

Argonaut Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Argonaut Elementary School
Street	13200 Shadow Mountain Road
City, State, Zip	Saratoga, CA 95070
Phone Number	(408) 867-4773
Principal	Dr. Joseph Bosco
Email Address	jbosco@saratogausd.org
School Website	https://www.saratogausd.org/argonaut
County-District-School (CDS) Code	43696826049068

2022-23 District Contact Information

District Name	Saratoga Union Elementary School District
Phone Number	(408) 867-3424
Superintendent	Dr. Kenneth Geisick
Email Address	kgeisick@saratogausd.org
District Website Address	www.saratogausd.org

2022-23 School Overview

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 aligns with our district's. Saratoga Union School District's mission is to create an innovative public school system that stimulates intellectual curiosity, provides academic rigor for each and every learner. We strive to instill 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 Argonaut with its diverse and talented student body, involved community members, 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 a culture of community building. 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 as much as we celebrate the traditional core academic subjects.

Building positive teacher-student relationships is one of the most effective strategies for student learning. Argonaut teachers have developed this as an art form. Argonaut teachers begin building positive relationships with their students on the first day of school. They create learning environments based on mutual respect and trust where students may experiment and take risks. Whenever possible, students choose their own topics to explore and investigate. Thought-provoking topics and assignments that are purposeful and of high interest assure student participation, and therefore, promotes success. Third grade students wrote persuasive letters to the principal to share their desire for a place to build and design their own creations and

2022-23 School Overview

form a robotics team. Their passion and their reasons were enough evidence to make these wishes a reality. We now have a fully operational Innovation Lab where TK-5 students are designing, collaborating, and creating in an inspiring space.

It is in the teacher-student relationship where the magic happens. When our students report that they feel heard and they feel inspiration and kindness from their teachers and staff members, this is where learning takes root. With families and the community as partners, our students' imaginations blossom.

Argonaut Elementary School has served the community of Saratoga, California, for 60 years. Argonaut has proudly maintained its tradition to produce achieving students who have become successful, contributing adults. Argonaut Elementary School is located in the northwestern region of Saratoga and serves students in grades transitional kindergarten and kindergarten through five, following a traditional calendar. Argonaut also houses two Santa Clara County Special Education classes, preschool and K-2.

Argonaut was honored with the prestigious National Blue Ribbon Schools Award for 2018. This honor is based on all student scores, subgroup student scores, and graduation rates for the 2017-18 school year. Exemplary High Performing Schools are among their state's highest performing schools as measured by state assessments or nationally normed tests. We continue to maintain and strive for exemplary achievement with a focus on social and emotional learning in 2020-2021.

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 hundreds of hours in total each school year.

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	43
Grade 2	44
Grade 3	66
Grade 4	70
Grade 5	80
Total Enrollment	343

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.0
Asian	75.5
Black or African American	0.0
Filipino	0.6
Hispanic or Latino	3.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.2
White	9.3
English Learners	9.9
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	2.3
Students with Disabilities	4.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	100.00	82.20	95.47	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	3.80	4.51	18854.30	6.86
Total Teaching Positions	15.00	100.00	86.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All instructional materials in the core curriculum of Saratoga Union School District are aligned with 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 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 mean "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 2022-2023 Sufficiency or Insufficiency of Textbooks and Instructional Materials was opened on September 2022 and closed in October 2022, 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.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK - 5: Units of Study for Reading/Writing (Heinemann/Houghton Mifflin Harcourt), Foundations (Wilson Language) 2022 6-8: myPerspectives (Pearson) 2016	Yes	0
Mathematics	TK - 5: Engage NY (Eureka) Mathematics (2015) 6-8: Big Ideas California (Houghton Mifflin) (2015 & 2016)	Yes	0
Science	Grades TK-5: Twig Science (2021). Grades 6-8: FOSS Next Generation (Delta Education) 2022	Yes	0
History-Social Science	Grades TK-5: CA Studies Weekly (American Legacy Publishing) - pilot scheduled for the 2022-23 school year. Grades 6-8: TCI (McGraw Hill) 2017	Yes	0
Foreign Language	6-8: Descubre Spanish (Vista Higher Learning)	Yes	0
Health	Positive Prevention Plus (2018)	Yes	0
Visual and Performing Arts	TK - 5 Music: Spotlight on Music published (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)		0

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Argonaut Elementary School's original facilities were built in 1959; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Various improvements are needed throughout the year as identified. The exterior of the school was repainted in the summer of 2019. One-touch faucets were installed in all bathrooms in 2020, hand sanitizers in all classrooms, the school office and in the multi-purpose rooms, and all HVAC filters were changed to MERV 13 filters to address COVID19 safety measures. The blacktop and playground areas were repaired and re-striped over the summer of 2022. Future projects include the replacement of all classroom, the multipurpose room and the administrative office building in the summer of 2023.

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 Argonaut 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.

Year and month of the most recent FIT report

11/22/2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	95	N/A	87	N/A	47
Mathematics (grades 3-8 and 11)	N/A	93	N/A	88	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	220	220	100.00	0.00	95.00
Female	107	107	100.00	0.00	94.39
Male	113	113	100.00	0.00	95.58
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	175	175	100.00	0.00	96.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	22	22	100.00	0.00	86.36
White	14	14	100.00	0.00	92.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	0	0	0.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	220	220	100.00	0.00	92.73
Female	107	107	100.00	0.00	86.92
Male	113	113	100.00	0.00	98.23
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	175	175	100.00	0.00	94.86
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	22	22	100.00	0.00	90.91
White	14	14	100.00	0.00	78.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	0	0	0.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	76.12	85.37	76.21	81.6	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	82	100	0	85.37
Female	38	38	100	0	71.05
Male	44	44	100	0	97.73
American Indian or Alaska Native	0	0	0	0	0
Asian	64	64	100	0	87.5
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	98%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school marquee, the school website, and E-News (weekly email every Monday/Friday). Contact the principal, the school secretary, or the administrative assistant at (408) 867-4773 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Room Parent
- PTA Programs and Events
- Project Cornerstone
- Art Docent
- Math Olympiad
- Robotics
- MakerSpace/Innovation Labs
- Musical
- Science / Invention Fair
- International Festival
- Carnival
- Community Service Projects
- Winter Ball
- Variety Show

Committees:

- Parent Teacher Association
- School Site Council
- Principals Advisory Committee

2022-23 Opportunities for Parental Involvement

School Activities:
 Fall Family Movie Night
 Project Cornerstone
 Science Fair
 Student to Student Fair
 New Parent Mixer
 Room Parent Meetings
 Book Fair
 Variety Show
 American Heart Association Heart Challenge
 Second Harvest Food Bank
 School Musical
 Winter Family Night
 Spring Carnival
 International Festival
 Field Day

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	355	353	5	1.4
Female	177	176	2	1.1
Male	178	177	3	1.7
American Indian or Alaska Native	0	0	0	0.0
Asian	271	269	3	1.1
Black or African American	0	0	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	12	12	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	0	0.0
White	32	32	0	0.0
English Learners	34	34	2	5.9
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	9	9	1	11.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	21	1	4.8

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.28	0.40	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.28	0.06	1.01	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.28	0.00
Female	0.00	0.00
Male	0.56	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.37	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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.

Focus areas:

Areas of Pride and Strength: (Components 1 & 2)

Argonaut Elementary School areas of pride and strength are: Safe crosswalks, efficient traffic flow, separate kindergarten drop off/pick up area, Staff uses a Multi Tiered System of Supports to help students succeed in our school, Toolbox and Project Cornerstone lessons to address social/emotional needs of students, caring culture of staff, students and parents, and high academic expectations, and K-5 Mindfulness curriculum

Areas to Change: (Components 1 & 2)

Argonaut Elementary School would like to increase parent participation (all parent volunteers must receive clearance via DOJ per SUSD guidelines), community service opportunities for students, physical improvements in exterior lighting, maintained gardens and improve school security.

2022-23 School Safety Plan

Generalized statement of goals for 2023-2024- (EC 35294.2(a)(2)(H):

1. Parent participation – develop a principals advisory committee to ensure a cycle of communication.
2. Community service – integrate more school-wide community service projects into our school for wide-spread participation.
3. Campus security – Work with district and sheriffs office to ensure campus is safe

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	22		2	
2	20	1	2	
3	22		3	
4	26		2	
5	25		3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24		1	
2	23		2	
3	25		3	
4	24		3	
5	21		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	1	
1	22		2	
2	22		2	
3	22		3	
4	23		3	
5	27		3	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.47
Psychologist	1.0
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,053.14	\$542.26	\$7,510.88	\$102,114.79
District	N/A	N/A	\$8,703.93	\$109,161
Percent Difference - School Site and District	N/A	N/A	-14.7	-6.7
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	13.0	18.7

2021-22 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 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$65,276	\$51,591
Mid-Range Teacher Salary	\$99,787	\$79,620
Highest Teacher Salary	\$126,509	\$104,866
Average Principal Salary (Elementary)	\$153,670	\$131,473
Average Principal Salary (Middle)	\$160,335	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$249,000	\$205,661
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

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

Professional learning focus areas in 2022-2023 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
- *COVID-19 safety protocols

Content Standards, Pedagogy, and Curriculum:

- Next Generation Science Standards implementation (RMS science teachers)
- ReadingWriting Workshop (Elementary)
- *Foundations - phonics/phonemic awareness (elementary)
- *Orton-Gillingham strategies
- MakerSpace and project-based learning(based on our EdTech Plan-ISTE Standards)
- Strategies to support English learners
- Trauma-informed care

Special Education:

- Specialized training in a curriculum designed to meet the needs of students with disabilities, including students with dyslexia (Orton-Gillingham)
- 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 and Leadership meet to align professional development to content standards, assessed student performance and professional needs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	3	3