Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Los Gatos-Saratoga Joint Union High	Carrie Bosco Associate Superintendent	cbosco@lgsuhsd.org (408) 402-6303

2017-20 Plan Summary

The Story

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. 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 3,425 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 1.3% English Learners (EL), 3.8% classified as socioeconomically disadvantaged, and our LCFF unduplicated count is 5.1%. Ethnicities represented in the district include 7.5% Hispanic/Latino, 50.5% White, 30.2% Asian, and .35% 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 the 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 wellbeing, 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 for the 2016-2017 is evidenced by improving the achievement gap with both of our targeted student subgroups. According to the CDE Fall 2017 dashboard our proficiency scores for Hispanic students increased in ELA by 6% and Math by 2%. Additionally, our Special Education population ELA scores increased by 5%. The Dashboard continues to indicate that the district is meeting expectations in the performance areas of Chronic Absenteeism, Suspension Rate (1.3%), English Language Learners progress (86.7%), Graduation Rate (97%) 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 continues to be improving the achievement gap for two student subgroups; Hispanic/Latino and students with special needs. The 2016/17 SBAC results for our 11th graders indicate students with special needs are currently performing at 46.5% proficient in ELA and 27.7% proficient in Math These scores show a 4% increase in ELA by our special needs students.

Our Hispanic/Latino students also showed improvement on the 2016/17 SBAC results. Our Hispanic/Latino students are performing at 75% proficient in ELA and 58.5% proficient in Math. This is an increase of 6% in ELA and 2.5% in Math. This is in contrast to our district average of 83% proficient in ELA and 72.5% proficient in math.

Working closely with stakeholders throughout the district we have aligned our new LCAP to the 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:

Along these lines the Spring 2018 Dashboard also indicates the suspension rates for our English Language Learners (1.7%) and our Hispanic/Latino (2.8%) subgroups both fell significantly and are no longer in the needs improvement (Orange) performance category. However the rates are still above the district average (1.3%).

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 with socio-economically disadvantaged students suspension rates, the district is increasing alternatives to traditional suspension and expulsion discipline models in order to more effectively support student growth and development. Additionally, to address the performance gaps in graduation rates and academic achievement, 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.

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.

Increased or Improved Services	In order to increase graduation and academic achievement rates with our Hispanic/Latino students and students with special needs, the district is investing in additional support services and expanding the collaborative class model, increasing the 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	$59,704,972
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$689,650

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 $59,015,322 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.

Total Projected LCFF Revenues for LCAP Year	$47,300,683

Annual Update

LCAP Year Reviewed: 2017-18

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	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 Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
District SBAC scores	**2017-18** Projected: ELA 87% Math 81%	Actual Scores Per CDE 2018 Spring Dashboard: ELA 83% Math 72.47%
Students with Special Needs SBAC scores	**2017-18** Projected: ELA 43% Math 31%	Actual Scores Per CDE 2018 Spring Dashboard: ELA- 46.58% Math 27.77%
Hispanic/Latino SBAC scores	**2017-18** Projected: ELA 70% Math 57%	Actual Scores Per CDE 2018 Spring Dashboard: ELA 75% Math 58.49%
	2017-18 UC/CSU Eligibility (completed all A-G courses from CALPADS 16/17) : 82% eligible	UC/CSU Eligibility (completed all A-G courses from CALPADS 17/18): 84% eligible
	2017-18 CELDT - English Language Learner Progress per district SIS 16/17 - 64% demonstrated progress towards proficiency	CELDT - English Language Learner Progress per district SIS 17/18: 86.7% demonstrated progress towards proficiency
	2017-18 CELDT- English Language Learner Reclassification Rate per district SIS 16/17: 1% improvement	CELDT- English Language Learner Reclassification Rate per district SIS 17/18: +24% improvement, 25% reclassified

2017-18 % of pupils who have passed an Advanced Placement exam with a score of 3 or higher : 1% increase	% of pupils who have passed an Advanced Placement exam with a score of 3 or higher : .5% improvement
2017-18 % of college ready students: 96.2% college attendance	% of college ready students: 93% college attendance; % CCI Dashboard: 75.8%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 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.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools 90% of teachers, including alternative program teachers participated in four full Professional Development days during the 2017-2018 school year focused on strategic plan initiatives and department specific Professional Development Action Plans (PDAPs) as evidenced by teacher attendance. These Professional Development days were held on August 14 and 15, 2017, October 9, 2017 and March 19, 2018. Each department customized their own PD day by creating their own goals and actions, and had department specific training to meet their areas of need. Many of the topics covered were geared towards our English Language Learners, Foster Youth, and Low Income students.	1000-1999 Certificated Salaries - LCFF: $117,382 3000-3999 Employee Benefits - LCFF: $22,572	1000-1999 Certificated Salaries - LCFF: $164,138 3000-3999 Employee Benefits - LCFF: $31,564

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools 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	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools 90% of teachers, including alternative program teachers participated in four full Professional Development days during the 2017-2018 school year focused on strategic plan initiatives and department specific Professional Development Action	1000-1999 Certificated Salaries - LCFF: $176,169 3000-3999 Employee Benefits - LCFF: $33,877	1000-1999 Certificated Salaries - LCFF: $206,989 3000-3999 Employee Benefits - LCFF: $39,804

(PDAPs) as evidenced by teacher attendance.	Plans (PDAPs) as evidenced by teacher attendance. These Professional Development days were held on August 14 and 15, 2017, October 9, 2017 and March 19, 2018. On convocation day, all district teachers participated in a day long PD day with the theme "Get explicit about implicit bias." A student voice panel representing our targeted student populations came to speak to staff to tell about their high school experience and perspectives and addressed issues of diversity, equity, and school culture. Guest speakers also came to talk about implicit bias, and how it affects our work, and how to use compassionate dialogue. During our March PD Day our Special Education and Social Studies Departments in our district, as well as our Alternative Education teachers attended PD centered around Social Justice Curriculum to integrate some of those materials into our current curriculum to better represent EL students and minority populations. On our October PD Day, Special Education and Alternative Education Teachers attended a workshop and met with the county to discover new resources to help Foster Youth and Low Income students. They also worked on strategies for developing effective and efficient instruction for students with disabilities.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 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)*. *PDAPs for Special	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools 16 Site specific department collaboration meetings were held. These included Valor teachers, and focused on CCSS, NGSS and targeted student subgroups (Hispanic/Latino students and Students with Special Needs). This completes phase 1 and is evidenced by the department specific Professional Development Action	1000-1999 Certificated Salaries - LCFF: $80,000 3000-3999 Employee Benefits - LCFF: $20,000	1000-1999 Certificated Salaries - LCFF: $159,103 3000-3999 Employee Benefits - LCFF: $30,592 2000-2999 Classified Salaries - LCFF: $27,144 3000-3999 Employee Benefits - LCFF: $6,658

Education include a focus on increasing collaborative classes	Plans (PDAPs)*. *PDAPs for Special Education include a focus on increasing collaborative classes	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 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.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Teachers, including Valor and Middle College teachers, were given access to the Illuminate Data system, a pilot program for the district designed to support formative and summative assessments development. Nine district teachers were part of a formal pilot of Illuminate. These teachers received stipends to participate in additional training and support to implement the program and gather feedback on assessment creation. Our independent study program continues to use Canvas and other online tools.	4000-4999 Books and Supplies - LCFF: $15,000 5000-5999 Services and Other Operating Expenses - LCFF: $15,000	1000-1999 Certificated Salaries - Teacher Effectiveness: $8,000 3000-3999 Employee Benefits - Teacher Effectiveness: $1,378 5000-5999 Services and Other Operating Expenses - LCFF: $21,370

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 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 *Substitution, Augmentation, Modification, Redefinition	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Teacher creativity around lesson design and best practices were shared through multiple modalities such as Google drives, Google Team Drives, social media, and monthly collaborations. Google Master Cohort Teachers used technology at least on a Substitution level as evidenced by a SAMR* survey *Substitution, Augmentation, Modification, Redefinition. Google Master teachers received a stipend to create and share lesson plans as well as help their colleagues implement G Suite in the classroom.	1000-1999 Certificated Salaries - LCFF: $8,077 3000-3999 Employee Benefits - LCFF: $1,923	1000-1999 Certificated Salaries - Teacher Effectiveness: $10,500 3000-3999 Employee Benefits - Teacher Effectiveness: $1,809

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 four professional development days, sixteen staff collaboration meetings, support with developing professional development action plans for each department. We also piloted the Illuminate data system, and rolled out G Suite for all teachers and students in order to meet this goal.

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

In this goal we were successful in completing all five actions of this goal, which affected all district students and staff. As evidence by attendance and participation at professional development and collaboration events and teacher and student use of technology. We used survey data and technology analytics to measure achievement of actions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures met or exceeded budgeted expenditures in all action areas for this goal. See individual action descriptions 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 2018-19 LCAP encompasses an extension of this goal and corresponding actions.

Goal 2	LGSUHSD will develop and integrate social emotional learning, including a life balance and healthy wellbeing, into the school experience.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
District Suspension Rate	**2017-18** Per CDE 2017 Spring Dashboard:District Suspension Rate: 2.1%	Per CDE 2018 Spring Dashboard:District Suspension Rate: 1.3%
ELL Learner Suspension Rate	**2017-18** Per CDE 2017 Spring Dashboard:ELL Learner Suspension Rate: 5.8%	Per CDE 2018 Spring Dashboard:ELL Learner Suspension Rate: 1.7%
Hispanic/Latino Suspension rate	**2017-18** Per CDE 2017 Spring Dashboard:Hispanic/Latino Suspension rate 4.4%	Per CDE 2018 Spring Dashboard:Hispanic/Latino Suspension rate 2.8%
School Expulsion Rates	**2017-18** School Expulsion Rates: 0.0%	School Expulsion Rates: 0.0%
School Attendance Rates Per CALPADS:Students attending school >95% of the school year	**2017-18** School Attendance Rates Per CALPADS: Students attending school >95% of the school year for 17/18 school year: 76%	School Attendance Rates Per CALPADS: Students attending school >95% of the school year for 17/18 school year:
Chronic Absenteeism Rates	**2017-18** Chronic Absenteeism Rates Per CALPADS:Students missing >10% of school year for any reason for 17/18 school year: 6.0%	Chronic Absenteeism Rates Per CALPADS:Students missing >10% of school year for any reason for 17/18 school year:
High School Drop-out Rates	**2017-18** High School Drop-out Rates per SARC 14/15: 0.80%	High School Drop-out Rates per SARC 16/17 0.80%
High School Graduation	**2017-18** High School Graduation rate per the CDE 2017 Spring Dashboard: 98.3% Very High	High School Graduation rate per the CDE 2018 Spring Dashboard: 97% Very High

Per the 2016 Developmental Assets Survey: "School Provides a caring, encouraging environment"	**2017-18** LGHS 46% SHS 42% National Average 35% SCC 34%	LGHS 46% SHS 42% National Average 35% SCC 34%
Per the 2016 Developmental Assets Survey : "Young person feels safe at home, school and in the neighborhood"	**2017-18** LGHS 61% SHS 57% National Average 54% SCC 48%	LGHS 61% SHS 57% National Average 54% SCC 48%
Per the 2016 Developmental Assets Survey : "Young person reports having high self esteem	**2017-18** LGHS 41% SHS 32% National Average 52% SCC 36%	LGHS 41% SHS 32% National Average 52% SCC 36%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 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.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Teachers were 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. Sept 20, 2017, Nov 14, 2017, Feb 28, 2018 and May 16, 2018. Topics included Equity and Diversity training, Team Collaboration and Gratitude, Culture of Collaboration and Social-Emotional learning topics.	1000-1999 Certificated Salaries - LCFF: $40,386 3000-3999 Employee Benefits - LCFF: $9,614	1000-1999 Certificated Salaries - Teacher Effectiveness: $5,233 2000-2999 Classified Salaries - LCFF: $750 3000-3999 Employee Benefits - LCFF: $184 3000-3999 Employee Benefits - Teacher Effectiveness: $902 5000-5999 Services and Other Operating Expenses - LCFF: $43,859

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 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 districts attendance and intervention review board. The S3 committee will seek parental participation and input in both of these areas through direct emails, Principals Newsletters and website postings.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools The Instructional Leadership Collaborative (ILC) and Student Support Services committee (S3) collaborated on developing a list of alternatives to suspension and expulsion. Additionally, the S3 committee revised the district attendance and intervention review board policies and procedures. Community meetings have been held at both school sites to address the causes of student suspensions, (i.e. vaping, juuling) Committee meetings included parent representation to provide input on alternatives and provide awareness and other preventative measures. The S3 team is convening a forum consisting of students, staff, and	1000-1999 Certificated Salaries - LCFF: $62,905 3000-3999 Employee Benefits - LCFF: $12,095	1000-1999 Certificated Salaries - LCFF: $6,571 3000-3999 Employee Benefits - LCFF: $1,264 1000-1999 Certificated Salaries - LCFF: $44,549 3000-3999 Employee Benefits - LCFF: $7,124 2000-2999 Classified Salaries - LCFF: $7,600 3000-3999 Employee Benefits - LCFF: $1,864 1000-1999 Certificated Salaries - LCFF: $9,000 3000-3999 Employee Benefits - LCFF: $1,731 1000-1999 Certificated Salaries - LCFF: $3,000 3000-3999 Employee Benefits - LCFF: $577

	parents to further address these issues.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools The Social Emotional Learning (SEL) teams will participate in monthly team meetings for site work in phase 1 as evidenced by meeting calendars	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools The Social Emotional Learning (SEL) teams participated in monthly team meetings for site work in phase 1 as evidenced by meeting calendars LGHS Dates: 10/19/17, 01/22/18, 02/15/18, 03/19/18 SHS Dates: 08/25/17,09/05/17,11/02/17,12/08/17,02/02/18,03/01/18,04/23/18	3000-3999 Employee Benefits - LCFF: $2,748 1000-1999 Certificated Salaries - LCFF: $17,252	3000-3999 Employee Benefits - Teacher Effectiveness: $2,748 1000-1999 Certificated Salaries - Teacher Effectiveness: $17,252

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools The Social Emotional Learning (SEL) teams will plan and participate in a yearly stakeholder event including parents (aka World Cafe 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 Principals newsletters.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools The Social Emotional Learning (SEL) teams planned and participated in a yearly stakeholder events including parents (aka World Cafe or similar) as evidenced by input captured in notes from the event. The district promoted parent involvement in our SEL event through flyers, direct emails to parents, website postings and Principals' newsletters. Saratoga High School held theirs on February 28th, 2018 and March 29th, 2018. Los Gatos High School held theirs on February 15th, 2018.	1000-1999 Certificated Salaries - LCFF: $1,726 3000-3999 Employee Benefits - LCFF: $274	1000-1999 Certificated Salaries - Teacher Effectiveness: $1,726 3000-3999 Employee Benefits - Teacher Effectiveness: $274

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 created site SEL teams that met monthly, provided four opportunities for SEL themed collaboration and community building. The district convened committees and work groups to address student behaviors that resulted in suspension. World Cafe/ Community Forums were held at both schools to meet this goal.

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

In this goal we were successful in completing all four actions, which affected all district students and staff. We measured effectiveness by annual measurable outcomes listed for this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

This goal was met. Goal 2 of the new 2018-19 LCAP encompasses an extension of this goal and corresponding actions.

Goal 3	LGSUHSD will engage all students with everyday access to 21st Century learning modalities and tools. 21st Century Skills include Critical Thinking and Problem Solving, Creative Thinking and Innovation, Communication and Collaboration, and Information and Media Literacy. LGSUHSD students will use GSuite, Canvas Learning Management System, and other technology tools to achieve these skills.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Per the 2016 BrightBytes Survey Data: % of students are asked to collaborate online with classmates at least monthly	**2017-18** 75% of students are asked to collaborate online with classmates at least monthly	85% of students are asked to collaborate online with classmates at least monthly
Per the 2016 BrightBytes Survey Data: of students are asked to write online at least once monthly	**2017-18** 17% of students are asked to write online at least monthly	13% of students are asked to write online at least monthly per BrightBytes. Meanwhile, analytics found that 3,000,000 Google Docs were created in the last year since rolling out G Suite one year ago.
Per the 2016 BrightBytes Survey Data: % of students are asked to identify and solve authentic problems using technology at least monthly	**2017-18** 51% of students are asked to identify and solve authentic problems using technology at least monthly	50% 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	**2017-18** 28% 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
Per the 2016 BrightBytes Survey Data: % of students are asked to collaborate online with teachers at least monthly	**2017-18** 24% 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
Percent of highly qualified (fully credentialed teachers) per SARC	**2017-18** Teacher Credentialing- 98% of district teachers are highly qualified.	Teacher Credentialing- 100% of district teachers are highly qualified.
Canvas Fall 17/18 semester teacher participation	**2017-18** 455 courses 180 teachers 18000 assignments 1800 discussion topics	436 courses 178 teachers 18100 assignments 2080 discussion topics

Increase the number of CTE sections offered within existing pathways	**2017-18** 30 sections	LGHS 0% increase (37,37) SHS 41% increase (12, 17)
Quality, Currency, Availability of Textbooks and Instructional Materials	**2017-18** Per 17/18 SARC report:Textbook Quality- yes, adopted from most recent state approved and/or local governing board list. Percentage of students lacking materials by subject: 0% in all subjects.	Per 17/18 SARC report:Textbook Quality- yes, adopted from most recent state approved and/or local governing board list. Percentage of students lacking materials by subject: 0% in all subjects.
FIT Report Data	**2017-18** Per FIT/SARC: Facility conditions Good Repair	Per FIT/SARC: Facility conditions Good Repair for LGHS, Fair for SHS

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 14 teacher leaders will pilot 1:1 classroom technologies.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools 15 teacher leaders piloted 1:1 classroom technologies.	1000-1999 Certificated Salaries - LCFF: $4,300 3000-3999 Employee Benefits - LCFF: $700	1000-1999 Certificated Salaries - LCFF: $4,300 3000-3999 Employee Benefits - LCFF: $827

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 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.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools All students and staff had access to a district G Suite account and 75% are proficient in using these tools as evidenced by survey data.	1000-1999 Certificated Salaries - LCFF: $4,300 3000-3999 Employee Benefits - LCFF: $700	5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: $7,500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 50% of teachers will create and publish course content to Canvas monthly, as evidenced by Canvas participation summary and teacher survey	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools 93% of teachers created and published course content to Canvas monthly, as evidenced by Canvas participation summary and teacher survey (BrightBytes)	1000-1999 Certificated Salaries - LCFF: $4,300 3000-3999 Employee Benefits - LCFF: $700	1000-1999 Certificated Salaries - Teacher Effectiveness: $5,250 3000-3999 Employee Benefits - Teacher Effectiveness: $904 5000-5999 Services and Other Operating Expenses - LCFF: $31,746

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Finalize the development of and pilot the new technology grant process with select teachers and departments. Continue roll out of classroom audiovisual refresh and baseline audiovisual packages at a rate of 20% per year	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools We piloted the new technology grant process with select teachers and departments as part of our Professional Development plan. We are continuing to roll out of classroom audiovisual refresh and baseline audiovisual packages at a rate of 20% per year	1000-1999 Certificated Salaries - LCFF: $4,300 3000-3999 Employee Benefits - LCFF: $700	1000-1999 Certificated Salaries - LCFF: $4,300 3000-3999 Employee Benefits - LCFF: $827

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 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.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Upgraded CTE based instructional tools, materials, and classroom equipment to attract students and provide relevant employable skills and training linked to the CTE pathways offered. These tools and materials included new computers, woodworking tools, metals tools and a flatbed printer.	1000-1999 Certificated Salaries - LCFF: $4,300 3000-3999 Employee Benefits - LCFF: $700	1000-1999 Certificated Salaries - LCFF: $4,300 3000-3999 Employee Benefits - LCFF: $827 6000-6999 Capital Outlay - Other State Revenues: $27,406 4000-4999 Books and Supplies - Other State Revenues: $71,381

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.

LGSUHSD has increased student engagement with our successful first year rollout of Chromebook carts to teachers as well as the easy access to other site technologies. Students are using Canvas on a regular basis to access their course materials and submit homework. Additionally, this year the district rolled out G Suite accounts to all students. These accounts helped increase student collaboration and communication.

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

In this goal we were successful in completing all five actions, which affected all district students and staff. We measured effectiveness by annual

measurable outcomes listed for this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had one material difference in action 3.3 - a substantive increase from projected to actual expenditures because we chose to include the Canvas annual cost as an actual expenditure in this area.

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 2 of the new 2018-19 LCAP encompasses an extension of this goal and corresponding actions. We added further explanation and specifics to clarify the district's definition of 21st century learning modalities and tools.

Stakeholder Engagement

LCAP Year: **2018-19**

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.

Our more formal stakeholder engagement process began in the fall with sharing this year's LCAP goals and progress to date with stakeholder groups including the Saratoga High School PTSO on December 7th and SPSA progress was shared at the School Site Council meeting on March 1, 2018.

Collaborative forums including students, parents and teachers held at both schools. Saratoga High School held theirs on February 28th, 2018 and March 29th, 2018. Los Gatos High School held theirs on February 15th, 2018.

As we moved into the second semester, the focus moved from review and analysis to planning for the LCAP 2018-19. Members of the LCAP team attended LCAP training at the SCCOE on January 17th and February 6th in order to build understanding of the requirements and beginning work on the plan using the new plan template.

Student input was gathered during forums, leadership class discussions and surveys:

Surveys were sent out to all stakeholders in both English and in Mandarin, and included staff, students, and parents. The survey was on Friday, March 9th and stayed open for input until April 2nd.

LCAP Stakeholder Input Session and Open House was held at Saratoga High School on Monday, March 26th from 4-6:30 and at Los Gatos High School on April 2nd from 4-6:30.

Members of our Instructional Leadership Team (ILT) and LCAP team met regularly as the LCAP collaborative workgroup on March 1st, March 9th, March 12th and May 4th.

The final draft was presented for public comment on May 22, 2018.

Impact on LCAP and Annual Update

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

The feedback we received from over LCAP stakeholder sessions and the feedback we received from LCAP online surveys to staff, students, and parents included approximately 300 respondents and reported the following:

78% agreed that excellent academic instruction is provided at our schools.

76% agreed that the students in LGSUHSD are being well prepared for college and beyond.

65% agreed that our schools have a safe and positive learning environment.

61% agreed that students participate in and feel a sense of belonging at school.

63% agreed that our schools value and encourage parental involvement and input.

68% agreed that our schools communicate effectively and in a timely manner.

80% agreed that the school provides quality facilities ad has appropriate instructional materials readily available.

77% agreed that students have access to a rich variety of rigorous courses.

The impact of this stakeholder input for the LCAP for 18-19 will be a continuation of the accomplishments of 17-18. We will continue with the same goals, actions, and services, and will continue to expand and improve in the same areas.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Identified Need:

The districts SBAC data shows our special needs and Hispanic/Latino populations underperform 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 subgroup of our students.

(These scores will be updated in August 2018 to reflect district SBAC scores for the current year.)

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- 43% Math- 31%	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	63% demonstrated progress towards proficiency	64% demonstrated progress towards proficiency	65% demonstrated progress towards proficiency	66% demonstrated progress towards proficiency
% 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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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. Each department customized their own PD day by creating their own goals and actions, and had department specific training to meet their areas of need. Many of the topics covered were geared towards our ELs, Foster Youth, and Low Income students.	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. Each department will customize their own PD day by creating their own goals and actions, and will get department specific training to meet their areas of need. Many of the topics covered will be geared towards our ELs, Foster Youth, and Low Income students.	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. Each department will customize their own PD day by creating their own goals and actions, and will get department specific training to meet their areas of need. Many of the topics covered will be geared towards our ELs, Foster Youth, and Low Income students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$139,954	$145,000	$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<div align="center">

OR

</div>

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
90% of teachers, including alternative program teachers, participated 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. On convocation day, all district teachers participated in a day long PD day with the theme "Get explicit about implicit bias." A student voice panel representing our targeted student populations came to speak to staff to tell about their high school experience and perspectives and addressed issues of diversity, equity, and school culture. Guest speakers also came to talk about implicit bias, and how it affects our work, and how to use compassionate dialogue. During our March PD Day our Special Education and Social Studies Departments in our district, as well as our Alternative Education teachers attended PD centered around Social Justice Curriculum to integrate some of those materials into our current curriculum to better represent EL students and minority populations.	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. We will continue to focus on PD specific to addressing the needs of our foster youth, low income, EL, minority populations, and students with disabilities.	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. We will continue to focus on PD specific to addressing the needs of our foster youth, low income, EL, minority populations, and students with disabilities.

On our October PD Day, Special Education and Alternative Education Teachers attended a workshop and met with the county to discover new resources to help Foster Youth and Low Income students. They also worked on strategies for developing effective and efficient instruction for students with disabilities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$210,046	$220,050	$230,050
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
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)*.	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)*.	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)*.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$100,000	$104,500	$109,203
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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.	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.	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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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	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.	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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$10,000	$10,450	$10,921
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Goal 2	Unchanged Goal
	LGSUHSD will develop and integrate social-emotional learning, including a life balance and healthy wellbeing, into the school experience.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

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 Principals Newsletters.

UPDATE NUMBERS BELOW

Per Developmental Assets Survey School Provides a caring, encouraging environment 2016-17

LGHS 46%

SHS 42%

National Average 35%

SCC -34%

While the districts 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%

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%	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	4.7%	4.4%	4.1%	3.8%

Suspension rate				
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 selfesteem	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%

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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	$52,250	$54,602
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Action
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 districts attendance and intervention review board. The S3 committee will seek parental participation and input in both of these areas through direct emails, Principals 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, Principals 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, Principals Newsletters and website postings.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$75,000	$78,375	$81,902
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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	$20,900	$21,841
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
The Social Emotional Learning (SEL) teams will plan and participate in a yearly stakeholder event including parents (aka World Caf 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 Principals newsletters.	The Social Emotional Learning (SEL) teams will plan and participate in a yearly stakeholder event including parents (aka World Caf 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 Principals newsletters.	The Social Emotional Learning (SEL) teams will plan and participate in a yearly stakeholder event including parents (aka World Caf 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 Principals newsletters.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Goal 3	Unchanged Goal
	LGSUHSD will engage all students with everyday access to 21st Century learning modalities and tools. 21st Century Skills include Critical Thinking and Problem Solving, Creative Thinking and Innovation, Communication and Collaboration, and Information and Media Literacy. LGSUHSD students will use GSuite, Canvas Learning Management System, and other technology tools to achieve these skills.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 6. School climate; 7. Course access
Local Priorities:

Identified Need:

UPDATE THIS:
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
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	22% of students are asked to collaborate online with	24% of students are asked to collaborate online with	26% of students are asked to collaborate online with	28% of students are asked to collaborate online with

students are asked to collaborate online with teachers at least monthly	teachers at least monthly	teachers at least monthly	teachers at least monthly	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	31 sections	32 sections
Quality, Currency, Availability of Textbooks and Instructional Materials	Per 16/17 SARC report: Textbook Quality- yes, adopted from most recent state approved and/or local governing board list. Percentage of students lacking materials by subject -0% in all subjects.	Textbook Quality-yes,adopted from most recent state Percentage of students lacking materials by subject - 0% in all subjects	Textbook Quality-yes,adopted from most recent state Percentage of students lacking materials by subject - 0% in all subjects	Textbook Quality-yes,adopted from most recent state 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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
14 teacher leaders will pilot 1:1 classroom technologies.	19 teacher leaders will pilot 1:1 classroom technologies.	24 teacher leaders will pilot 1:1 classroom technologies.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$5,000	$5,225	$5,460
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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	$5,000	$5,225	$5,460
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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	$5,000	$5,225	$5,460
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Finalize the development of and pilot the new technology grant process with select teachers and departments. Continue roll out of classroom audiovisual refresh and baseline audiovisual packages at a rate of 20% per year	Adjust the technology grant process based on pilot program experience and roll out the grant process district wide. Continue roll out of classroom audiovisual refresh and baseline audiovisual packages at a rate of 20% per year	Evaluate the technology grant process rollout and make adjustments. Continue roll out of classroom audiovisual refresh and baseline audiovisual packages at a rate of 20% per year

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$5,000	$5,225	$5,460
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 5

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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.	Develop and plan for the expansion of existing CTE program pathways to provide a refined curricular focus linked to identified state CTE frameworks.	Research, explore, and refine ways to increase student districtwide access to CTE programs and coursework including pursuing expanded partnerships with feeder and post secondary programs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$5,000	$5,225	$5,460
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds: $275,324

Percentage to Increase or Improve Services: 1.01%

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 (Goal 2 Actions 2,3 and 4). 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 (Goal 1 Action 4). We are also increasing parent communication and participation through the use of our learning management system, Canvas (Goal 1, Action 5; Goal 3 Action 2 and 3). The district will support staffing of the Student Support Services (S3) committee and also CASSY counseling for students (Goal 2 Action 3). 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.

Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	$662,000	$1,024,825	$689,650	$717,819
1000-1999 Certificated Salaries	525,397	654,211	659,650	687,819
2000-2999 Classified Salaries	0	35,494	0	0
3000-3999 Employee Benefits	106,603	131,858	0	0
4000-4999 Books and Supplies	15,000	71,381	30,000	30,000
5000-5999 Services and Other Operating Expenses	15,000	104,475	0	0
6000-6999 Capital Outlay	0	27,406	0	0

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	$662,000	$1,024,825	$689,650	$717,819
Teacher Effectiveness	0	63,476	0	0
Other State Revenues	0	98,787	0	0
LCFF Base/Not Contributing to Increased or Improved Services	451,954	615,769	469,600	487,769
LCFF S & C/Contributing to Increased or Improved Services	210,046	246,793	220,050	230,050

Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	$662,000	$1,024,825	$689,650	$717,819
1000-1999 Certificated Salaries	Teacher Effectiveness	0	47,961	0	0
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	349,228	399,261	439,600	457,769
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	176,169	206,989	220,050	230,050
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	0	35,494	0	0
3000-3999 Employee Benefits	Teacher Effectiveness	0	8,015	0	0
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	72,726	84,039	0	0
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	33,877	39,804	0	0

4000-4999 Books and Supplies	Other State Revenues	0	71,381	0	0
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	15,000	0	30,000	30,000
5000-5999 Services and Other Operating Expenses	Teacher Effectiveness	0	7,500	0	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	15,000	96,975	0	0
6000-6999 Capital Outlay	Other State Revenues	0	27,406	0	0

Expenditures by Goal and Funding Source		
Funding Source	2018	2019

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

All Funding Sources	$510,000	$530,174
LCFF Base/Not Contributing to Increased or Improved Services	289,950	300,124
LCFF S & C/Contributing to Increased or Improved Services	220,050	230,050

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

All Funding Sources	$153,525	$160,345
LCFF Base/Not Contributing to Increased or Improved Services	153,525	160,345

LGSUHSD will engage all students with everyday access to 21st Century learning modalities and tools. 21st Century Skills include Critical Thinking and Problem Solving, Creative Thinking and Innovation, Communication and Collaboration, and Information and Media Literacy. LGSUHSD students will use GSuite, Canvas Learning Management System, and other technology tools to achieve these skills.

All Funding Sources	$26,125	$27,300
LCFF Base/Not Contributing to Increased or Improved Services	26,125	27,300

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual

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.

All Funding Sources	$490,000	$709,049
Teacher Effectiveness	0	21,687
LCFF Base/Not Contributing to Increased or Improved Services	279,954	440,569
LCFF S & C/Contributing to Increased or Improved Services	210,046	246,793

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

All Funding Sources	$147,000	$156,208
Teacher Effectiveness	0	28,135

LCFF Base/Not Contributing to Increased or Improved Services	147,000	128,073

LGSUHSD will engage all students with everyday access to 21st Century learning modalities and tools. 21st Century Skills include Critical Thinking and Problem Solving, Creative Thinking and Innovation, Communication and Collaboration, and Information and Media Literacy. LGSUHSD students will use GSuite, Canvas Learning Management System, and other technology tools to achieve these skills.

All Funding Sources	$25,000	$159,568
Teacher Effectiveness	0	13,654
Other State Revenues	0	98,787
LCFF Base/Not Contributing to Increased or Improved Services	25,000	47,127