

Local Control Accountability Plan and Annual Update (LCAP)

LEA Name	Los Gatos-Saratoga Union High School District		
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2017-20 Plan Summary

THE STORY

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

The Los Gatos Saratoga Union High School District consists of two comprehensive high schools and the alternative program, Valor. The District also runs an Independent Study program and a Middle College program in conjunction with Campbell Union High School District and West Valley College. District programs serve a combined total of 3,368 students with the mission of optimizing the learning of each student.

Nestled along the Santa Cruz Mountains the Saratoga-Los Gatos community is comprised of business and professional, middle, and upper class families. Our student population includes 1.4% English Learners (EL), 1.8% classified as socioeconomically disadvantaged, and our LCFF unduplicated count is 3.1%. Ethnicities represented in the district include 7.2% Hispanic/Latino, 50.9% White, 30.5% Asian, and .45% African American. The traditional academic pathways in the district are enhanced with robust elective programs, AP course offerings, and extensive extracurricular opportunities to meet a diverse set of student interests.

LCAP HIGHLIGHTS

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

Working closely with stakeholders throughout the district we have aligned our new LCAP to recently updated District Strategic Plan and local school plans. Three keys goals have been identified as strategic areas of focus within the next three years in order to improve outcomes for all students:

- GOAL 1 - LGSUHSD will foster and support excellence in academic achievement with relevant and engaging learning experiences with a focus on the 4Cs: critical thinking, creativity, communication, and collaboration.
- GOAL 2 - LGSUHSD will develop and integrate social-emotional learning, including a life balance and healthy well-being, into the school experience.
- GOAL 3 - LGSUHSD will engage all students with everyday access to “21st Century” learning modalities and tools.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Our greatest progress is evidenced by improved overall SBAC proficiency results for 11th grade students in both ELA and Math. According to the CDE Spring 2017 dashboard our proficiency scores in these areas have increased in ELA from 82% to 86% and from 71% to 80% in Math.

The Dashboard also indicates the district is meeting expectation in the performance areas of Chronic Absenteeism, Suspension Rate (2.2%), English Language Learner progress (95.7%), Graduation Rate (98.2%) and College and Career Indicators .

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

GREATEST NEEDS

Our greatest need has been identified in an achievement gap for two student subgroups; Hispanic/Latino and students with special needs. The 2015-16 SBAC results for our 11th graders indicate students with special needs are currently performing at 42% proficient in ELA and 30% proficient in Math and Hispanic/Latino students are performing at 69% proficient in ELA and 56% proficient in Math. This is in contrast to our district average of 86% proficient in ELA and 80% proficient in

Math.

Along these lines the Spring 2017 Spring Dashboard also indicates the suspension rates for English Language Learners (6.1%) and our Hispanic/Latino (4.7%) subgroups are both above the district average (2%) and are in the needs improvement (Orange) performance category.

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

PERFORMANCE GAPS

To address the identified performance gaps the district is increasing alternatives to traditional suspension and expulsion discipline models in order to more effectively support student growth and development.

Additionally, the District is expanding the number of collaborative classes offered at school sites. In this approach a general education and special education teacher work together, planning and team teaching lessons and activities to address the development of all our students, especially those with special needs.

Lastly, the District is targeting technology and training resources including coaching support for teachers in order to promote an increase in student engagement and achievement.

INCREASED OR IMPROVED SERVICES

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

In order to increase and improve services for our identified populations, the district is investing in additional support services to expand the collaborative class model, increasing use of classroom technology, and supporting the coaching model for teachers to improve services, engagement and achievement for students.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$53,996,388

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

\$663,000

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

The Board of Trustees utilizes the General Fund Budget of \$53,333,388 to deliver learning opportunities for all students as defined by the District Strategic Plan, school site plans, school Single Plans for Student Achievement (WASC) and other district plans. General fund dollars, not accounted for in the LCAP represent the bulk of the district's expenditures for salaries and operating expenses.

\$44,326,050

Total Projected LCFF Revenues for LCAP Year 2016-2017

Annual Update

LCAP Year Reviewed: 2016-2017

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

Goal 1	Create and refine curricular and program options as CCSS is implemented
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____
	New___ Modified ___ Unchanged_X_

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All students will have access to a broad curriculum aligned to the Common Core State Standards and to the content and performance standards, including programs and services that enable English learner pupils to access the core curriculum and the English Language Development standards.

ACTUAL

All students have access to a broad curriculum aligned to the Common Core State Standards and to the content and performance standards, including programs and services that enable English learner pupils to access the core curriculum and the English Language Development standards.

ANALYSIS

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

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

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

The district provided credit recovery, summer school, and alternative programs, home hospital instruction, online courses, and professional development to meet this goal.

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

Overall, these actions and services were effective, because students were able to access the services provided by the district and teachers engaged in professional development activities that promoted rapid and direct implementation of the common core standards. Teacher survey data from these events was used to direct future professional development work and guide the change in need after targets were reached.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures exceeded budgeted expenditures in all action areas for this goal. See individual descriptions in the action tables for budget detail.

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

This goal was met. Goal 1 of the new 2017-2020 LCAP encompasses an extension of this goal specifically in Action 2.

Action **1.1**

Actions/Services

PLANNED
 1.1 Modify existing programs for providing students with a variety of credit recovery options based upon evaluation data, for example: participation levels, credits recovered, and overall graduation rates.

ACTUAL
 Students in need of credit recovery have access to the District's Independent Study program, its summer school program, and the Valor alternative program located at their District Office campus. The district also offers Home Hospital instruction using Canvas and several online credit recovery options.

Expenditures

BUDGETED
 \$45,000 Resource 0000 Certificated Expenditures
 OBJs 1000s and 3000s

ESTIMATED ACTUAL
 \$45,791.16 Resource 0000 Certificated Expenditures OBJs
 1000s, 3000s, 4000s General Fund (Materials)

Action **1.2**

Actions/Services

PLANNED
 1.2 Review, revise, and implement District and site professional development plans with an emphasis on the Common Core State Standards and the Next Generation Science Standards.

ACTUAL
 A professional development day on 3/13/17 and weekly collaborations were focused on curriculum design, including revising curriculum in implementation of CCSS and NGSS. Both school sites have further supported PD by sending teachers to conferences and workshops to further develop CCSS and NGSS strategies.

Expenditures

BUDGETED
 \$131,000 Resource 0000 Certificated Expenditures
 OBJs 1000s and 3000s

ESTIMATED ACTUAL
 \$132,328.21 Resource 0000 Certificated Expenditures OBJs
 1000s and 3000s General Fund

Action

1.3

Actions/Services

PLANNED
1.3 Evaluate effectiveness and continue to support professional development days for all District teachers, increasing the number from 2 to 4, emphasizing the Common Core and Next Generation Science Standards and cross site collaboration.

ACTUAL
Three professional development days and collaboration were provided 8/16/16, 8/17/16, and 10/3/16. Teacher survey data was collected to determine future areas of focus.

Expenditures

BUDGETED
\$300,000 Resource 0000 Certificated Expenditures
OBJs 1000s and 3000s

ESTIMATED ACTUAL
\$309,838.35 Resource 0000 Certificated Expenditures OBJs
1000s, 2000s, and 3000s General Fund

Goal 2

Increase number of students who access and successfully complete A-G courses in the junior and senior years.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____ DSP 1.4, 1.5 _____

New ____

Modified ____

Unchanged_X_

EXPECTED

80% of students District-wide will complete the A-G requirements.
75% of students will demonstrate proficiency on the SBAC math assessment.
85% of students will demonstrate proficiency on the SBAC ELA assessment.
88% of English learners will demonstrate progress toward English proficiency.
2% improvement in the English learner reclassification rate.
1% increase in the Advanced Placement exam passing rate.
1% increase in students demonstrating college preparedness.

ACTUAL

81.3% of students District-wide completed the A-G requirements.
80% of students demonstrated proficiency on the SBAC math assessment.
86% ELA of students demonstrated proficiency on the SBAC ELA assessment.
63% English Learners of English learners demonstrated progress toward English proficiency.
≥2% improvement in the English learner reclassification rate.
1% increase in the Advanced Placement exam passing rate.
0% - increase (flat) in students demonstrating college preparedness. @96% passing

ANALYSIS

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

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

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

We implemented a plan to increase student use of the student center and student support services, and implemented project based learning activities within programs and coursework. We also began initial efforts to develop benchmark assessments. Lastly, we provided professional development for teachers.

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

The activities we implemented were effective because they increased awareness of student support opportunities and student issues which became a driving force in the decision making and planning at school sites. This work fostered more conversation around the topic of student support and engagement which led to new ideas and the development of new goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures exceeded budgeted expenditures in all action areas for this goal. See individual descriptions in the action tables for budget detail.

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

This goal was met and removed from the 2017-2020 LCAP plan.

Action

2.1

Actions/Services

PLANNED
2.1 Implement plan for increasing student use of the student center as part of the district’s facilities improvement plan under Local Measure E.

ACTUAL
LGHS: This current year we have piloted a new support program in the LGHS library building that augments offerings of our Student Center. The number of drop-in visits by students at the student-center so far (some more than once): 439

SHS: Plans have been prepared and approved by the board for expanding the SHS student center using measure E funds. The expansion will provide a central space on the SHS campus for a ASB office and a student center.

Expenditures

BUDGETED
\$2,000

ESTIMATED ACTUAL
\$2,167.61

Action

2.2

Actions/Services

PLANNED

2.2 Support implementation of project-based learning in the classroom and continue to identify projects applicable to Common core state standards and Next Generation Science Standards.

ACTUAL

We currently have 241 New Tech students, 112 Los Gatos High School Project Lead the Way students, and 144 Saratoga High School Project Lead the Way students.

Project-based learning is expanding across subjects and departments and isn't only offered through New Tech at Los Gatos High School. All Geometry classes (New Tech Geometry and "traditional Geometry") have aligned curriculum, all teaching the same projects throughout the year. Project-based learning in New Tech Chemistry has impacted the traditional Chemistry curriculum as well, as some New Tech labs have been adopted into the traditional Chemistry curriculum. Additionally, the Media Arts Program at Saratoga High School has a project based learning focus. Both Project Lead the Way programs are signature class offerings.

Expenditures

BUDGETED

\$25,000

ESTIMATED ACTUAL

\$25,319.14

Action

2.3

Actions/Services

PLANNED

2.3 Implement benchmark assessments in grades 9 and 10 English, and continue to design and develop benchmark assessments in math, science, social studies, and world language classes.

ACTUAL

At Los Gatos High School, the English 9, 9H, 10, and 10H, teams have met as grade level teams to develop benchmark assessments. The Saratoga High School English department has implemented benchmark assessments. A 9th grade District assessment was piloted April/May 2016. 9th grade teams from each site met together to share results, analyze student anchor papers, discuss the significance of the data, and plan for next steps for refining curriculum and addressing student learning needs.

Expenditures

BUDGETED

\$25,000

ESTIMATED ACTUAL

\$25,995.55

Action **2.4**

Actions/Services	<p>PLANNED 2.4 Continue professional development in data-driven decision making and curriculum revision, and revise curriculum as necessary based upon relevant data, including the broad range of student achievement data as outlined in the eight state priorities.</p>	<p>ACTUAL Explored data driven assessment tools i.e. CANVAS, EADMS, and Illuminate for possible 17-18 school year pilot. Teachers participated in collaboration on formative assessment and its impact on informing instruction and supporting student learning outcomes. Additionally, departments were allotted time to complete curriculum revision as appropriate to align course content to state standards and to clarify and validate course learning outcomes on our professional development day on March 13, 2017.</p>
Expenditures	<p>BUDGETED \$25,000</p>	<p>ESTIMATED ACTUAL \$27,674.42</p>

Action **2.5**

Actions/Services	<p>PLANNED Implement identified strategies for increasing effectiveness of tutorial.</p>	<p>ACTUAL Department teams met during collaboration meetings to determine best practices in tutorials. A homework ethnographic study is being conducted for student feedback in this area.</p>
Expenditures	<p>BUDGETED \$25,000</p>	<p>ESTIMATED ACTUAL \$51,330.52</p>

Goal 3

Teachers will use formative and summative assessment in a purposeful way.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____ DSP 1.2, 1.5 _____

New _____

Modified _____

Unchanged X _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 50% of teachers will use formative assessment more deliberately as an ongoing process in the classroom to support student learning as measured by observation and teacher survey
- 80% of students District-wide will complete the A-G requirements.
- 75% of students will demonstrate proficiency on the SBAC math assessment.
- 85% of students will demonstrate proficiency on the SBAC ELA assessment.
- 88% of English learners will demonstrate progress toward English proficiency.
- 2% improvement in the English learner reclassification rate.
- 1% increase in the Advanced Placement exam

ACTUAL

More than 50% of our teachers use formative assessment as an ongoing process in the classroom to support student learning. Some additional descriptions are provided below.

English: Our teams have been collaborating on developing a variety of formative assessments. The more technologically advanced team members have been exploring new ways to use Canvas and Google to achieve this end in addition to sharing their expertise with the department. For example, some department members are using Canvas discussion boards and Turnitin.com for student and teacher feedback.

Math:

The Math department utilizes a wide variety of formative and summative assessments such as warm ups, openers, in class practice, exit tickets, spiral review in addition to chapter tests and quizzes.

Special Education:

Formative assessments include classroom activities such as written/reading/math tasks, role-playing, and

passing rate.

- 1% increase in students demonstrating college preparedness.

group activities that check for understanding and are based on Common Core standards. Summative assessments are comprised of community-based activities where student learning is demonstrated through generalization of skills from the classroom to the community. For example, students are assessed on their ability to make a purchase, dine in a restaurant, or go grocery shopping.

Social Studies:

Department course-alike groups have been working on developing more formative assessments to use throughout the year in order to keep closer tabs on student achievement of learning objectives during a unit. Some of the more technologically advanced teams and teachers are exploring use of clicker systems or cell phone check-ins that check student understanding quickly. In addition, course-alike teachers are working towards creating more similar summative assessments. This helps teachers to co-plan and revise units or adjust objectives as they go.

World Language:

Level teachers meet to discuss summative assessment (final exam) to reflect on student progress and student needs. Online Supersite allows for formative reflections nicely. Students are allowed to do/redo assignments multiple times in an effort to earn a better grade. Students are given immediate feedback. Supersite allows teachers to assign items as a formative and/or summative activity depending on circumstances. Teachers can study time spent, number correct, problem questions and outcome results for a single activity or multiple activities.

French has similar Supersite and can do the same. Chinese has a textbook website with flash cards, online audio files, vocabulary, grammar and, sentence writing practice. Chinese has similar online scenario. The WL Dept. utilizes computer lab to provide students with a variety of formative activities that target areas of reading, writing, listening and speaking in preparation for the summative in class formal presentations.

Science:

We use a variety of formative assessments including homework, warm-up exercises, lab work, low stake quizzes, and “clicker question” exercises. We continue to modify and adapt these as we trial new techniques. We use summative assessments only after several formative assessments and are sure the class is ready for a formative assessment.

PE & Health:

PE uses formative assessment to determine students’ movement comprehension. Health uses canvas survey feature to get feedback on class curriculum. Health also uses exit tickets as a formative assessment.

Visual and Performing Arts:

Constant feedback through Canvas is kept, as well as constant classroom feedback.

- 81.3% of students District-wide completed the A-G requirements.

- 80% of students demonstrated proficiency on the SBAC math assessment.
- 86% ELA of students demonstrated proficiency on the SBAC ELA assessment.
- 63% English Learners of English learners demonstrated progress toward English proficiency.
- ≥2% improvement in the English learner reclassification rate.
- 1% increase in the Advanced Placement exam passing rate.
- 0% - increase (flat) in students demonstrating college preparedness. @96% passing

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We investigated data systems. We provided release days for development and benchmark assessments, and had departments create PD action plans.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>We were effective in working toward this goal according to staff survey results. Additional evidence included the work done in specific departments. Teachers identified needed instructional tech tools. Release time was provided to teachers for implementation and feedback was received from teachers.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Actual expenditures exceeded budgeted expenditures in all action areas for this goal. See individual descriptions in the action tables for budget detail.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>This goal was met and removed. However, continuation of this goal area can be found in the 2017-2020 LCAP in the new goals 1 & 3.</p>

Action **3.1**

Actions/Services	<p>PLANNED 3.1 Gather data and evaluate effective use of formative and summative assessments in supporting student learning. Identify additional professional development needs as appropriate.</p>	<p>ACTUAL District staff investigated instructional technology tools including EADMS, Canvas and Illuminate for potential utilization in gathering and evaluating formative and summative assessments.</p>
Expenditures	<p>BUDGETED \$8,000 Resource 0000 Professional Development Expenditures OBJs 5000s</p>	<p>ESTIMATED ACTUAL \$40,138.50 Resource 0000 Professional Development Expenditures OBJs 5000s General Fund</p>

Action **3.2**

Actions/Services	<p>PLANNED Increase development and use of scoring rubrics for benchmark assessments in Math and Science.</p>	<p>ACTUAL Teachers were given release time and a professional development day to create rubrics, calibrate and score benchmark assessments.</p>
Expenditures	<p>BUDGETED \$1,000</p>	<p>ESTIMATED ACTUAL \$1,316.23</p>

PLANNED

3.3 Continue to develop and implement CCSS course content and assessments in grades 9 and 10, as benchmarks for grade 11 Smarter Balanced testing. Use benchmark data to inform departments, grade level teams, and classroom instruction.

ACTUAL

English: English covers instruction in the following: reading (fiction and nonfiction) and analysis; writing--expository, analytical, persuasive, creative, research based, and synthesis of all of the above; speaking-- formal and informal; language skills, such as vocabulary enrichment, grammar and conventions; and media skills, both for developing as critical and discerning consumers of media, as well as ethical, intentional and thoughtful users and producers of media. English has met as a department and in grade level teams to vertically and to horizontally align while working collaboratively on adapting new texts, creating new activities that focus on best practices for current texts, creating and updating shared essay prompts, revising rubrics, etc.

Math and Special Ed: Several teachers are observing other colleagues in the math department. Professional development days in the 2016-17 school year were spent on vertical and horizontal alignment of the courses.

Social Studies: Several teachers in the department have worked hard to incorporate new material and methods into their courses. Teachers attended training at Harvard Business School on how to incorporate the case study method into teaching high school history. Thus far the inclusion of this method has been met with positive feedback from students across several grade levels. In addition, teachers are collaborating this year in record numbers.

World Language: Dept. uses collaboration time to meet as a whole dept. and/or as course alike. The departments make efforts to keep pacing, content and, grading scales similar among levels. The departments continue to have conversations about pacing and alignment both horizontally and vertically.

Science: We have been collaborating in like-class groups to evaluate our curriculum in light of the impending NGSS that have recently been adopted by the State. As part of this work, we have been reviewing labs, technology used and expectations for student in lab write-ups and presentations.

PE & Health Both PE and health are using technology more frequently to

Expenditures

	enhance student learning. Both PE and health seek more student reflection to demonstrate their understanding of the course curriculum
	<u>VPA</u> : Authentic Assessment in real time is the most common tool in achieving timely feedback. Through an “analyze-diagnose-and prescribe” method, immediate feedback is regularly given in the form of a “Feedback Sandwich”: Compliment-Correct-Compliment.
BUDGETED	ESTIMATED ACTUAL
\$1,000	\$1,000

Goal 4

Continue building a positive school climate that reduces stress while supporting appropriate academic rigor.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____ DSP II.1, II.2, II.3, II.4 _____

New ___

Modified ___

Unchanged_X_

EXPECTED

- High graduation rates
- Students will report a higher level of connectedness to the school as measured by the Developmental Assets Survey and the District Survey
- Strong student attendance rates
- Low chronic absenteeism
- Students will report experiencing appropriate levels of stress in relation to their experience at the District schools and their particular course load as reported in the District Survey
- An overall decrease in student suspensions and expulsions
- Increase in efforts to seek parent input and promote parent participation as measured by an increase in annual opportunities to participate

ACTUAL

The district has a 98.4 % graduation rate. Our chronic absenteeism for 2015-2016 was 10.72% which is a decrease from our 2014-2015 rates which were 11.6%. The district is working to increase attendance rates amongst our student population.

Additionally, on the district's developmental asset survey, 46% of LGHS and 42% of SHS students agreed that "the school provides a caring, encouraging environment.

Our student suspension rate is 2.2% and our expulsion rate is 0%. The district has increased efforts to seek parental input and promote parent participation through World Café events.

Other ways the district is working to increase connectedness to our schools are:

- A nine person faculty team dedicated to enhancing, educating, and sharing practices as well as leading events related to more engaged teaching, learning, and parenting
- A student led club, Common Roots, that sponsors monthly connectedness activities and is supported by the Sources of Strength curriculum
- Speak Up For Change Week, a student designed week involving two school-wide assemblies, lunch activities, and cross-curricular lessons in all classes throughout the week
- Multiple professional development courses conducted in the areas of creating an engaged classroom, cultural responsiveness, and attended by all members of the staff with nearly half of the staff attending at least one three day training over the past three years
- Our ASSIST (*Accommodating Saratoga Students with intervention, Support and Therapy*) program
- The establishment of a coordinated relationship with CASSY (*Counseling and Support Services for Youth*) resulting in the addition of four therapists on site
- Several evening whole stakeholder events such as three World Cafés as well as speaker events with the likes of former Stanford admissions dean and author of *How to Raise an Adult*, Julie Lythcott-Haims
- Home visits and parent interviews
- Administrative training and commitment to restorative justice practices for students who fall prey to seemingly unmanageable academic pressures.

All of these relatively new initiatives paired with the ongoing good work by our Guidance department, consciously focus us on the area of student social-emotional develop and its impact on academic performance.

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall the District continues to build a positive school climate that reduces stress while supporting academic rigor by focusing efforts on building assets, administering the Developmental Assets Survey with Project Cornerstone, implementing the tiered assistance model and supporting the work of the Student Support Services (S3) Committee.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services were effective because they created and enhanced a number of student-centered programs. The programs, conversations, and focus on this topic was such a core part of our vision and work that it became a lens in which all things are seen in a guiding force of change in the district.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures met budgeted expenditures in all action areas for this goal. See individual descriptions in the action tables for budget detail.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal has been modified in the 2017-2020 LCAP to expand and include a focus on Social-Emotional learning and to align with the district’s strategic plan.

4.1

Actions/Services

PLANNED

Focus efforts on building assets:

- Asset 5: Caring school climate—continue to work with Passage Works to train staff in creating the engaged classroom and in implementing classroom strategies that support student social and emotional learning.
- Assets 8 and 9: Youth as resources and Service to others—continue employing a service learning coordinator.
- Asset 14: Adult role models and others identified by individual schools-- continue to work with Passage Works to train staff in creating the engaged classroom and in implementing classroom strategies that support student social and emotional learning.
- Administer the Project Cornerstone survey to all district students to gather data about the level of their developmental assets.

ACTUAL

In order to include all stakeholders under the umbrella of this work, we have included various in the development, training and implementation of different components. Students are the driving force behind programs such as Saratoga High School’s Speak up For Change week. Students from the Leadership class select the theme(s) for the week, plan the assemblies, invite speakers, and work with departments to plan mini-lessons on things like sleep, communication, social media, gratitude, resiliency, academic image, stereotypes, confidence, et cetera. Students also lead the Common Roots club at Saratoga High School and Peer to Peer at Los Gatos High School.

Parents have been an integral part of this umbrella endeavor as well. Most significantly, they have attended our World Café events at both schools and invited us into their homes for parent interviews. These events lead to ideas and directions for improving school climate and ultimately student well-being. Parents have also participated in our partnership with Passageworks evening events such as “Engaged Parenting” and the speaker events offered by the Guidance department. Over half of the faculty have invested sincerely and energetically in the training and emphasis on relationships, balance, and well-being of our students.

Expenditures

BUDGETED

\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s

ESTIMATED ACTUAL

\$ 1,000 RS 0000 Services Expenditures OBJs 5000s General Fund

4.2

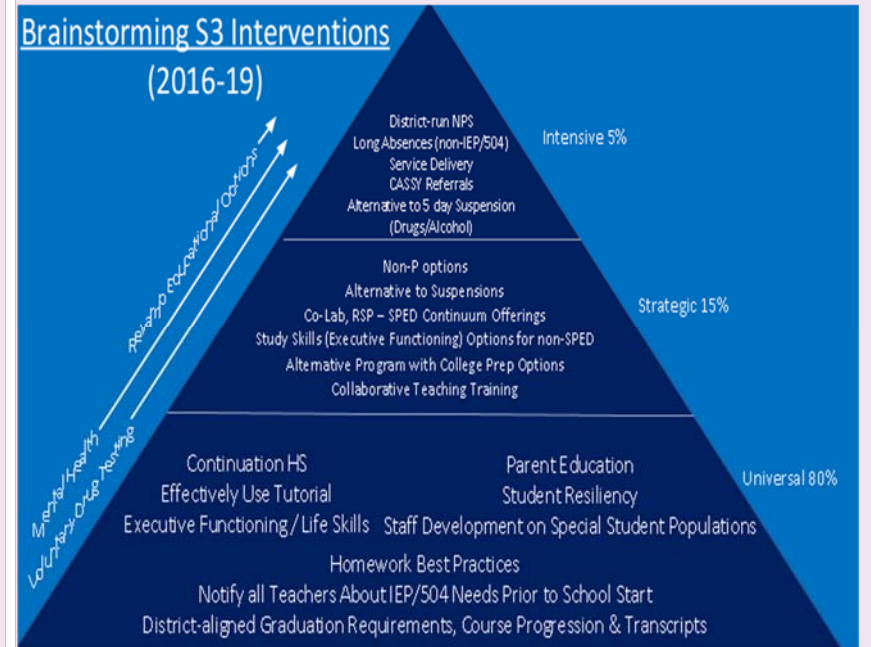
Actions/Services

PLANNED

4.2 As needed, modify the comprehensive, tiered assistance model to address differentiated student needs, including social-emotional needs based upon program evaluation and available data. Expenditures will be minimal as the thrust of this action is to develop a model of tiered intervention. Cost includes time for the Student Support Services Team to implement and monitor interventions using existing programs.

ACTUAL

The Student Support Services (S3) Committee created a model of the tiered intervention program in the district:



Expenditures

BUDGETED

\$1,000.00 Resource 0000 Services Expenditures OBJs 5000s General Fund

ESTIMATED ACTUAL

\$1,000 Resource 0000 Services Expenditures OBJs 5000s General Fund

Goal 5

Increase parent engagement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____ DSP III.1, III.2, III.3, III.5 _____

New ____

Modified ____

Unchanged __X

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Increased efforts to seek parent input to inform decision making.
- Increased parent engagement and participation in school implementation

ACTUAL

In order to increase efforts to seek parental input, to inform decision-making and to increase participation, we have combined work with parent groups such as the Parenting Continuum/CASA/H&S who have supported school goals (ie: SPSA/WASC/Cornerstone) in planning and implementing programs for parents/students in 2017-2018. LGHS/SHS both collected data on parent views, had involvement via Project Cornerstone and School Site Council.

ANALYSIS

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

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

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

Overall the District is increasing parent engagement by engaging parents in new ways associated with the WASC process, World Café events, surveys and through input at established meetings such as the PTSO, School Site Council, Home and School Club etc.

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

These actions and services were effective because the parents are now participating in events and activities beyond the traditional sports and performing arts events on the campus; showing an active interest in supporting the school community beyond their individual child.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures met or exceeded budgeted expenditures in all areas except in action 1 because the partnership with the Saratoga Library was discontinued. See individual descriptions in the action tables for budget detail.

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

This goal was met. Continued focus on parent engagement can be found in the 2017-2020 LCAP Goal 2 Action 4.

Action

5.1

Actions/Services

PLANNED

5.1 Continue to partner with Saratoga Library to offer a program for ESL instruction for parents.

ACTUAL

The program partnership at Saratoga library was discontinued

Expenditures	BUDGETED \$5,000 Resource 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s, 3000s General Fund	ESTIMATED ACTUAL \$ 3,829.80 Resource 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s, 3000s General Fund

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

Action **5.2**

Actions/Services	PLANNED 5.2 Improve District and site translation services for parents and students whose home language represents at least 15% of the student population.	ACTUAL While student numbers have not reached the threshold necessary to require such committees, the District formed a District English Learner Advisory Committee, and the school site councils serve as site level English Learner Advisory Committees. Mandarin translations for all schoolwide communications and parent Guidance Nights at Saratoga High School continued in 2016-17 via the district's Mandarin bi-lingual liaison.
Expenditures	BUDGETED \$1,000 Resource 0000 Certificated Expenditures OBJs 1000s, 3000s General Fund	ESTIMATED ACTUAL \$ 2,500 Resource 0000 Certificated Expenditures OBJs 1000s, 3000s General Fund

Action

5.3

Actions/Services

PLANNED
5.3 Develop improvement action plan to provide more effective programs and services for English language learners.

ACTUAL
The District English Learner Advisory Committee updated the District's Master EL plan. As part of this plan, the site English Learner Advisory Committee meets regularly. A ELL liaison was hired for both sites to provide additional EL support for students. A Mandarin bi-lingual liaison was hired for Saratoga High School.

The EL Advisory Committee will continue to meet regularly to advise the district on how to support EL students at both campuses.

Expenditures

BUDGETED
\$4,000.00 RS 0000 Certificated Expenditures OBJs 1000s, 3000s General Fund

ESTIMATED ACTUAL
\$ 4,000 RS 0000 Certificated Expenditures OBJs 1000s, 3000s General Fund

Goal 6

All students will have access to CCSS, NGSS, and other standards aligned instruction and materials.

State and/or Local Priorities
Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____ DSP 1.2, 1.4, 1.5 _____

New ____

Modified ____

Unchanged_X_

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Appropriately credentialed and assigned teachers.
- All students will have access to standards-aligned instructional materials.
- English Language Arts, math, science, and social studies curricula will be aligned to Common Core State Standards and Next Generation Science Standards
- English Language Arts, math, and science students will have access to Common Core State Standards and Next Generation Science Standards aligned instructional materials.
- School facilities will be maintained in good

ACTUAL

100% of our district teachers are appropriately credential and assigned.

Students were provided appropriate instructional materials.

Professional development in 2016-2017 (two full P.D. days) and weekly collaborations have focused on curriculum design, including revising curriculum in implementation of CCSS and NGSS. Both school sites have further supported P.D. by sending teachers to conferences and workshops to further develop CCSS and NGSS strategies.

District Facilities are in good repair.

repair and provide all students with an educational environment to access a robust, standards-aligned curriculum.

ANALYSIS

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

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

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

Our students have access to CCSS, NGSS and other standard aligned instruction and materials. The District has purchased new textbooks and instructional materials and invested in professional development to support course alignment as a result of these actions and services.

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

These actions and services were effective because students have the materials, information, and tools to be successful in meeting state standards using up to date resources.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures have exceeded budgeted expenditures in all action areas except one, action area 1. This is due to money being allocated to other action areas within this same goal. See individual descriptions in the action tables for budget details.

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

This goal is being modified and can be found in the 2017-2020 LCAP in Goal 3. Stakeholder input has informed this area and a focus on access to instructional technology and tools to improve instruction is included.

Action **6.1**

Actions/Services	<p>PLANNED 6.1 Science instructional materials and digital resources will be aligned to Next Generation State Standards.</p>	<p>ACTUAL Los Gatos and Saratoga High School have adopted additional curricular digital resources</p>
Expenditures	<p>BUDGETED \$25,000 Resource 0000 Object 4000s Instructional Materials General Fun</p>	<p>ESTIMATED ACTUAL \$2,822.61 Resource 0000 Object 4000s Instructional Materials General Fund</p>

Action **6.2**

Actions/Services	<p>PLANNED 6.2 Review Common Core State Standards social science instructional materials and digital resources and assess on-going needs.</p>	<p>ACTUAL The district's Social Studies departments continue to use a variety of online resources such as a digital World Geography textbooks and primary source documents. Both schools have access to an extensive list of research databases for class projects and assignments.</p>
Expenditures	<p>BUDGETED \$25,000 Resource 0000 OBJs 4000s Instructional Materials General Fund</p>	<p>ESTIMATED ACTUAL \$ 34,359.15 Resource 0000 OBJs 4000s Instructional Materials General Fund</p>

6.3

Actions/Services

PLANNED
 6.3 Increase CCSS aligned curriculum and instruction across the disciplines.

ACTUAL
 Departments are in different stages of progress regarding curriculum alignment with Common Core State Standards and implementing common standards aligned benchmark assessments.

- The English departments, in conjunction with the District Instructional Leadership Collaborative piloted a 9th grade benchmark assessment in April 2016. The English 9 team participated with Saratoga High School 9th grade English teachers at Los Gatos High School to analyze student work and discuss the significance for the curriculum, the writing program, and for students moving on to the 10th grade. This will continue to be an area of focus next year.
- Science Department members meet regularly in subject teams to coordinate curricular planning and implementation regarding NGSS.
- Science Departments participated in two District funded release days to review and align curriculum and instruction to the state standards.
- Social Studies Departments are developing a Common Core State Standards aligned common assessments. The assessments will require students to answer a “document-based” type of question in a critical essay response.
- Math departments are collaborating on horizontal and vertical alignment.

Expenditures

BUDGETED
 \$10,000 Resource 0000 OBJs 4000s Instructional Materials General Fund

ESTIMATED ACTUAL
 \$ 31,714.26 Resource 0000 OBJs 4000s Instructional Materials General Fund

Goal 7

All staff will participate in professional development in Common Core State Standards, Next Generation Science Standards, and other state adopted standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____ DSP 1.2, 1.4, 1.5 _____

New ___

Modified ___

Unchanged_X_

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All students will have access to Common Core State Standards aligned curriculum and instruction and will have access to, and be enrolled in, all required areas of study.

- 80% students District-wide will complete the A-G requirements
- 75% of students will demonstrate proficiency on the SBAC math assessment
- 85% of students will demonstrate proficiency on the SBAC ELA assessment
- 88% of English learners will demonstrate progress toward English proficiency
- 2% improvement in the English learner reclassification rate
- 1% increase in the Advanced Placement exam passing rate
- 1% increase in students demonstrating college preparedness

ACTUAL

- 81.3% of students District-wide completed the A-G requirements.
- 80% of students demonstrated proficiency on the SBAC math assessment.
- 86% ELA of students demonstrated proficiency on the SBAC ELA assessment.
- 63% English Learners of English learners demonstrated progress toward English proficiency.
- ≥2% improvement in the English learner reclassification rate.
- 1% increase in the Advanced Placement exam passing rate.
- 0% - increase (flat) in students demonstrating college preparedness. @96% passing

All students have access to CCSS aligned curriculum and instruction and have access/are enrolled in all required areas of study.

ANALYSIS

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

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

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

Professional Development days, including the March 13, 2017 day focused on CCSS, NGSSS and other state adopted standards.

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

Overall, these actions and services were effective in meeting this goal because it gave teachers and staff the needed time to work together to implement the common core and the Next Generation Science standards on a deeper level in a collaborative way.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures met budgeted expenditures in each goal area. See individual descriptions in the action tables for budget detail.

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

This goal was met. Continuation of this goal can be found in Goal 1 of the 2017-2020 LCAP.

Actions/Services

PLANNED
Academic level indicators from English language arts and Math Smarter Balanced Assessment Consortium will be used to inform instruction and curricular revision.

ACTUAL
The District initiated professional development actions plans that are department specific, include "SMART" goals and are reviewed and approved by administration include utilizing data to inform instruction.

Expenditures

BUDGETED
\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s, 2000s, and 3000s General Fund

ESTIMATED ACTUAL
\$ 1,000 Resource 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s, and 3000s General Fund

Action **7.2**

Actions/Services

PLANNED
Benchmark assessment results will be obtained for all students in grades 9 and 10 in English language arts and for course level math. This data will be used to inform department, grade level, and classroom instructional decisions and to measure cohort progress.

ACTUAL
ELA benchmark assessments have been created at both sites and refinements will continue to occur in 17-18. Math is currently identifying power standards and course alignment and both departments have action plans to develop these assessments in 2017-18.

Expenditures

BUDGETED
\$1,000 Resource 0000 Certificated Expenditures OBJs 1000 3000s General Fund

ESTIMATED ACTUAL
\$1,000 Resource 0000 Certificated Expenditures OBJs 1000 3000s General Fund

Action **7.3**

Actions/Services

PLANNED

Expand district and site professional development plans in response to needs elucidated by the benchmark data.

ACTUAL

District PD plans have expanded to include action plans by department at each site, focused on curricular alignment including common formative and summative assessments.

Expenditures

BUDGETED

\$1,000.00 Resource 0000 Professional Development Expenditures OBJs 1000s, 3000s General Fund

ESTIMATED ACTUAL

\$ 1,000 Resource 0000 Professional Development Expenditures OBJs 1000s, 3000s General Fund

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Stakeholder engagement was part of our LCAP Annual review and analysis and included community members, parents, students and staff. Key to this work is alignment of planning processes and documents to ensure a shared vision and effective allocation of resources. In addition, increased transparency and communication about the work of the district, including a new Superintendent’s newsletter focused on goal areas and data collected as well as the use of social media to increase engagement, resulted in a more informed community.

Our more formal stakeholder engagement process began in the fall with sharing a draft of areas of critical need and a look back at last year’s goals and progress to date. For example, schoolwide learning outcomes and an overview of the Single Plan for Student Achievement were presented to parents at the Los Gatos High Home and School Club meeting on September 15th. At Saratoga High, the Parent Teacher School Organization held monthly discussions about school goals and their SPSA. Incorporating this input resulted in approval of each site’s SPSA - on October 5th at LGHS and October 26th at SHS.

At the LGHS Collaborative forum on October 20th (including students, staff and parents) and the SHS World Café on October 27th, District Strategic Goals as reflected in the LCAP, SPSA goals, school wide learning outcomes, CAASPP results, college trends and stakeholder survey results were discussed and input gathered regarding current strengths and areas of critical need.

This year, the LGHS WASC process resulted in additional discussions at that site. On December 7th, parents from the WASC focus groups and from the H&S Club met to review alignment with WASC/SPSA and LCAP and provided input, including specific strategies to support sections of the plan.

As we moved into the second semester, the focus moved from review and analysis to planning for the LCAP, 2017-2018 and plan/resource alignment. Members of the LCAP team attended LCAP training at the SCCOE on January 12th, February 7th, March 16th, March 28th and April 13th – building understanding of the requirements and beginning work on the plan. At SHS, during School Site Council meetings on March 30th, April 27th, and May 11th and PTSO meetings on April 20th and May 11th, parents provided input used in the development of LCAP goals and resource allocation. A second World Café on April 20th continued to look at goal areas. Information was presented on May 10th at the District Teachers Association meeting with district administrators.

Student input was gathered during forums, leadership class discussions and surveys. For example, at LGHS, administrators met with the Leadership Class to discuss goal areas, including WASC goals and alignment to LCAP. At SHS, students provided input regarding LCAP and school goals during a Leadership discussion on April 25th.

The community and staff “at large” were provided opportunities for input throughout, including an online staff survey on May 4th and an interactive District LCAP Stakeholder Input Session and Open House held at the District Office on May 4th which included all parents.

Members of our Instructional Leadership Team (ILT) and LCAP team met regularly as the LCAP collaborative workgroup on March 30th, April 26th, May 3rd, May 8th, May 9th, May 11th and May 15th. A larger group, comprised of the ILT, including all administrators, Teachers on Special Assignment, Human Resources and teacher leaders from all curricular areas, met on April 24th and collaborated to draft our LCAP report, utilizing feedback received throughout the year. The final draft was presented for public comment on May 30th. There was no public comment.

IMPACT ON LCAP AND ANNUAL UPDATE

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

We recognize that the power of a plan is buy-in, focus and accountability. Our goal for stakeholder and committee work sessions was to accomplish just that. This process of inclusion, analysis and alignment resulted in a streamlined LCAP in which previous, unmeasurable goals were eliminated and new measurable goals added with alignment to our Strategic Plan 2016-2019. Since we observed redundancy and overlap amongst our LCAP, Strategic Plan, WASC plan and SPSA, we began consolidating goals so that they fell in the same three goal areas in each planning document.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

LGSUHSD will foster and support excellence in academic achievement with relevant and engaging learning experiences with a focus on the 4Cs: critical thinking, creativity, communication, and collaboration.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

The district's SBAC data shows our special needs and Hispanic/Latino populations under-perform on both Math and ELA compared to other groups within the district. The district plans to work towards eliminating the current disproportionality in these academic areas through the implementation of Common Core State Standards, Next Generation Science Standards and common assessments. The district also has several professional development opportunities planned for staff to help identify and better support this sub-group of our students.

District SBAC ELA scores 2017: 86%

District SBAC ELA – Special Needs 2017: 42%

District SBAC ELA – Hispanic 2017: 69%

District SBAC Math – scores 2017: 80%

District SBAC Math – Special Needs 2017: 30%

District SBAC Math – Hispanic 2017: 56%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Per CDE 2017 Spring Dashboard: District SBAC scores	ELA -86% Math- 80%	ELA -87% Math- 81%	ELA -88% Math- 82%	ELA -89% Math- 83%
Students with Special Needs SBAC scores	ELA- 42% Math- 30%	ELA- 43% Math- 31%	ELA- 44% Math- 32%	ELA- 45% Math- 33%
Hispanic/Latino SBAC scores	ELA- 69% Math- 56%	ELA- 70% Math- 57%	ELA- 71% Math- 58%	ELA- 72% Math- 59%
UC/CSU Eligibility (completed all A-G courses from CALPADS 16/17)	81.3% eligible	82% eligible	82.5% eligible	83% eligible
CELDT - English Language Learner Progress per district SIS 16/17	63% demonstrated progress towards proficiency	64% demonstrated progress towards proficiency	65% demonstrated progress towards proficiency	66% demonstrated progress towards proficiency
CELDT- English Language Learner Reclassification Rate per district SIS 16/17	≥2% improvement	≥1% improvement	≥1% improvement	≥1% improvement
% of pupils who have passed an Advanced Placement exam with a score of 3 or higher	1% increase	1% increase	1% increase	1% increase
% of college ready students	96% college attendance	96.2% college attendance	96.4% college attendance	96.6% college attendance

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

Action **1.1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
90% of teachers, including alternative program teachers, will participate in four full Professional Development days each school year focused on strategic plan initiatives and department specific Professional Development Action Plans (PDAPs) as evidenced by teacher attendance	95% of teachers, including alternative program teachers, will participate in four full PD days each school year focused on strategic plan initiatives and phase two of the Professional Development Action Plans (PDAPs) as evidenced by teacher attendance	98% of teachers, including alternative program teachers, will participate in four full PD days each school year focused on strategic plan initiatives and phase three of the Professional Development Action Plans (PDAPs) as evidenced by teacher attendance.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$139,954	Amount \$145,000	Amount \$150,000
Source LCFF Base, (RS0000)	Source LCFF Base, (RS0000)	Source LCFF Base, (RS0000)
Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

010-0000-0-3000s-1110-1000-
XXXXXX-XXX-9003 (Mgmt
LCAP)

010-0000-0-3000s-1110-1000-
XXXXXX-XXX-9003 (Mgmt
LCAP)

010-0000-0-3000s-1110-1000-
XXXXXX-XXX-9003 (Mgmt LCAP)

Action **1.2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
90% of teachers, including alternative program teachers, will participate in four full Professional Development days each school year focused on strategic plan initiatives and department specific Professional Development Action Plans (PDAPs) as evidenced by teacher attendance	95% of teachers, including alternative program teachers, will participate in four full PD days each school year focused on strategic plan initiatives and phase two of the Professional Development Action Plans (PDAPs) as evidenced by teacher attendance	98% of teachers, including alternative program teachers, will participate in four full PD days each school year focused on strategic plan initiatives and phase three of the Professional Development Action Plans (PDAPs) as evidenced by teacher attendance.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$210,046	Amount \$220,050	Amount \$230,050
Source Supplemental and Concentration (RS0000)	Source Supplemental and Concentration (RS0000)	Source Supplemental and Concentration (RS0000)
Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt	Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt	Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

LCAP)
010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

LCAP)
010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

1.3

Action

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

Students to be Served All Students with Disabilities Hispanic/Latino Students

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Site specific department collaboration, including Valor teachers, will focus on CCSS, NGSS and targeted student subgroups (Hispanic/Latino students and Students with Special Needs) during phase 1 as evidenced by the department specific Professional Development Action Plans (PDAPs)*.</p>	<p>Site specific department collaboration, including Valor teachers, will focus on CCSS, NGSS and targeted student subgroups (Hispanic/Latino students and Students with Special Needs) during phase 2 as evidenced by the department specific Professional Development Action Plans (PDAPs)*.</p>	<p>Site specific department collaboration, including Valor teachers, will focus on CCSS, NGSS and targeted student subgroups (Hispanic/Latino students and Students with Special Needs) during phase 3 as evidenced by the department specific Professional Development Action Plans (PDAPs)*.</p>

*PDAPs for Special Education include a focus on increasing collaborative classes

*PDAPs for Special Education include a focus on increasing collaborative classes

*PDAPs for Special Education include a focus on increasing collaborative classes

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$100,000	Amount	\$104,500	Amount	\$109,203
Source	LCFF Base, (RS0000)	Source	LCFF Base, (RS0000)	Source	LCFF Base, (RS0000)
Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

Action **1.4**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Teachers, including Valor and Middle College teachers, will pilot data systems, designed to support formative and summative assessments development. Our independent study program will continue to use Canvas and other online tools.</p>	<p>Teachers, including Valor and Middle College teachers, will utilize data systems, designed to support formative and summative assessments, that will aid in providing timely and informative feedback to students as evidenced by the development of common assessments in the math department.</p>	<p>Teachers, including Valor and Middle College teachers, will utilize data systems, designed to support formative and summative assessments, that will aid in providing timely and informative feedback to students as evidenced by the development of common assessments in two additional departments.</p>

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	LCFF Base, (RS0000)	Source	LCFF Base, (RS0000)	Source	LCFF Base, (RS0000)
Budget Reference	010-0000-0-4000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-5000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference	010-0000-0-4000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-5000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference	010-0000-0-4000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-5000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

Action **1.5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Teacher creativity around lesson design and best practices will be shared through multiple modalities such as Google drives, social media, and monthly collaboration. Google Master Cohort Teachers will be using technology at least on a “Substitution” level as evidenced by a SAMR* survey</p> <p><u><i>*Substitution, Augmentation, Modification, Redefinition</i></u></p>	<p>Teacher creativity around lesson design and best practices will be shared through multiple modalities such as Google drives, social media, and monthly collaboration. Google Master Cohort Teachers will be using technology at least on an “Augmentation” level as evidenced by a SAMR* Survey.</p> <p><u><i>*Substitution, Augmentation, Modification, Redefinition</i></u></p>	<p>Teacher creativity around lesson design and best practices will be shared through multiple modalities such as Google drives, social media, and monthly collaboration. Google Master Cohort Teachers will be using technology at least on a “Modification” level as evidenced by a SAMR* survey.</p> <p><u><i>*Substitution, Augmentation, Modification, Redefinition</i></u></p>

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$10,000	Amount	\$10,450	Amount	\$10,921
Source	LCFF Base, (RS0000)	Source	LCFF Base, (RS0000)	Source	LCFF Base, (RS0000)
Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)
	010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)		010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)		010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

New

Modified

Unchanged

Goal 2

LGSUHSD will develop and integrate social-emotional learning, including a life balance and healthy well-being, into the school experience.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Students need to feel safe, connected, and emotionally and physically well and balanced. The district is working to increase the rate students report on the development assets survey that the School provides a caring, encouraging environment. The district believes increased parental involvement through committee participation, guidance workshops, parent access to online tools etc. will improve our students' feelings that the school provides a caring, encouraging environment. LGSUHSD encourages parent participation on a variety of committees such as School Site Council, scheduling, bond and technology committees. The district promotes parental participation through staff presentations at PTSO and Home and School Club meetings as well as the use of school websites, direct emails home, our learning management system and Principal's Newsletters.

Per Developmental Assets Survey "School Provides a caring, encouraging environment" 2016-17
LGHS – 46%
SHS – 42%
National Average – 35%
SCC -34%

While the district's expulsion rate is 0%, the district will work towards eliminating current disproportionality of suspension rates for the following student groups: English Learners and Hispanic/Latino.

District Suspension Rate: 2.2%
District Suspension Rate -ELL: 6.1%
District Suspension Rate -Hispanic/Latino: 4.7%

District Expulsion Rate: 0%
 District Expulsion Rate -ELL: 0%
 District Expulsion Rate -Hispanic/Latino: 0%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Per CDE 2017 Spring Dashboard: District Suspension Rate	2.2%	2.1%	2.0%	2.0%
Per CDE 2017 Spring Dashboard: ELL Learner Suspension Rate	6.1%	5.8%	5.5%	5.2%
Per CDE 2017 Spring Dashboard: Hispanic/Latino Suspension rate	4.7%	4.4%	4.1%	3.8%
School Expulsion Rates	0.0%	0.0%	0.0%	0.0%
School Attendance Rates Per CALPADS	Students attending school >95% of the school year for 16/17 school year: 75.56%	Students attending school >95% of the school year for 17/18 school year: 76%	Students attending school >95% of the school year for 18/19 school year: 76.5%	Students attending school >95% of the school year for 19/20 school year: 77%
Chronic Absenteeism Rates Per CALPADS	Students missing >10% of school year for any reason for 16/17 school year: 6.27%	Students missing >10% of school year for any reason for 17/18 school year: 6.0%	Students missing >10% of school year for any reason for 18/19 school year: 5.75%	Students missing >10% of school year for any reason for 19/20 school year: 5.5%
High School Drop-out Rates per SARC 14/15	0.80%	0.80%	0.80%	0.80%
High School Graduation rate per the CDE 2017 Spring Dashboard	98.2% “Very High”	98.3% “Very High”	98.4% “Very High”	98.5% “Very High”
Per the 2016 Developmental Assets	2016-17	LGHS – 46%	LGHS – 46%	LGHS – 49%

Survey: “School Provides a caring, encouraging environment”	LGHS – 46% SHS – 42% National Average – 35% SCC -34%	SHS – 42% National Average – 35% SCC -34%	SHS – 42% National Average – 35% SCC -34%	SHS – 45% National Average – 35% SCC -34%
Per the 2016 Developmental Assets Survey : “Young person feels safe at home, school and in the neighborhood”	2016-17 LGHS – 61% SHS – 57% National Average – 54% SCC -48%	LGHS – 61% SHS – 57% National Average – 54% SCC -48%	LGHS – 61% SHS – 57% National Average – 54% SCC -48%	LGHS – 64% SHS – 60% National Average – 54% SCC -48%
Per the 2016 Developmental Assets Survey : “Young person reports having high self-esteem”	2016-17 LGHS – 41% SHS – 32% National Average – 52% SCC -36%	LGHS – 41% SHS – 32% National Average – 52% SCC -36%	LGHS – 41% SHS – 32% National Average – 52% SCC -36%	LGHS – 44% SHS – 35% National Average – 52% SCC -36%

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

Action 2.1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers will be provided (4) opportunities for Social Emotional Learning professional development led by the Social Emotional Learning (SEL) site leadership teams as evidenced by District collaboration agendas.	Teachers will be provided (4) new opportunities for Social Emotional Learning professional development led by the Social Emotional Learning (SEL) site leadership teams as evidenced by District collaboration agendas.	Teachers will be provided (4) new opportunities for Social Emotional Learning professional development led by the Social Emotional Learning (SEL) site leadership teams as evidenced by District collaboration agendas.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$50,000	Amount \$52,250	Amount \$54,602
Source LCFF Base, (RS0000)	Source LCFF Base, (RS0000)	Source LCFF Base, (RS0000)
Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

Action **2.2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The Instructional Leadership Collaborative (ILC) and Student Support Services committee (S3) will collaborate on developing a list of alternatives to suspension and expulsion. Additionally, the S3 committee will serve as the district’s attendance and intervention review board. The S3 committee will seek parental participation and input in both of these areas through direct emails, Principal’s Newsletters and website postings.	The Instructional Leadership Collaborative (ILC) and Student Support Services committee (S3) will collaborate on piloting implementation of the attendance review board, alternatives to suspension and expulsion at each site. The committees will seek parental input on the implementation through direct emails, Principal’s Newsletters and website postings.	The Instructional Leadership Collaborative (ILC) and Student Support Services (S3) will implement the attendance review board, alternatives to suspension and expulsion as evidenced by a decrease in suspension rate for the targeted student subgroups (English Learners and Hispanic/Latino students). The committees will seek parental input on the alternatives through direct emails, Principal’s Newsletters and website postings.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$75,000	Amount	\$78,375	Amount	\$81,902
Source	LCFF Base, (RS0000)	Source	LCFF Base, (RS0000)	Source	LCFF Base, (RS0000)
Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

Action **2.3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The Social Emotional Learning (SEL) teams will participate in monthly team meetings for site work in phase 1 as evidenced by meeting calendars	The Social Emotional Learning (SEL) teams will participate in monthly team meetings for site work in phase 2 as evidenced by meeting calendars.	The Social Emotional Learning (SEL) teams will participate in monthly team meetings for site work in phase 3 as evidenced by meeting calendars.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$20,000	Amount	\$20,900	Amount	\$21,841
Source	LCFF Base, (RS0000)	Source	LCFF Base, (RS0000)	Source	LCFF Base, (RS0000)
Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

010-0000-0-3000s-1110-1000-
XXXXXX-XXX-9003 (Mgmt
LCAP)

010-0000-0-3000s-1110-1000-
XXXXXX-XXX-9003 (Mgmt
LCAP)

010-0000-0-3000s-1110-1000-
XXXXXX-XXX-9003 (Mgmt LCAP)

Action **2.4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The Social Emotional Learning (SEL) teams will plan and participate in a yearly stakeholder event including parents (aka World Café or similar) as evidenced by input captured in notes from the event. The district will promote parent involvement in our SEL event through flyers, direct emails to parents, website postings and Principal’s newsletters.	The Social Emotional Learning (SEL) teams will plan and participate in a yearly stakeholder event including parents (aka World Café or similar) as evidenced by input captured in notes from the event. The district will promote parent involvement in our SEL event through flyers, direct emails to parents, website postings and Principal’s newsletters.	The Social Emotional Learning (SEL) teams will plan and participate in a yearly stakeholder event including parents (aka World Café or similar) as evidenced by input captured in notes from the event. The district will promote parent involvement in our SEL event through flyers, direct emails to parents, website postings and Principal’s newsletters.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2000	Amount \$2000	Amount \$2000
Source LCFF Base, (RS0000)	Source LCFF Base, (RS0000)	Source LCFF Base, (RS0000)
Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt)	Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt)	Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt)

LCAP)

010-0000-0-3000s-1110-1000-
XXXXXX-XXX-9003 (Mgmt
LCAP)

LCAP)

010-0000-0-3000s-1110-1000-
XXXXXX-XXX-9003 (Mgmt
LCAP)

LCAP)

010-0000-0-3000s-1110-1000-
XXXXXX-XXX-9003 (Mgmt
LCAP)

New

Modified

Unchanged

Goal 3

LGSUHSD will engage all students with everyday access to “21st Century learning modalities and tools.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Currently the district has equity and access to 21st century tools, materials and high quality instruction. The district plans to increase teacher use of our learning management system, Canvas. Local measures indicate:

Canvas Fall 16/17 semester teacher participation:
450 courses
177 teachers
16431 assignments
1772 discussion topics

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Per the 2016 BrightBytes Survey Data: % of students are asked to collaborate online with classmates at least monthly	73% of students are asked to collaborate online with classmates at least monthly	75% of students are asked to collaborate online with classmates at least monthly	77% of students are asked to collaborate online with classmates at least monthly	79% of students are asked to collaborate online with classmates at least monthly
Per the 2016 BrightBytes Survey Data: of students are asked	15% of students are asked to write online at least monthly	17% of students are asked to write online at least monthly	19% of students are asked to write online at least monthly	21% of students are asked to write online at least monthly

to write online at least monthly				
Per the 2016 BrightBytes Survey Data: % of students are asked to identify and solve authentic problems using technology at least monthly	49% of students are asked to identify and solve authentic problems using technology at least monthly	51% of students are asked to identify and solve authentic problems using technology at least monthly	53% of students are asked to identify and solve authentic problems using technology at least monthly	55% of students are asked to identify and solve authentic problems using technology at least monthly
Per the 2016 BrightBytes Survey Data: % of teachers ask their students to complete online assessments at least monthly	26% of teachers ask their students to complete online assessments at least monthly	28% of teachers ask their students to complete online assessments at least monthly	30% of teachers ask their students to complete online assessments at least monthly	32% of teachers ask their students to complete online assessments at least monthly
Per the 2016 BrightBytes Survey Data: % of students are asked to collaborate online with teachers at least monthly	22% of students are asked to collaborate online with teachers at least monthly	24% of students are asked to collaborate online with teachers at least monthly	26% of students are asked to collaborate online with teachers at least monthly	28% of students are asked to collaborate online with teachers at least monthly
Percent of highly qualified (fully credentialed teachers) per SARC	Teacher Credentialing- 97.45% of district teachers are highly qualified.	Teacher Credentialing- 98% of district teachers are highly qualified..	Teacher Credentialing- 98.5% of district teachers are highly qualified.	Teacher Credentialing- 98.75% of district teachers are highly qualified.
Canvas Fall 16/17 semester teacher participation	450 courses 177 teachers 16431 assignments 1772 discussion topics	455 courses 180 teachers 18000 assignments 1800 discussion topics	460 courses 190 teachers 19000 assignments 1850 discussion topics	465 courses 200 teachers 20000 assignments 1900 discussion topics
Increase the number of CTE sections offered within existing pathways	29 sections	30 sections	30 sections	31 sections
Quality, Currency, Availability of	Per 16/17 SARC report: Textbook Quality- yes,	Textbook Quality- yes, adopted from most recent state	Textbook Quality- yes, adopted from most recent state	Textbook Quality- yes, adopted from most recent state approved

Textbooks and Instructional Materials	adopted from most recent state approved and/or local governing board list. Percentage of students lacking materials by subject - 0% in all subjects.	approved and/or local governing board list. Percentage of students lacking materials by subject - 0% in all subjects.	approved and/or local governing board list. Percentage of students lacking materials by subject - 0% in all subjects.	and/or local governing board list. Percentage of students lacking materials by subject - 0% in all subjects.
FIT Report Data	Per FIT/SARC: Facility conditions –Good Repair	Per FIT/SARC: Facility conditions –Good Repair	Per FIT/SARC: Facility conditions –Good Repair	Per FIT/SARC: Facility conditions –Good Repair

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

Action 3.1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
14 teacher leaders will pilot 1:1 classroom technologies.	At least 19 teacher leaders will utilize 1:1 classroom technologies	At least 24 teacher leaders will utilize 1:1 classroom technologies

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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$5000	Amount	\$5225	Amount	\$5460
Source	LCFF Base, (RS0000)	Source	LCFF Base, (RS0000)	Source	LCFF Base, (RS0000)
Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference	010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

Action **3.2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
All students and staff will have access to a district G Suite account and 70% will be proficient in using these tools as evidenced by survey data.	All students and staff will have access to a district G Suite account and 80% will be proficient in using these tools as evidenced by survey data.	All students and staff will have access to a district G Suite account and 90% will be proficient in using these tools as evidenced by survey data.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5000	Amount \$5225	Amount \$5460
Source LCFF Base, (RS0000)	Source LCFF Base, (RS0000)	Source LCFF Base, (RS0000)
Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)	Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-	Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP) 010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

1000-XXXXXXX-XXX-9003
(Mgmt LCAP)

Action **3.3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
50% of teachers will create and publish course content to Canvas monthly, as evidenced by Canvas participation summary and teacher survey	75% of teachers will create and publish course content to Canvas monthly, as evidenced by Canvas participation summary and teacher survey	90% of teachers will create and publish course content to Canvas monthly, as evidenced by Canvas participation summary and teacher survey

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5000	Amount \$5225	Amount \$5460
Source LCFF Base, (RS0000)	Source LCFF Base, (RS0000)	Source LCFF Base, (RS0000)

Budget Reference

010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

Budget Reference

010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

Budget Reference

010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

Action **3.4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Finalize the development of and pilot the new technology grant process with select teachers and departments. Continue roll out of classroom audio-visual refresh and baseline audio-visual packages at a rate of 20% per year

2018-19

New Modified Unchanged

Adjust the technology grant process based on pilot program experience and roll out the grant process district wide. Continue roll out of classroom audio-visual refresh and baseline audio-visual packages at a rate of 20% per year

2019-20

New Modified Unchanged

Evaluate the technology grant process rollout and make adjustments. Continue roll out of classroom audio-visual refresh and baseline audio-visual packages at a rate of 20% per year

BUDGETED EXPENDITURES

2017-18

Amount \$5000

Source LCFF Base, (RS0000)

Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

2018-19

Amount \$5225

Source LCFF Base, (RS0000)

Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

2019-20

Amount \$5460

Source LCFF Base, (RS0000)

Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

010-0000-0-3000s-1110-1000-
XXXXXX-XXX-9003 (Mgmt
LCAP)

010-0000-0-3000s-1110-1000-
XXXXXX-XXX-9003 (Mgmt
LCAP)

010-0000-0-3000s-1110-1000-
XXXXXX-XXX-9003 (Mgmt
LCAP)

Action **3.5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Upgrade CTE based instructional tools, materials, and classroom equipment to attract students and provide relevant employable skills and training linked to the CTE pathways offered.

2018-19

New Modified Unchanged

Develop and plan for the expansion of existing CTE program pathways to provide a refined curricular focus linked to identified state CTE frameworks.

2019-20

New Modified Unchanged

Research, explore, and refine ways to increase student district-wide access to CTE programs and coursework including pursuing expanded partnerships with feeder and post secondary programs.

BUDGETED EXPENDITURES

2017-18

Amount \$5000

Source LCFF Base, (RS0000)

Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

010-0000-0-3000s-1110-1000-

2018-19

Amount \$5225

Source LCFF Base, (RS0000)

Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

2019-20

Amount \$5460

Source LCFF Base, (RS0000)

Budget Reference 010-0000-0-1000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

XXXXXX-XXX-9003 (Mgmt LCAP)

010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

010-0000-0-3000s-1110-1000-XXXXXX-XXX-9003 (Mgmt LCAP)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$210,770

Percentage to Increase or Improve Services:

0.77%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Based on staff and stakeholder feedback and research on effective practices we are implementing several LCAP Actions/Services to increase or improve services for our unduplicated students. For this action related to targeting of low income (LI), English Learner (EL), and foster youth (FY), the district is examining suspension rates and creating alternatives to suspension. LGSUHSD is also committed to addressing academic, social emotional and behavioral needs as part of our LCAP. In the area of academics we are working on developing common assessments and implementing data systems. We are also increasing parent communication and participation through the use of our learning management system, Canvas. The district will support staffing of the Student Support Services (S3) committee and also CASSY counseling for students. LGSUHSD currently has an unduplicated count of 3.1% or 106 students, per our 1.17 CALPADS report. This low number allows us to easily target services and support to unduplicated students. These services are offered district-wide with teams located at each high school. A district-wide plan allows us to increase the number of unduplicated students served while having equitable, comprehensive services on site.

- Funding to increase counseling and mental health services
- Funding to identify at-risk students and formulate an intervention plan to increase student success

These services and actions will provide increased benefit for our unduplicated students that fall under supplemental and concentration categorization and include our English Language Learners, foster youth, and low income students as well as our Hispanic/Latino subgroups, which will result in lower suspension rates for

these students.