Building Caring, Responsible Citizens. Our work with Project Cornerstone asset-building curriculum and philosophies is deepening through the campus. Project Cornerstone combines with our school's Service Learning Committee to provide numerous enriching activities for our students that seek to deepen our connections with each other, with our Saratoga community, and our world.

School Profile

At Saratoga Elementary School, students, parents, staff, and our community work together to ensure each student receives a challenging, balanced, and integrated educational program in a safe and caring environment. Instruction across content areas build in our students critical thinking, creativity, problem solving, and communication skills. Professional development and collaboration provide staff opportunities to grow and reflect upon teaching practices as we strive to move forward in meeting the needs of our students in an ever-changing world. Teachers use student data to assess instructional practice, student progress, and guide instruction. As a learning community, we share ideas and concerns honestly, communicate regularly with parents and community, and model a lifelong joy of learning through our own personal and professional growth.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	47
Grade 2	46
Grade 3	44
Grade 4	70
Grade 5	71
Total Enrollment	330

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	37.9
Filipino	0.3
Hispanic or Latino	7
White	43
Two or More Races	7
Socioeconomically Disadvantaged	2.7
English Learners	10.3
Students with Disabilities	10.6
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Saratoga Elementary	17-18	18-19	19-20
With Full Credential	17	17	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Saratoga Union	17-18	18-19	19-20
With Full Credential	♦	♦	94
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Saratoga Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All instructional materials in the core curriculum in Saratoga Union School District are aligned to the California Content Standards and Frameworks. SUSD adheres to CA Education Code and AB 1246, which gives school districts freedom, decision making, and choice in selecting instructional materials, and requires: implementing the California Common Core State Standards; equal access to current curriculum materials; change in the adoption cycle; local school districts can choose their own adoption review process; and classroom teachers will be a major contributor in local adoption processes.

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

A Public Hearing for 2018-2019-Sufficiency or Insufficiency of Textbooks and Instructional Materials was opened on September 6, 2018 and closed on September 27, 2018 as required by Education Code 60119. The purpose of the public hearing is to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 452.9-17 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK - 5: Units of Study for Writing (Heinemann/ Houghton Mifflin Harcourt) 6-8: myPerspectives (Pearson) (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K - 5: Engage NY (Eureka) Mathematics (2015) 6-8: Big Ideas California (Houghton Mifflin) (2015 & 2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-3: FOSS Next Generation (Delta Education) (2003) 4-5: StemScopes (Accelerate Learning) 6-8: StemScopes (Accelerate Learning) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	TK-5: CA Studies Weekly (American Legacy Publishing) 6-8: History Alive! (TCI McGraw Hill) 2006 Percent of students lacking their own assigned textbook: 0
Foreign Language	6-8: Descubre Spanish (Vista Higher Learning) Percent of students lacking their own assigned textbook: 0
Health	Positive Prevention Plus (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	TK - 5 Music: Spotlight on Music (McGraw Hill) 6-8 Band: Measures of Success Band Method Book (The FJH Music Company) 6-8 Orchestra: Essential Elements/Essential Techniques for Strings (Hal Leonard) Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/08/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	87	81	90	87	50	50
Math	89	83	91	89	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	183	98.92	81.42
Male	88	87	98.86	78.16
Female	97	96	98.97	84.38
Asian	74	72	97.30	90.28
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.00	71.43
White	74	74	100.00	68.92
Two or More Races	14	14	100.00	100.00
Socioeconomically Disadvantaged	--	--	--	--
English Learners	26	24	92.31	83.33
Students with Disabilities	28	28	100.00	57.14
Foster Youth	--	--	--	--

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.0	26.4	11.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	185	100.00	83.24
Male	88	88	100.00	81.82
Female	97	97	100.00	84.54
Asian	74	74	100.00	93.24
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.00	64.29
White	74	74	100.00	72.97
Two or More Races	14	14	100.00	100.00
Socioeconomically Disadvantaged	--	--	--	--
English Learners	26	26	100.00	84.62
Students with Disabilities	28	28	100.00	53.57
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement is a vital part of our school! We strive to provide a variety of volunteer opportunities so all families can participate in their child's education and contribute to the life of our school community. Opportunities that take place during the school day include being a Project Cornerstone reader, field trip chaperone, room parent, classroom volunteer, lunch/recess supervision help, and traffic help. Another way of serving is through participating on committees like the Service Learning Committee, Garden Committee, or School Site Council. Our Parent-Teacher Association coordinates important volunteer-led events throughout the year including Family Picnic, International Night, Pumpkin Walk, Book Fair, and Science Fair.

To learn more about parent involvement opportunities, please contact your child's teacher or the school office at (408) 867-3476.

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive School Site Safety Plan (CSSP) was developed for each school in SUSD in collaboration with the School Site Councils, the SUSD Emergency Planning Committee, local agencies (sheriff, fire department, and city government), and the district office to fulfill Senate Bill 187 requirements. The CSSPs were approved by the district's board of trustees before March 1st. Components of this plan include information assessing the current status of school crime committed on school campus and at school related functions, strategies and programs that provide or maintain a high level of school safety, procedures for complying with existing laws related to school safety, including child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy.

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.3	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.4	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	.7

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2			20	2			17	3		
1	21	1	1		23		2		24		2	
2	21	1	2		23		2		23		2	
3	19	3			22		3		22		2	
4	21		3		23		3		23		3	
5	23		3		26		3		24		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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

Saratoga Union School District sponsors three days of professional staff development during the course of the school year. District and site leaders and teacher leaders work with staff members to analyze student data, make curricular adjustments based upon student need, and learn and incorporate new and innovative strategies to support student achievement. Teachers also work with one another during structured collaboration periods during the school week. This collaborative work is instrumental in maintaining the consistency of curriculum design and sharing best practices with one another. Ongoing professional development is a high priority for all SUSD teachers and classified staff. In addition, our teachers and other staff are encouraged, and take advantage of, extensive training opportunities within the district and on their own. Our Innovative Learning Team, comprised of content specialists (TOSAs - Teachers on Special Assignment) provide job-embedded job coaching, support, and mentoring of all certificated teachers, instructional aides, and substitute teachers.

Professional learning focus areas in 2019-2020 are:

Health and Safety:

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

Content Standards, Pedagogy, and Curriculum:

- * Next Generation Science Standards implementation (TK-5 and RMS science teachers)
- * Math: content and standards for mathematical practice implementation (TK-5 and RMS math teachers)
- * ELA implementation of standards-based program (RMS core teachers)
- * Balanced literacy
- * Writing Workshop (elementary)
- * Visible Learning (effective strategies with high impact to student learning)
- * G-Suite training (differentiated for teachers' levels - TK - 8)
- * MakerSpace and project-based learning (based on our EdTech Plan-ISTE Standards)
- * Strategies to support English learners

Special Education:

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

The SUSD District Leadership Team's (DLT) purpose is to provide a vehicle for teacher input on district decisions, specifically to: 1) ensure and facilitate articulation among school sites, grade levels, departments, etc, and 2) Establish long- and short-term professional development goals (content and timelines), based upon district goals and administrator, teacher and/or student need. Elementary grade-level representatives and middle school department-level representatives on the DLT meet to align professional development to content standards, assessed student performance, and professional needs.

SUSD provides TK-8 teachers with differentiated, ongoing, job-embedded professional development in a safe environment focusing on school-wide improvement and building teacher capacity. The overall goal is to improve student learning. Some of the ways that instructional coaches support teachers are:

- * Focusing on student learning
- * Improving teaching practices
- * Building teacher collective efficacy
- * Working together as professionals
- * Collaboratively building teacher capacity
- * Developing a deep cycle of learning or a quick learning experience
- * Co-planning, co-teaching, reflecting
- * Analyzing data together

Possible examples of professional learning experiences with SUSD's TOSAs include:

- * ELA/ELD core and supplementary instructional materials support
- * Assessment-driven instruction
- * Conferring/small group instruction
- * Writing and reading across the curriculum
- * Book clubs/ literature circles
- * Guided Reading
- * Balanced literacy components
- * Differentiation/ Enrichment
- * Technology and digital instructional tools
- * Workshop teaching
- * RMS Core (ELA and Social Studies) coaching support
- * Implementation and customization of curriculum
- * Mathematics core and supplementary instructional materials support
- * Using assessment to inform instruction
- * Integrating technology into instruction using the SAMR model
- * G-Suite for Education (collaboration and productivity tools)
- * EL strategies and best practices
- * Integrated ELD instruction in the content areas
- * Designated ELD instruction using the ELD standards and Framework
- * Progress monitoring of English learners

SUSD participates in the Santa Cruz Silicon Valley New Teacher Project (SCSVNTP) program for new teachers to:

- * Develop an Individualized Learning Plan which includes assessing their own practice against a subset of high-impact California Standards for the Teaching Profession, setting goals, and planning for growth
- * Know the strengths and needs of their students across multiple dimensions-both as academics and as whole people
- * Build positive collaborations with families, colleagues, administrators, and the broader community
- * Regularly analyze student work in order to understand student strengths and needs as well as current levels of success
- * Plan effective and rigorous standards-aligned lessons
- * Engage in focused observation and feedback cycles both of their own classrooms as well as observing in the classrooms of experienced and expert teachers
- * Regularly reflect on teaching practice and growth

Teachers work with one another during structured collaboration periods during the school week. This collaborative work is instrumental in maintaining consistency of curriculum design and sharing best practices with one another. The SUSD Professional Learning Calendar delineates the weekly focus for professional development, which is more often than not teacher collaboration to focus on professional growth to improve student learning. Teachers meet in site-, district-wide or department teams to focus on student learning, including data-analysis and looking at student work.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$60,427	\$49,378
Mid-Range Teacher Salary	\$92,377	\$77,190
Highest Teacher Salary	\$117,114	\$96,607
Average Principal Salary (ES)	\$138,114	\$122,074
Average Principal Salary (MS)	\$148,429	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$249,312	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	36%
Administrative Salaries	9%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Supplemental financial support for our students comes from:

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

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

DataQuest

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

Internet Access

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,821.43	\$310.95	\$8,510.48	\$104,900.44
District	N/A	N/A	\$8,475.57	\$100,963.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.4	3.8
School Site/ State	12.5	29.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.