

The Single Plan for Student Achievement

School: Argonaut Elementary School
CDS Code: 43696826049068
District: Saratoga Union Elementary School District
Principal: Karen van Putten
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Argonaut Elementary School's Vision and Mission Statements

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

Argonaut's mission is in alignment with our district's: Saratoga Union School 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 students outcomes and achievement, professional growth, and a commitment to continuous improvement.

School Profile

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

Argonaut Elementary School has served the community of Saratoga, California for over 50 years. Argonaut has proudly maintained its tradition to produce achieving students who have become successful, contributing adults. We serve 343 students in fifteen self-contained TK/K-5 classrooms plus a Resource Specialist Room. Argonaut also houses two Santa Clara County Special Education classes, preschool and K-2.

The volunteer program at Argonaut School is very extensive. Parents work as volunteers in the classroom, office, and library, as well as on school-wide programs. We have many varied programs organized by volunteers: Art Docent Program, Math Olympiad Program, Variety Show, The Musical, Robotics Club, Science Fair, Math Fun Day, Read-In, PTA Reflections, Kindness Week, Yearbook, Boxtops for Education, Family Movie Night, Community Service projects, special assemblies, and more. Parents also serve as chaperones and drivers on field trips and present special lessons sharing their background, interest, or career expertise. Our volunteers donate 1000's of hours together in total each school year!

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In the Spring of 2017, 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 SUSD 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.

A survey was also given to all students in grades 4 - 8 and was open for six weeks. Principals and teachers encouraged students to take the survey at school: 419 students participated districtwide.

Refer to 2017-20 SUSD LCAP pages 65-93 on District website under “Our District” and “Local Control Accountability Plan”.

Informal surveys are given to parents and teachers throughout the year, and results are used to improve district programs.

The School Site Council analyzes data and discusses parent input at their monthly meetings. The issues discussed include addressing social emotional needs of children, meeting the needs of our English Learners, incorporating technology to enhance teaching and learning, and providing appropriate professional development for staff.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

SUSD teachers are evaluated as per the Saratoga Teachers' Association contract. In addition, administrators informally observe every teacher frequently and provide feedback to them. Our focus areas this year are: implementation of high impact strategies (Visible Learning), implementing standards-based instruction, meeting the social-emotional needs of students, and providing appropriate technology to enhance teaching and learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014 and replaces the Standardized Testing and Reporting (STAR) Program. The CAASPP System encompasses the following assessments and student participation requirements:

The Smarter Balanced Summative Assessments (SBAC) are comprehensive end-of-year assessments in English language arts/literacy (ELA) and mathematics that are aligned with the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and measure progress toward college and career readiness. Both the ELA and mathematics assessments are comprised of two parts: computer adaptive test and performance task. All students in grades three through eight take these assessments, with the exception of those students who have an individualized education program that designates the use of an alternate assessment. The Smarter Balanced Summative Assessments are administered when at least 66 percent of instructional year has been completed.

California Alternate Assessments (CAAs) for ELA and mathematics in grades three through eight. Students with cognitive disabilities who are unable to take the Smarter Balanced Summative Assessments, even with accessibility supports, and whose individualized education program (IEP) indicates assessment with an alternate test. The content of the alternate assessment is based on alternate achievement standards derived from the Common Core State Standards for students with cognitive disabilities. The CAAs are a computer-based adaptive test and administered to students in a one-on-one environment.

California Science Test (CAST) Field Test is required from all students in grades five and eight unless their IEP indicates assessment with an alternate test. The CAST includes discrete items and performance tasks (PTs). The discrete item types consist of selected response, constructed response, table, fill-in, graphing, etc. The PTs are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards. The CAST is aligned with the California Next Generation Science Standards (CA NGSS, which were adopted by the State Board of Education in September 2013). The 2017 administration of the CAST was a census pilot test and the 2018 CAST will be a census field test.

California Alternate Assessment [CAA] for Science Pilot Test: Students in grades five and eight with cognitive disabilities who are unable to take the CAST even with accessibility supports and whose IEP indicates assessment with an alternate test. The content of the alternate assessment is based on alternate achievement standards derived from the CA NGSS for students with cognitive disabilities.

California English Language Development Test (CELDT)-- All students who are identified in the home language survey in the registration packet take the CELDT assessment upon enrollment and annually to determine the level of fluency in English and the appropriate English Language Development services for that student. The CELDT allows our staff to identify students who need to improve their skills in listening, speaking, reading, and writing in English.

The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. The California Department of Education (CDE) expects to be fully transitioned from the CELDT to the ELPAC as the state's assessment of ELP by 2018–19.

Physical Fitness Test (PFT): Students in grades five and seven take the fitness test, which has six parts (aerobic capacity, abdominal strength and endurance, upper body strength and endurance, body composition, trunk extensor strength and flexibility, and flexibility) that show a level of fitness that offer a degree of defense against diseases that come from inactivity.

SUSD Assessments:

Writing assessment: All students in Grades K-5 will take pre- and post- writing assessments, three times per year or more.

Developmental Reading Assessment (DRA): All students in Grades K-3 will be assessed at least twice a year. All Grade 4-5 students who are not reading at their grade level will be assessed twice a year.

Content assessments: are administered in the content areas of math, ELA, social studies, and science.

Middle school math placement assessments: multiple and objective measures which are used to place students in middle school math courses for which they are appropriately prepared to be successful.

The SUSD Assessment Calendar denotes the aforementioned assessments and dates of administration.

Special Education qualification testing is available if recommended by the Student Study Team or requested by parents.

Elementary Student Progress Updates (trimester) and RMS Report Cards (semester) provide written records of student performance on curriculum outcomes over a period of time.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All SUSD teachers use the curriculum-embedded assessments in their subject areas to monitor student progress and the effectiveness of instruction. The results are used to reteach, modify, and differentiate the curriculum to students needing extra support.

California's new accountability system is reported through the California School Dashboard, which is an online tool that reports on multiple measures, including local and state indicators. The Dashboard reflects districts' and schools' growth and status in the areas of suspension, English learner progress, and academic progress in ELA and mathematics.

SUSD teachers and administrators utilize a data management system to monitor overall performance on assessments over time.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers are ESSA (The Every Student Succeeds Act of 2015) compliant: a teacher of core academic content must possess: a bachelor's degree, a teaching or intern credential, and demonstrated core academic subject matter competence. The core academic content areas include: multiple/general subjects, English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, history, geography, and the arts.

All SUSD teachers are CLAD (Crosscultural, Language, and Academic Development) certified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All SUSD teachers are qualified, effective instructors (appropriately credentialed) per California's State Board of Education.

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 collaboration periods during the school week. This collaborative work is very instrumental in maintaining consistency of curriculum design and sharing best practices with one another. Elementary and middle school teachers have been using the collaboration period for some time. Ongoing professional development is a very 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.

SUSD developed a comprehensive curriculum framework to align professional development and curriculum implementation.

2017-18 Professional learning focus areas are:

- * Mandatory health and safety trainings
- * 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
- * Strategies to support English learners
- * Suicide awareness and prevention, gender equity and inclusivity, and comprehensive sexuality education (middle school)

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

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 monthly to align professional development to content standards, assessed student performance, and professional needs.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

SUSD provides TK-8 teachers with differentiated, ongoing, job-embedded professional development in a safe environment focusing on schoolwide 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 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

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers work with one another during collaboration periods during the school week. This collaborative work is very 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.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Standards-based teaching and learning is a student-centered approach to curriculum design, assessment, and instruction guided by a series of learning targets for students in every Saratoga Union School District grade level. These standards are derived from a variety of widely accepted and state-mandated sources including Common Core State Standards, Next Generation Science Standards, and California Content Standards.

Based on these standards, teachers collaborate in district wide grade level or department teams to consider what students should know or be able to do, how they will know whether students know and can do, what they will do when students don't know or can't do, and how they will respond when students already know and can already do. SUSD teachers use a variety of assessment data to create personalized opportunities for students to acquire essential knowledge and skills, make meaning of big ideas, and transfer this learning to worthwhile tasks that engage and challenge students of all ability levels.

Standards are not equally significant. Some standards have relevance across multiple courses and disciplines, while others deepen understanding and skills within a certain course or discipline. The most salient standards for every grade level and course have been identified by teams of SUSD elementary teachers, principals, and instructional coaches using the following criteria:

- * Endurance: standards that provide students with knowledge and skills beyond a single test date
- * Leverage: standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas
- * Readiness: standards that provide knowledge and skills for success in the next grade or level of instruction SUSD students are exposed to the full and diverse range of standards associated with a grade level or course; however, essential standards clarify areas of acute focus, and guide teachers in decision-making about allocation of instructional time and resources.

Just as standards guide areas of instructional focus, evaluation of student learning leads teachers to dynamic instructional decision-making. Data regarding student successes and needs are gleaned from a variety of assessments including frequent informal assessment, ongoing classroom observation, thoughtful evaluation of performance tasks, and less-frequent traditional tests. With clear assessment data, teachers consider next steps for each student relative to deep and rigorous understanding of standards. Teachers anticipate and plan for successful outcomes for ALL students.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Kindergarten:

The minimum school day for kindergarten students shall be 180 minutes, including recesses but excluding noon intermissions. (Education Code 46115, 46117)

Elementary Schools:

The minimum school day for students in elementary schools shall be:

230 minutes for students in grades 1-3 (Education Code 46112)

240 minutes for students in grades 4-8 (Education Code 46113)

For students in grades 1-8, the minimum school day excludes both noon intermissions and recesses. (Education Code 46115)

Secondary Schools:

The minimum school day for middle and high school students shall be 240 minutes unless otherwise provided by law. (Education Code 46141-46147)

The adopted course of study includes English Language Arts, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. The State of California has no hourly requirements for coursework, other than for physical education.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Elementary intervention courses and programs are scheduled not to interfere with the Saratoga Education Foundation enrichment classes of art, music, science labs, library time, physical education or special activities. These specialized intervention courses do not supplant classroom instruction. The classroom teachers work with the specialists to determine the schedule. These programs include: special education “pull-out” and “push-in”, reading intervention sessions, English language development “pull-out” and “push-in” support, and 4th and 5th-grade science labs.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

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.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The SUSD Williams Quarterly Reviews reveal that all state-adopted texts and materials are available to all students, and used daily in the instruction of our students.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All SUSD students receive the educational services they need to achieve the high academic standards in all curricular areas. Services provided by the general education classroom program may include the following:

- * Peer tutoring
- * Cross-age tutoring
- * Modified instruction
- * Cross-curricular teaching
- * Differentiated instruction

Student Study Team (SST) is a group that examines a student's academic, behavioral and social-emotional progress and proposes interventions for the student. The team usually consists of a teacher, administrator, and support personnel from the school. The student and parent are also a part of the team.

The Resource Specialist Program (RSP) teacher works with students who have an Individualized Education Plan (IEP).

Other personnel that provide services for underperforming students include school psychologists, occupational therapists, speech therapists, and counselors.

14. Research-based educational practices to raise student achievement

Saratoga Union School District educators are committed to knowing their impact on teaching and learning. Visible Learning refers to making student learning visible to teachers so they know whether they are having an impact on learning. It also refers to making teaching visible to the students so students learn to become their own teachers. Visible Learning comprises John Hattie's 800 meta-analyses (a method of combining results from different studies to identify patterns) of 50,000 research articles and about 240 million students. The most important discovery from the research was that almost any intervention can claim to "work." We need to be more discriminating in the educational practices we implement. Rather than looking at any practice that has an effect size of more than zero ($d > 0$), in Visible Learning Hattie suggests that an effect size of 0.40 should be considered the hinge-point. An effect size of 0.40 is about the average effect we expect from a year's schooling. Therefore we should aim to implement those interventions of 0.40 and above because those are the ones that will truly improve student achievement.

SUSD Educators have identified the following high-impact strategies:

- * Collective teacher efficacy ($d = 1.57$): helping all teachers on the staff to understand that the way they go about their work has a significant impact on student results.
- * Formative evaluation and assessment ($d = .90$): feedback that provides teachers with formative information on attention to the purposes of innovations, the willingness to seek evidence on where students are not doing well, the keenness to see the effects on all students, and openness to new experiences make a difference.
- * Feedback ($d = .75$): teachers seek feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged.
- * Teacher Clarity ($d = .75$): teachers provide organization, explanation, examples and guided practice, and assessment of student learning.
- * Teacher-student relationships ($d = .72$): teacher behavior reflects non-directivity, empathy, warmth, encouragement of higher order thinking, encouraging, learning, adapting to differences, genuineness, and learner-centered beliefs.

Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

SUSD educators utilize a variety of resources to assist and support all students:

- * Saratoga Education Foundation (SEF): this parent-run organization raises funds for visual arts, music, computers, library, and physical education staff.
- * Parent Teacher Association (PTA): supports classrooms with materials, budget, and grant process.
- * Parent volunteers assist in every elementary classroom at least weekly and often daily.
- * District Special Education Support Staff: An Occupational therapist, Speech and Language teacher, Resource Specialist, Behavioral Specialist, district psychologists, and a district nurse assist with student needs.
- * Los Gatos Saratoga Recreation Department and SUSD provide an academic summer school for underperforming students entering Grades 1-8 in the curricular areas of reading and math.
- * Counseling and Support Services for Youth (CASSY) supports RMS students' social-emotional well-being through crisis intervention, ongoing counseling, and proactive mental health education
- * Saratoga Music Boosters (SMB) supports music programs for students and raises funds for SUSD and SHS Music Programs.
- * Project Cornerstone programs to reduce bullying, promote achievement and help all students feel valued and respected.
- * Los Gatos Saratoga High School District and SUSD partner to meet the academic and social-emotional needs of our students by ensuring ongoing communication between teachers and administrators.
- * Santa Clara County Sheriff's Department provides a School Resource Officer whose primary function is to establish and maintain a positive relationship with the schools in Saratoga.
- * City of Saratoga partners with SUSD to improve emergency preparedness and communication protocol in our community.
- * Santa Clara County Library District partners with SUSD to ensure that all students have a library card and access to the library's rich learning resources including books, eBooks, computers, music, periodicals, databases, and more.
- * Santa Clara County Office of Education provides technical support in implementation of the district's programs and initiatives.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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 Single Plans for Student Achievement (SPSA) and 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;
- * 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;
- * Emergency Preparedness Committee;
- * Saratoga Education Foundation (SEF);
- * Comprehensive Sexuality Education (CSE) Working Group;
- * School-based committees comprised of staff and parents

In particular, the following two groups plan, implement, and evaluate school programs:

- * School Site Council (SSC) : Parents and staff members create, implement, and assess a school plan to address student achievement, focusing on providing support to underachieving students.
- * District English Language Advisory Committee (DELAC): Parents and staff members support students, families, and teachers by reviewing English Learner data and best practices to advise School Site Councils and the Board of Trustees on ways to support English Language Learners.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds that enable "underperforming students" to meet standards:

* Title II Funds (Preparing, Training, and Recruiting High Quality Teachers and Principals) is a federal grant used to provide continuous, ongoing training that helps teachers understand academic subjects and learn strategies to help students meet high academic standards. In 2017-18 SUSD will receive approximately \$24,840, which must also be shared with the two private schools in the attendance area.

*Title III Part A Language Instruction for English Learners and Title III Part A Immigrant Funds are federal grants that help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. In 2017-18 SUSD will receive approximately \$10,831 (Title 3 EL) and \$9,369 (Title 3 Immigrant).

18. Fiscal support (EPC)

Fiscal support for SUSD's educational programs is provided by the district's General Fund, district Parcel Tax, state federal Categorical Funds (Title II, and Title III), the Saratoga Education Foundation, and the Parent Teacher Associations. Additional information about SUSD's budget can be found at <https://www.saratogausd.org/Page/485>.

Description of Barriers and Related School Goals

Possible Barriers to achieving goals:

1. Substitutes: Adequate numbers of available substitutes is a major barrier in SUSD and statewide. Planning, data review and training days are scheduled and often there are no substitutes to cover teachers so they may attend the training or planning day. This impacts student academic progress as teachers are not given adequate time to analyze data and plan next steps or receive the training necessary to move their practice forward.
2. Time for structured and unstructured collaboration
3. Educators' Mindset: the need to encourage educators' flexible mindset, i.e., the belief that we are evaluators, change agents, adaptive learning experts, seekers of feedback about our impact, engaged in dialogue and challenge, and that we see opportunity in making mistakes, and are keen to spread the message about the power, fun, and impact that we have on learning.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	82	66	60	82	66	60	81	66	60	100.0	100	100
Grade 4	91	88	72	87	88	72	87	88	72	95.6	100	100
Grade 5	111	100	96	107	100	94	107	100	94	96.4	100	97.9
All Grades	284	254	228	276	254	226	275	254	226	97.2	100	99.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2491.4	2521.7	2512.5	54	65	63.33	27	20	25.00	13	12	8.33	5	3	3.33
Grade 4	2575.0	2563.6	2565.3	77	66	69.44	14	24	19.44	7	7	8.33	2	3	2.78
Grade 5	2602.5	2608.0	2599.9	69	74	65.96	23	16	23.40	4	4	7.45	4	6	3.19
All Grades	N/A	N/A	N/A	67	69	66.37	21	20	22.57	8	7	7.96	4	4	3.10

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	53	55	61.67	38	41	31.67	9	5	6.67
Grade 4	66	58	62.50	29	40	34.72	6	2	2.78
Grade 5	62	65	68.09	34	30	29.79	5	5	2.13
All Grades	60	60	64.60	33	36	31.86	6	4	3.54

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	48	65	61.67	49	33	33.33	2	2	5.00
Grade 4	69	64	73.61	29	33	25.00	2	3	1.39
Grade 5	77	76	70.21	19	18	26.60	5	6	3.19
All Grades	66	69	69.03	31	27	27.88	3	4	3.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	55	50.00	60	45	45.00	2	0	5.00
Grade 4	59	51	36.11	40	47	56.94	1	2	6.94
Grade 5	42	57	46.81	52	39	50.00	6	4	3.19
All Grades	46	54	44.25	51	43	50.88	3	2	4.87

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	48	59	58.33	41	36	38.33	11	5	3.33
Grade 4	74	59	62.50	22	36	37.50	5	5	0.00
Grade 5	72	80	58.51	28	15	37.23	0	5	4.26
All Grades	65	67	59.73	30	28	37.61	5	5	2.65

Conclusions based on this data:

1. Differentiated instruction is needed to meet the diverse academic needs of all learners.
2. Teachers will review and analyze data for their grade level to evaluate the grade level instructional program.
3. Frequent formative assessment will provide timely and targeted information about each students' progress and necessary instructional shifts.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	82	66	60	82	66	60	82	66	60	100.0	100	100
Grade 4	91	88	72	89	88	72	89	88	72	97.8	100	100
Grade 5	111	100	96	109	100	94	109	100	94	98.2	100	97.9
All Grades	284	254	228	280	254	226	280	254	226	98.6	100	99.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2512.5	2541.1	2548.1	55	73	83.33	34	23	11.67	9	5	3.33	2	0	1.67
Grade 4	2587.1	2589.4	2595.1	80	77	75.00	16	15	19.44	3	8	5.56	1	0	0.00
Grade 5	2642.1	2636.7	2642.9	85	86	81.91	8	9	12.77	6	3	5.32	1	2	0.00
All Grades	N/A	N/A	N/A	75	80	80.09	18	15	14.60	6	5	4.87	1	1	0.44

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	73	83	95.00	22	17	1.67	5	0	3.33	
Grade 4	90	84	84.72	8	11	13.89	2	5	1.39	
Grade 5	88	88	89.36	10	9	8.51	2	3	2.13	
All Grades	84	85	89.38	13	12	8.41	3	3	2.21	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	73	77	80.00	24	20	18.33	2	3	1.67
Grade 4	80	82	76.39	16	17	22.22	4	1	1.39
Grade 5	82	76	79.79	18	21	19.15	0	3	1.06
All Grades	79	78	78.76	19	19	19.91	2	2	1.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	65	79	83.33	33	21	15.00	2	0	1.67
Grade 4	84	82	77.78	12	15	20.83	3	3	1.39
Grade 5	80	79	77.66	17	19	19.15	4	2	3.19
All Grades	77	80	79.20	20	18	18.58	3	2	2.21

Conclusions based on this data:

1. Differentiated instruction is needed to meet the diverse academic needs of all learners.
2. Teachers will review and analyze data for their grade level to evaluate the grade level instructional program.
3. Frequent formative assessment will provide timely and targeted information about each students' progress and necessary instructional shifts.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			***	***	***	***		***	***						
1	18		11	27	71	78	45	14	11	9				14	
2	20	36		20	45	60	60	18	20			20			
3	33			67	80				***		20				
4	33	50	***	50	25						25		17		
5	17	43		67	14	***	17	14			29				
Total	23	24	17	46	49	57	26	14	22	3	11	4	3	3	

Conclusions based on this data:

1. Argonaut continues to have the highest percentage of English Language Learners out of all of the schools in the district. English Learners are supported through their appropriately credentialed classroom teacher as well as an EL instructional aide and an EL credentialed teacher, providing support in the classroom and in small group pull-out support classes.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	5	6		30	22		30	44		25	22		10	6	
1	31	11		23	67		38	11		8				11	
2	20	42		20	42		60	17							
3	44	14		44	71					11	14				
4	29	57		57	29						14		14		
5	13	33		50	11		38	22			22			11	
Total	21	24		35	37		27	21		11	13		5	5	

Conclusions based on this data:

1. 2015-16 CELDT data has not yet been released by the CDE at the time of SPSA presentation.

School and Student Performance Data

California Data Dashboard (Equity Report)



California School
DASHBOARD



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Equity Report

Argonaut Elementary - Santa Clara County

Enrollment: 391 Socioeconomically Disadvantaged: 0% English Learners: 13% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

Equity Report **Status and Change Report** Detailed Reports Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		5	0
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-8)</u>		2	0
<u>Mathematics (3-8)</u>		2	0

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

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

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Status and Change Report

Argonaut Elementary - Santa Clara County

Enrollment: 391 Socioeconomically Disadvantaged: 0% English Learners: 13% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

- 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) for each state indicator. 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	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0.2%	Declined -0.8%
English Learner Progress (K-12)		Very High 91.8%	Maintained +0.7%
<u>English Language Arts (3-8)</u>		Very High 97.8 points above level 3	Increased +8.7 points
<u>Mathematics (3-8)</u>		Very High 107.4 points above level 3	Increased +7.5 points

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

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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School and Student Performance Data

California Data Dashboard (Detailed Report)



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Detailed Report

Argonaut Elementary - Santa Clara County

Enrollment: 391 Socioeconomically Disadvantaged: 0% English Learners: 13% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

[Academic Performance](#) [School Conditions and Climate](#) [Academic Engagement](#)

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		Very High 91.8%	Maintained +0.7%
English Language Arts (3-8)		Very High 97.8 points above level 3	Increased +8.7 points
Mathematics (3-8)		Very High 107.4 points above level 3	Increased +7.5 points

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

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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School and Student Performance Data

California Data Dashboard (Student Group Report)



California School
DASHBOARD



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Student Group Report

Argonaut Elementary - Santa Clara County

Enrollment: 391 Socioeconomically Disadvantaged: 0% English Learners: 13% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

Equity Report Status and Change Report Detailed Reports **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 detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			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	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A	*	*	*		*	*	*	*	*	*
<u>Mathematics (3-8)</u>			N/A	N/A	*	*	*		*	*	*	*	*	*

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

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

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Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement: English Language Arts and Mathematics
LCAP GOAL:
SUSD LCAP Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.
SCHOOL GOAL #1:
All students will demonstrate upward growth in student achievement in English Language Arts and Math, as measured by local and state assessments. The percentage of students in categories of "Standard Met" or 'Standard Exceeded' in ELA and Math will increase one percentage point on the annual CAASPP report. Both ELA and Math subjects will maintain the status of 'Very High' on the California School Dashboard Report.
Data Used to Form this Goal:
CAASPP Reports from 2016-17 Classroom performance, local assessments, and student work Lucy Calkins grade-level growth between beginning of, across, and end of unit writing samples and assessment scores / rubric scores Eureka Math grade-level growth between mid-module assessment and end of module assessment scores
Findings from the Analysis of this Data:
Students who earned 'Did Not Meet Standard' or "Standard Nearly Met' will continue to be monitored and provided differentiated support. The systematic use of these assessments allow for a common language and set of data to be used when monitoring student progress.
How the School will Evaluate the Progress of this Goal:
Student work samples, formative assessments including exit tickets, teacher observations and feedback loop, student reflections, SBAC Achievement Level Descriptors, as well as local and class assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students with disabilities will receive integrated academic support from classroom teachers and the Resource Specialist.	Ongoing Fall 2017-Spring 2018	Classroom Teachers, Resource Specialist				
Students identified at English Learners will receive integrated academic support from classroom teachers and the ELD support TOSA to increase growth of English language acquisition.	Ongoing Fall 2017-Spring 2018	Classroom Teachers, EL Aides and ELA/ELD TOSA, District ELD Team				
Professional Development for staff-Identify and schedule Professional Development in areas where staff could use more knowledge and skills in support of English Language Learners. Trainings to be delivered as part of the SLCT Day Professional Development Wednesdays.	Start Date: Fall 2017 Completion Date: June 2018	Principal, Innovative Learning Team (instructional coaches and TOSAs), District Leadership Team, Assistant Superintendent of Educational Services	Refer to Centralized Services LCAP Goal 1		Title II Part A: Improving Teacher Quality	
Literacy Coach and ELA/ELD TOSAs provide coaching, consultation, and training for all teachers to support academically underperforming students with differentiated support. Literacy Coach provides small group guided reading instruction to underperforming students.	Start Date: Fall 2017 Completion Date: June 2018	Kwan Share- ELD instructional Aide Laurie Brandt and Laurie Marshall-certificated ELD instructional coaches, District ELD Team	Refer to Centralized Services LCAP Goal 1		None Specified	
Implementation and monitoring of CCSS aligned ELA and Math instructional materials (core curriculum and supplementary materials).	Ongoing Fall 2017-Spring 2018	Teachers, Principal, TOSAs, Assistant Supt. of Educational Services				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LCAP GOAL:
SUSD LCAP Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS-aligned instruction, assessment, and teacher professional development.
SCHOOL GOAL #2:
All teachers and support staff will participate in Professional Development activities focused on leveraging high impact strategies in our classrooms, such as Targeted Feedback and Student-Teacher Relationships (John Hattie's Visible Learning).
Data Used to Form this Goal:
Local and state assessment data, Project Cornerstone Data, teacher surveys and feedback, PD attendance, classroom observations
Findings from the Analysis of this Data:
Limited instructional time requires us to implement the strategies that have the highest impact to student learning, and shift away from less impactful strategies.
How the School will Evaluate the Progress of this Goal:
Classroom observations, teacher and student surveys, PD sign-ins, PD feedback surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Visible Learning professional development opportunities for staff members.	Start Date: Fall 2017 Completion Date: June 2018	Principal, Innovative Learning Team (instructional coaches and Teachers on Special Assignment), District Leadership Team, Assistant Superintendent of Educational Services				
Utilize TOSAs and Instructional Coaches to assist teachers in implementing Visible Learning	Start Date: Fall 2017 Completion Date: June 2018	Principal, Innovative Learning Team (instructional coaches and Teachers on Special Assignment), Assistant Superintendent of Educational Services				
Provide opportunities for grade level articulation, classroom observations, staff collaboration time to strengthen high impact strategies	Start Date: Fall 2017 Completion Date: June 2018	Principal, Innovative Learning Team (instructional coaches and Teachers on Special Assignment), District Leadership Team, Assistant Superintendent of Educational Services				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Calendar time at each staff meeting to focus on high impact strategies and "feature" a Visible Learner Characteristic from Student Leadership at every Friday Assembly* (see poster)	Start Date: Fall 2017 Completion Date: June 2018	Principal, Innovative Learning Team (instructional coaches and Teachers on Special Assignment), Assistant Superintendent of Educational Services				
Maintain a school-wide leadership team including students and staff to support Visible Learning.	Start Date: Fall 2017 Completion Date: 2018	Principal, Innovative Learning Team (instructional coaches and Teachers on Special Assignment), Assistant Superintendent of Educational Services				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate / Positive School Culture - Health, Safety, Social Emotional Literacy
LCAP GOAL:
SUSD LCAP Goal 3: Our students will be educated in a safe environment that ensures physical safety, integrates social- emotional literacy and engages students and stakeholders at all levels.
SCHOOL GOAL #3:
All students will gain 'student agency' through participation in a school-wide project designed to increase connections between students and their ownership of the campus, from school spirit, campus environment / beautification, communication and peer relations. In addition, all students, staff and parents will have at least three community-service projects to serve our local school community in addition to the larger Saratoga, California and National / Global communities.
Data Used to Form this Goal:
Project Cornerstone Developmental Assets Survey; Staff and student observations and feedback Survey data from LCAP and Strategic Plan community discussions Comprehensive School Safety Plan Needs Assessment
Findings from the Analysis of this Data:
According to the 2016-17 Developmental Assets Survey under the "Empowerment" Asset Category, 29% of Argonaut Elementary students report they "feel valued and appreciated by adults in the community." 34% of Argonaut Elementary students report they "have opportunities to help others in the community." Providing curriculum and guidance to support the Social-Emotional needs of students continues to remain a high priority amongst staff and parents.
How the School will Evaluate the Progress of this Goal:
Participation in Student Leadership and Student-led Activities Student reflections on participation Student survey Impact statements from community stakeholders

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reorganize Student Leadership program to align with Project Cornerstone social-emotional literacy program. All student leaders will be trained in Expect / Respect Care to Share training.	Start Date: September 2017 Completion Date: October 2017	Student Leadership representatives from 3rd, 4th and 5th grades; teacher advisors: Amy Roper and Lori Chaykin; Principal, Karen van Putten				
Continue Project Cornerstone social emotional literacy program: ABC Reader curriculum	Ongoing 2017-2018	PTA, Parent Volunteers, ABC Readers trained and partnered with classrooms				
Paint positive student-empowering messages on campus to support the 'Upstander' and 'Bucket-filler' qualities of our students	August 2017-- Before start of school	Alumni volunteers, Principal, SUSD Maintenance Department				
Provide multiple opportunities for all students and families to 'give back' to their communities such as: NorCal Fire Victims' Supply Donation Drive, Trick or Treat for Unicef, Jump for Heart (American Heart Association), Pennies for Patients (Lymphoma Foundation) and other service programs.	Start Date: Fall 2017 Completion Date: June 2018	Student Leadership, Principal, PTA				
Partner with Saratoga HS Leadership Class and Journalism Class to mentor Argonaut Student Leadership members in increasing student participation, student awareness, school spirit and peer-to-peer conflict resolution strategies.	Start Date: Fall 2017 Completion Date: June 2018	Student Leadership, Principal, Staff and SHS Student Leadership				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff representatives participate in (PBL) Project Based Learning Practicum cohort to learn the components of effective PBL schools and apply them to designing meaningful learning opportunities for Argonaut's learning community.	Start Date: Fall 2017 Completion Date: June 2018	Principal, Kindergarten teacher, Kelly Kannberg, Tech TOSA and other SUSD representatives				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Innovation, Technology, and 21st Century Learning Skills
LCAP GOAL:
SUSD LCAP 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 STEAM integration across disciplines.
SCHOOL GOAL #4:
All K - 5th grade students will participate in high-leverage learning activities that use digital tools using the SAMR model to Substitute, Augment, Modify or Redefine a traditional assignment, where students act as collaborators and create a minimum of two artifacts to progress toward a grade-level standard. All students will design and create a minimum of two artifacts using STEAM or NGSS integration within their current classroom, in addition to the new MakerSpace / LifeLab Garden. All TK-5th grade students will participate in a minimum of three Digital Citizenship lessons and activities.
Data Used to Form this Goal:
Common Sense Media Digital Citizenship rubrics, Teacher-generated rubrics, classroom observation, student work samples, SAMR model of instructional technology, ISTE / NGSS standards /rubrics.
Findings from the Analysis of this Data:
Students in 2nd -- 5th grades will have 1:1 access to District-provided Chromebooks. Students in Kinder & 1st grades have 2:1 access to District-provided iPads, as well as access to Chromebooks (as needed) to assist students in designing and creating artifacts demonstrating their learning. Currently, students in grades 3 - 5 use instructional technology to substitute or replace existing paper/pencil instruction (using Google Classroom to share documents). Students increasingly use instructional technology to augment class presentations (adding google slides, video or code to an assignment).
How the School will Evaluate the Progress of this Goal:
Teacher-generated rubrics, classroom observation, student work samples, SAMR model of instructional technology, ISTE Standards for Students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers continue to incorporate digital tools from G Suite training, Mini-Merit Technology PD, and Digital Citizenship lessons in order to increase student awareness and alternative ways for students to demonstrate their understanding.	Start Date: Fall 2017 Completion Date: June 2018	Teachers, students, Tech TOSA, Director of Instructional Technology				
Students and teachers will access the new MakerSpace Lab to enhance their NGSS / STEAM lessons as well as for other cross-curricular opportunities.	Start Date: Winter 2017	Students, Teachers, Tech TOSA				
Students will learn the basics of robotics through the Argonaut Robotics Club and First Lego League curriculum and regional competitions and learn how to apply these learnings with school projects such as the Garden / Life Lab and Spring Carnival.	Start Date: September 2017 Completion Date: June 2018	PTA volunteers, SHS student mentors, Principal, 4th-5th grade students				
Students will deepen their understanding of technology software, hardware, coding and other digital tools as student leaders in the Argo Tech Squad, supporting staff and peers.	Start Date: Fall 2017 Completion Date: June 2018	Site Technology Leads: Kelley Booth, Doris Watson, and Amy Roper; selected 4th and 5th grade students, Director of Instructional Technology				
Students will share their artifacts with classmates, parents, staff and community members throughout the school year (e.g. Publishing Parties, Student to Student presentations, Friday Assemblies, Robotics Competitions, Science Fair and Staff Meetings).	Start Date: Fall 2017 Completion Date: June 2018	All students, Classroom Teachers, Families, Community Members				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff representatives participate in (PBL) Project Based Learning Practicum cohort to learn the components of effective PBL schools and apply them to designing meaningful learning opportunities for Argonaut's learning community.	Start Date: Fall 2017 Completion Date: June 2018	Principal, Kindergarten Teacher, Kelly Kannberg, Tech TOSA, SUSD staff members, Innovative Learning Team, Director of Instructional Technology				

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Karen van Putten	X				
Mary Ko				X	
Sheridan Corrales		X			
Michele Calhoun		X			
Divas Pant				X	
Eva Sung				X	
Lori Chaykin		X			
Numbers of members of each category:	1	3		3	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

District Leadership Team, District English Language Advisory Committee,
District Technology Committee, STEAM Team, District Emergency
Preparedness Committee

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12/14/17.

Attested:

Karen van Putten

Typed Name of School Principal

Signature of School Principal

Date

Mary Ko

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date