

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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The Los Gatos /Saratoga Joint Union High School District consists of two comprehensive high schools. The District also runs an alternative program, VALOR, an Independent Study program, a Middle College program in conjunction with Campbell Union High School District, and a College Advantage program. These programs serve a combined 105 students. The descriptions of the two main campuses, and their demographics are taken from the most current SARC reports.

Los Gatos High School (LGHS) is a public comprehensive high school on the southern tip of Silicon Valley. The Los Gatos Saratoga Joint High School District serves a total population of 55,000 and consists of two comprehensive high schools and a number of alternative programs. Los Gatos High School is truly a community school comprised of business and professional, middle and upper class families. The current enrollment is approximately 1943 students. The high school's many academic and extracurricular opportunities, honors and awards are a direct result of the strong partnership that exists between the school staff, the students, the parents, and many other members of the Los Gatos community. LGHS reflects the traditions, values and philosophies of its community and continues to offer a wide variety of courses, which create a strong academic program. LGHS also celebrates non-traditional programs to enhance the traditional academic pathways such as New Tech at LGHS and the LG Student Center. Students participate in over 50 academic, athletic and community service clubs and organizations. Whether it be completing a lab in Biology, holding a conversation in the Japanese Language classroom, competing on the playing fields, debating for the Speech and Debate Club, biking the paths of Los Gatos with the Mountain Bike Club or simply eating lunch with friends on the front lawn, Los Gatos High School fosters a special and dynamic experience for all its students. LGHS is accredited by the Western Association of Schools and Colleges (WASC).

STUDENT GROUPS	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2015)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	97.31%	98.35%
African American	0.42%	.36%
American Indian or Alaska Native	0.21%	.12%
Asian	9.55%	55.34%
Filipino	0%	0%
Hispanic or Latino	8.49%	7.29%
Pacific Islander	0%	0%
White (not Hispanic)	73.25%	54.12%
Two or More Races	7.01%	8%

2015-16

Grade range and calendar

9-12

TRADITIONAL

Academic Performance Index (three-year avg.)

884

Student Enrollment

1943

Saratoga High School (SHS) is a high performing public high school serving 1,292 students with over 100 staff members. While test scores and college admission rates are something to be proud of, SHS is more enthusiastic about the stimulating learning environment that promotes collaboration, academic inquiry, and student support for healthy lifestyles. The SHS staff and students have taken collaboration to the level of sharing best practices, researching innovative learning programs, and continuing to grow social-emotional learning and student support services. In all departments students have open access to curriculum with choices of College Prep, Honors, and Advanced Placement courses. The Media Arts Program (MAP) continues to grow in number and courses by combining English, Social Studies, and Multi-Media classes in a project-based learning environment. This 9-12 program is a showcase for Common Core State Standards education because of its strong academic content, multi-literacy focus, and collaborative foundations. Teamwork is the strength of this program from its teachers to its students. SHS is a high ranking STEM school that has developed a three-year Project Lead the Way (PTLW) program. Current courses offered are “Introduction to Engineering,” “Principles of Engineering,” and “Digital Electronics.” The capstone course “Engineering Design and Development” will be offered 2016-17. Performing Arts continue to be one of the strongest areas of achievement for SHS students. Almost 33% of our students perform on stage through theater arts, vocal, and instrumental music. This year the marching band made their debut at the 2016 Rose Parade. More than 60% of SHS students participate in athletics at the highest level of CIF/CCS competition. CCS Championships in Boys Volleyball and Boys Cross Country, CCS runners-up and NorCal finalists in Girls Tennis, and a State Champion swimmer are examples of the quality of competition. Student activities and over 75 clubs and service organizations on campus make student involvement a high priority each year. SHS has a privately supported Service Learning Coordinator to help students and staff develop community service opportunities for classes and individuals. SHS teams have fed the homeless, planted trees, cleaned beaches and parks, and made meals to stop hunger across the world and in the community. In addition to program strength, the diversity of the student and staff population creates a campus that acknowledges and works together to overcome global challenges. Counseling and Support Services for Youth (CASSY) has brought professional support to SHS students and staff over the last three years. These professionals help students with moderate to severe mental health issues as they cope in the challenging world teens face today. Therapists work with over 200 students each year on a one-time to continual basis providing social-emotional assistance. Sources of Strength has trained our peer-to-peer group, “Common Roots,” in supporting students through researched-based activities and strategies. The STRENGTH of SHS lies in NUMBERS. The SHS family works together to help each individual to be better than he/she could be alone. That’s why you’ll hear it said many times each day that “it’s GREAT to be a FALCON!” Saratoga High School is accredited by the Western Association of Schools and Colleges (WASC).

STUDENT GROUPS	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2015)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	99.17%	98.35%
African American	0.27%	.36%
American Indian or Alaska Native	0%	.12%
Asian	55.34%	29.51%
Filipino	0%	0%
Hispanic or Latino	5.48%	7.29%
Pacific Islander	0%	0%
White (not Hispanic)	29.59%	54.12%
Two or More Races	9.32%	8%

2015-16

Grade range and calendar

9-12

TRADITIONAL

Academic Performance Index (three-year avg.)

934

Student enrollment

1292

As a high school district, we do not receive a California Department of Education (CDE) calculation for middle school dropout rates. Therefore, these metrics will not be used in our plan.

The Santa Clara County Office of Education's Special Education Program serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, para-educators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.

Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.

Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.

Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

WorkAbility Program: Serves students ages 16-22 years of age providing vocational training, transition planning and self-advocacy.

Inclusion Collaborative: This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Tittle III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may

reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52055(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01, community members, local bargaining units, LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>All parents have access to the Local Control and Accountability Plan (LCAP), the District's Strategic Plan, the School Accountability Report Cards (SARC), the Single Plans for Student Achievement (SPSA), Western Association of Schools and Colleges (WASC) reports and action plans, and information about student performance and the overall health of the sites and the District. Those reports have been reviewed with stakeholders, approved by the Board of Trustees, and are posted to our school web sites and are available for review during the approval process.</p> <p>District stakeholders, including students, parents, and certificated and classified staff members were engaged in the LCAP development process. Parents were involved through updates and input sessions with the schools' parent organizations, and students were involved in the District Strategic planning process, through representation on the School Site Councils, and through participation in school and District surveys. Parents, students, certificated staff, and classified staff all took part in the District's strategic planning process, which ultimately resulted in a new District Strategic Plan aligned to, and</p>	<p>The impact has been that the primary stakeholders have been briefed on the eight state priorities of the LCAP and how the district intends to address those priorities through its LCAP goals. This has enhanced stakeholder understanding of the context within which local goal-setting takes place and has clarified the most important areas of improvement for the schools.</p> <p>Additionally, regardless of the numbers of our subgroup students in a given year, we are committed to having goals that address their needs in our annual LCAP.</p> <p>The LCAP is better focused because of stakeholder input and participation. Engaging a wide variety of perspectives in the review of the plan, helps to winnow out side bar issues that may detract from addressing the most urgent concerns relating to student achievement and the overall student experience at the District's schools.</p>

in support of the District LCAP. Additionally, certificated staff was involved in the planning process through site staff meetings and leadership team/curriculum council meetings. The District reached out to parents, guardians, and students through the District's Annual Notification.

Cabinet discussions with site principals began in September, 2015, about the schools' Single Plans for Student Achievement and their alignment with the 2015-16 LCAP goals. The Board of Trustees reviewed the 2015-16 LCAP goals at their October, 2015, retreat, as part of their pre-planning for the strategic plan revision process. The Strategic Planning Forum took place on 11.2.15, and included parents, students, staff, trustees, and administrators. The schools' SPSAs were approved by the Board at a public meeting, 10.20.15, and the new Strategic Plan and Initiatives were approved by the Board at a public meeting, 2.23.16.

Through the School Site Councils site administration engaged representatives from stakeholder groups and solicited their feedback about the specific elements of the District's plan.

Stakeholder input helped to shape the new District Strategic Focus Areas and the Strategic Initiatives that will support them:

Focus Areas:

1. Relevant and Engaging Learning Experiences Emphasizing Critical Thinking, Creativity, Communication, and Collaboration
2. Student Wellness, Balance and Belonging
3. Culture of Collaboration and Innovation

Initiatives:

1. Continue to develop and integrate social-emotional learning, including a focus on life balance and healthy well-being, into the school experience
2. Increase inclusive professional development opportunities, coaching and support for staff on areas of strategic focus and continuous improvement
3. Enhance student support services including proactive and reactive interventions and support
4. Engage all students with everyday access to "21st century" learning modalities and tools
5. Continue to foster and support excellence in academic achievement to ensure that all students reach their potential

Additionally, at the September 1, 2015, Board meeting, parents shared their support for LCAP goal 2.1, regarding increasing use of the student center, particularly for dedicating Measure E dollars to expanding/renovating space at Saratoga High School for this use, as well as budgeting funds to staff the student center. As such, this goal will remain in the plan for 2016.17.

Los Gatos High School provided an LCAP progress report to and gathered input for LCAP planning from the following stakeholders:

- **School Curriculum Council and Staff Meeting:** Both these meetings took place on 1.13.16, and involved certificated staff. Using District provided materials, the Curriculum Council (department chair persons and administration) reviewed the LCAP process, the District's goals and actions, and shared input regarding the plan for 2016-17 and beyond.
- **Home and School Club:** At its January 21st meeting, the principal presented an update to this group, regarding progress to date on the current LCAP goals and actions. Using District provided materials, she also provided a summary of the LCAP development process, the 8 state priorities and the District's goals and actions. Through open discussion, parents were given an opportunity to ask questions regarding progress and the plan and to share input for the development of the on-going plan.
- **School Site Council:** At its February 3rd meeting, using District provided materials, the principal presented an update to this group, which includes certificated staff, parents, and students, regarding progress to date on the current LCAP goals and actions. She also provided a summary of the LCAP development process, the 8 state priorities and the District's goals and actions. Through open discussion, parents were given an opportunity to ask questions regarding progress and the plan and to share input for the development of the on-going plan.
- **School Curriculum Council, and Staff Meeting—1.13.16:** No recommendations were made at either of these meetings for changing or modifying the District's LCAP goals and actions. The feedback supports the District's continued emphasis on standards aligned curriculum, instruction, professional development, and instructional materials. Current department work in developing common standards aligned assessments and integrating formative assessment into classroom instruction reflect progress and remain pertinent to the LCAP's goals over the next three years.
- **Home and School Club—1.21.16:** Parents in attendance provided positive feedback regarding proactive strategies and interventions to support student success, including Freshman Support, math interventions (Alek's online diagnostic and intervention tool), and a proposal by the school to add an Applied Math course for students struggling after Algebra 1. Additional feedback was shared that we make sure that New Tech-type of learning (e.g., collaboration strategies) are shared outward among all departments and teachers. These kinds of strategies can support a positive learning climate and help reduce stress sometimes involved with group work. Professional development plans will provide time for this type of collaboration among teachers, departments, and programs.
- **School Site Council—2.3.16:** Student members asked questions about a-g courses and what that term meant. In March, teachers seeking UC approval for their courses attended a UC approvals off-site retreat. The school has made increasing UC approved courses a goal and this is reflected in the plan. This group affirmed the District's LCAP goals and actions and made no recommendations to change them.

Saratoga High School provided an LCAP progress report to and gathered input for LCAP planning from the following stakeholders:

- **SSC:** This group is comprised of certificated staff, parents, and students. At the February 25th meeting the SSC reviewed the 8 areas of the LCAP. Using District provided materials, which outlines the LCAP process and the 8 state priorities, the group discussed and reviewed the District's LCAP and shared input regarding the plan's goals, actions, and progress to date. There were four parents, four students, three staff members and one admin present at this meeting.
- **School Leadership Team/staff:** At the March 10th, Leadership Team meeting department chairperson reviewed LCAP process, the 8 state priorities and were given a District provided template for reviewing the LCAP and gathering input from their departments. DC's used Wednesday collaboration time March 16th, and March 24th to prepare and gather input. On March 24th, department chairs partnered up and used the template provided to gather input on the LCAP. Since this process was spread out over a few weeks, it allowed for input from all departments. However, at the March 24th meeting there were 11 teachers, 4 admin and 1 classified staff member.
- **SHS interviewed 22 families.** Anecdotal information was used to help inform the World Café held March 23. Suggestions for potential outreach programs, particularly for parents new to the country, have been identified. Administration is working on implementation.
- **World Café**—SHS hosted a community forum, March 23, which engaged members of the community in a protocolled discussion about issues facing SHS. Over 50 members of the community attended, including teachers, parents, and students.

- **SSC—2.25.26:** The SSC continues to support the goals and actions in the District LCAP. In particular, the group supports: development of a student center, increasing parent engagement, and increasing project-based learning.
- **School Leadership Team/Staff:** Staff input supported the current District LCAP goals and emphasized the importance of maintaining a focus on: continuing to give departments time to refine curriculum aligned to the CCSS and studying the best use of daily tutorial and supporting students in using it most effectively.
- While the interviews and World Café event were not directly aimed at gathering input for the development of the District LCAP, these activities represent a focus on engaging community stakeholders in the improvement of the school as it is reflected in Goal 5 of the plan.

Annual Update:

The district has reviewed the LCAP format with the School Board, District Leadership Team, High School Principals, and School Site Councils, which includes teachers, parents, and students. School site Single Plans for Student Achievement are aligned to the District

Annual Update:

- Partnering with stakeholders to gather feedback and providing transparent updates to the LCAP fosters a

LCAP, so the Site Councils, made up of a broad range of stakeholder group representatives, have been involved throughout the school year, reviewing progress, and evaluating success against the LCAP goals. Updates were provided at each site at the following School Site Council meetings:

- Board Meetings, 10.20.15: In open session, the Board reviewed District data, including metrics outlined in the 8 state priorities, and approved the site's Single Plans for Student achievement.
- District Strategic Planning Stakeholder Forum, 11.2.15
- Los Gatos High School: 2.3.2016
- Saratoga High School: 2.25.16

At these meetings, site administrators communicated the eight state priorities and explained how our district is performing based on the elements within those eight priorities. Additionally, through discussion, site administration shared progress to date on the District's LCAP actions and goals as well as the site single plan goals and actions.

All stakeholders have access to the District's LCAP via its website via this link: [LGSUHSD LCAP](#).

sense of shared responsibility for the ongoing improvement of the District's schools. District and site responsiveness to the concerns of the educational community reinforces trust in the people and processes that support student learning.

- The public provided no input on the District LCAP at the 10.20.15 meeting.
- At the 11.2.15 Strategic Planning Forum, stakeholders' reaffirmation of the newly revised District Strategic Plan, its areas of focus and its initiatives, the District's LCAP goals, its actions and services, validates the focus and direction of professional development, the addition of proposed new programs and services, and the efficacy of those in place.
- The overall impact on the 2016-17, LCAP from the February site council meetings was an affirmation of the District's plan. Neither site councils recommended changes nor modifications to the LCAP goals and actions. Both School Site Councils emphasized maintaining District efforts as reflected in actions:
 - I. 1.2: Review, revise, and implement District and site professional development plans with an emphasis on training in the Common Core State Standards.
 - II. 1.3: Continue to support two professional development days for all District teachers with an emphasis on the Common Core State Standards.
 - III. 2.1: Develop a plan for increasing student use of the student center.
 - IV. 2.2: Develop a better understanding of project- based learning and identify projects applicable to CCSS aligned course content.
 - V. 2.5: Research and examine strategies for increasing

	effectiveness of tutorial.
	VI. Goal 5: Increase parent engagement

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal.

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and /or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data, used to identify the need(s).

Schools: Identify the schools sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1. Create and refine curricular and program options as CCSS is implemented.	Related State and/or Local Priorities: 1__ 2✓ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>DSP I.2, I.4, I.5</u>
Identified Need :	Ensure all students are college and career ready based upon evaluation of the following data: <ul style="list-style-type: none"> District 2014, graduation rate: 97% District % of graduates who enroll in college: 96% 	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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. 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$45,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s, 4000s General Fund
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.	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$131,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
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 State Standards and cross site collaboration.	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$300,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Expand or update as necessary existing programs for	ALL	<input checked="" type="checkbox"/> ALL <hr/>	\$45,000

providing students with a variety of credit recovery options based upon evaluation data, for example: participation levels, credits recovered, and overall graduation rates.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0000 Certificated Expenditures OBJs 1000s and 3000s, 4000s General Fund
1.2 Review, revise, and implement District and site professional development plans with an emphasis on the Common Core State Standards, the Next Generation Science Standards, and the state adopted Social Science Standards, should they be available.	ALL	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$131,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
1.3 Evaluate effectiveness and continue to support professional development days for all District teachers with an emphasis on the Common Core State Standards, the Next Generation Science Standards, and any additional state adopted content standards, as well as cross site collaboration.	ALL	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$300,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Expand or update as necessary existing programs for	ALL	<input checked="" type="checkbox"/> _ALL	\$45,000

providing students with a variety of credit recovery options based upon evaluation data, for example: participation levels, credits recovered, and overall graduation rates.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0000 Certificated Expenditures OBJs 1000s and 3000s, 4000s General Fund
1.2 Review, revise, and implement District and site professional development plans with an emphasis on the Common Core State Standards, the Next Generation Science Standards, and the state adopted Social Science Standards, should they be available.	ALL	<div data-bbox="1012 488 1787 537"> <input checked="" type="checkbox"/> ALL </div> <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$131,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
1.3 Evaluate effectiveness and continue to support professional development days for all District teachers with an emphasis on the Common Core State Standards, the Next Generation Science Standards, and any additional state adopted content standards, as well as cross site collaboration.	ALL	<div data-bbox="1012 802 1787 850"> <input checked="" type="checkbox"/> ALL </div> <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$300,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
GOAL:	2. Increase number of students who access and successfully complete A-G courses in the junior and senior years.		Related State and/or Local Priorities: 1__ 2__ 3__ 4✓ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>DSP I.4, I.5</u>

Identified Need :	Improve A-G completion rate based upon evaluation of this data:					
	District Enrollment	% of Appropriately Credentialed Teachers	API-- Three Year Average	% of Students Meeting A-G Requirements	Graduation Rate	College Attendance Rate
	3,302	98%	SHS: 934 LGHS: 884	2014: 79% 2015:	97%	98.50%
	% of Students Meeting or Exceeding Standards on CAASPP	AP Exam Pass Rates	National Merit Scholars	Attendance Rates	Change in Suspension Rates	Change in Expulsion Rate
	Math: 73% ELA: 83%	87%	SHS: 39 LGHS: 38	96.50%	2013: 2.3% 2014: 2.2%	2013: 0% 2014: 0%

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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 % increase on the District's Academic Performance Index—data not available 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
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	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$25,000 Resource 0000

Science Standards aligned course content.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Expenditures OBJs 1000s and 3000s General Fund
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.	ALL	<input checked="" type="checkbox"/> _ <input checked="" type="checkbox"/> _ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
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.	ALL	<input checked="" type="checkbox"/> _ <input checked="" type="checkbox"/> _ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 Resource 0000 Professional Development Expenditures OBJs 5000s General Fund
2.5 Implement identified strategies for increasing effectiveness of tutorial.	ALL	<input checked="" type="checkbox"/> _ <input checked="" type="checkbox"/> _ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• 81% students District-wide will complete the A-G requirements• 76% of students will demonstrate proficiency on the SBAC math assessment• 86% of students will demonstrate proficiency on the SBAC ELA assessment• % increase on the District’s Academic Performance Index—API data not available beyond 2013—new rubric will be available fall 2016• 89% 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		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Annually evaluate and revise implemented strategies in the student center, which support students’ college readiness and UC eligibility.	ALL	<div><div><input checked="" type="checkbox"/>_ <input checked="" type="checkbox"/>_ALL</div><div>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</div></div>	\$2,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
2.2 Evaluate implementation of project-based learning in the classroom and continue to evaluate effectiveness of projects applicable to Common Core State Standards and Next Generation Science Standards aligned course content.	ALL	<div><div><input checked="" type="checkbox"/>_ <input checked="" type="checkbox"/>_ALL</div><div>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</div></div>	\$25,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
2.3 Analyze data trends from benchmark assessments in grades 9 and 10 English to inform instruction and curriculum revision, implement math benchmark	ALL	<div><div><input checked="" type="checkbox"/>_ <input checked="" type="checkbox"/>_ALL</div></div>	\$25,000 Resource 0000

assessments, and continue to develop benchmark assessments in science, social studies, and world language.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Expenditures OBJs 1000s and 3000s General Fund
2.4 Continue to provide professional development in data-driven decision making and evaluate revised curriculum in light of student achievement data, e.g., student course grades, benchmark assessment data, and Smarter Balanced testing data.	ALL	<input checked="" type="checkbox"/> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 Resource 0000 Professional Development Expenditures OBJs 5000s General Fund
2.5 Evaluate use of tutorial and success of implemented strategies to improve student use of tutorial.	ALL	<input checked="" type="checkbox"/> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 82% students District-wide will complete the A-G requirements 77% of students will demonstrate proficiency on the SBAC math assessment 87% of students will demonstrate proficiency on the SBAC ELA assessment % increase on the District's Academic Performance Index— API data not available beyond 2013—new rubric will be available fall 2016 90% 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 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

2.1 Annually evaluate and revise implemented strategies in the student center, which support students' college readiness and UC eligibility.	ALL	<input checked="" type="checkbox"/> _ <input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$2,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
2.2 Evaluate implementation of project-based learning in the classroom and continue to evaluate effectiveness of projects applicable to Common Core State Standards and Next Generation Science Standards aligned course content.	ALL	<input checked="" type="checkbox"/> _ <input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$25,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
2.3 Analyze data trends from English Language Arts benchmark assessments in grades 9 and 10 English, and course level math benchmark assessments to inform instruction and curriculum revision, and continue to develop benchmark assessments in science, social studies, and world language.	ALL	<input checked="" type="checkbox"/> _ <input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$25,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
2.4 Continue to provide professional development in data-	ALL	<input checked="" type="checkbox"/> _ <input type="checkbox"/> _ALL	\$25,000

driven decision making and evaluate revised curriculum in light of student achievement data, e.g., student course grades, benchmark assessment data, and Smarter Balanced testing data.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0000 Professional Development Expenditures OBJs 5000s General Fund
2.5 Evaluate use of tutorial and success of implemented strategies to improve student use of tutorial.	ALL	<u>✓</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund

GOAL:	3. Teachers will use formative and summative assessment in a purposeful way.	Related State and/or Local Priorities: 1__ 2__ 3__ 4✓ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>DSP 1.2, 1.5</u>
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Identified Need :	Improve the timeliness and relevancy of teacher feedback to students.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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% 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 • % increase on the District's Academic Performance Index—data not available • 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Gather data and evaluate effective use of formative and summative assessments in supporting student learning. Identify additional professional development needs as appropriate.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,000 Resource 0000 Professional Development Expenditures OBJs 1000s, 3000s General Fund
3.2 Increase development and use of scoring rubrics for benchmark assessments in math and science.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000 General Fund
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.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• 55% 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• 81% students District-wide will complete the A-G requirements• 76% of students will demonstrate proficiency on the SBAC math assessment• 86% of students will demonstrate proficiency on the SBAC ELA assessment• % increase on the District’s Academic Performance Index— API data not available beyond 2013—new rubric will be available fall 2016• 89% 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		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Provide professional development to address ongoing needs in effectively using assessment to support student learning.	ALL	<input checked="" type="checkbox"/> _ALL	\$8,000 Resource 0000 Professional Development Expenditures OBJs 1000s, 3000s General Fund
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.2 Increase development and use of scoring rubrics for benchmark assessments in social studies and world languages.	ALL	<input checked="" type="checkbox"/> _ALL	\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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. Analyze trends reflected in the 3 year data. Use this data to evaluate program, curriculum, and instructional methodologies.	ALL	<input checked="" type="checkbox"/> _ALL	\$1,000 Resource 0000 Certificated Expenditures
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

			OBJs 1000s and 3000s General Fund
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 60% 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 • 82% students District-wide will complete the A-G requirements • 77% of students will demonstrate proficiency on the SBAC math assessment • 87% of students will demonstrate proficiency on the SBAC ELA assessment • % increase on the District's Academic Performance Index— API data not available beyond 2013—new rubric will be available fall 2016 • 90% 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 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Provide professional development to address ongoing needs in effectively using assessment to support student learning.	ALL	<input checked="" type="checkbox"/> _ <input checked="" type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$8,000 Resource 0000 Professional Development Expenditures OBJs 1000s, 3000s General Fund
3.2 Increase development and use of scoring rubrics for	ALL	<input checked="" type="checkbox"/> _ <input checked="" type="checkbox"/> _ALL	\$1,000

benchmark assessments in social studies and world languages.			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund																																																		
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. Analyze trends reflected in the 3 year data. Use this data to evaluate program, curriculum, and instructional methodologies.		ALL	<input checked="" type="checkbox"/> _ALL	\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund																																																		
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____																																																			
GOAL:	4. Continue building a positive school climate that reduces stress while supporting appropriate academic rigor.			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>DSP II.1, II.2, II.3, II.4</u>																																																		
Identified Need :	Improve student connectedness within the school and community based upon evaluation of the following data:																																																					
	● School Climate Indicators:																																																					
	<table><tr><td>Attendance Rates</td><td colspan="2">Change in Suspension Rates</td><td colspan="2">Change in Expulsion Rate</td></tr><tr><td>96.50%</td><td>2013: 2.3%</td><td>2014: 2.2%</td><td>2013: 0%</td><td>2014: 0%</td></tr></table>				Attendance Rates	Change in Suspension Rates		Change in Expulsion Rate		96.50%	2013: 2.3%	2014: 2.2%	2013: 0%	2014: 0%																																								
	Attendance Rates	Change in Suspension Rates		Change in Expulsion Rate																																																		
	96.50%	2013: 2.3%	2014: 2.2%	2013: 0%	2014: 0%																																																	
	● District Parent Survey:																																																					
	<table><tr><th colspan="5">2015 LGSUHSD Survey Data--3876 Parents & Students Responding</th></tr><tr><th colspan="3">Survey Topic</th><th colspan="2">% of Positive Response</th></tr><tr><td colspan="3">Quality of facilities</td><td colspan="2">91%</td></tr><tr><td colspan="3">Quality of academics and instruction</td><td colspan="2">94%</td></tr><tr><td colspan="3">Quality of instructional materials</td><td colspan="2">95%</td></tr><tr><td colspan="3">Tutorial is essential to keep up with coursework</td><td colspan="2">83%</td></tr><tr><td colspan="3">Students receive helpful/actionable feedback to excel or improve performance</td><td colspan="2">76%</td></tr><tr><td colspan="3">Homework, tests, assignments are returned in a timely manner</td><td colspan="2">72%</td></tr><tr><td colspan="3">Students feel safe on campus</td><td colspan="2">95%</td></tr><tr><td colspan="3">Students' stress level is appropriate</td><td colspan="2">55%</td></tr></table>				2015 LGSUHSD Survey Data--3876 Parents & Students Responding					Survey Topic			% of Positive Response		Quality of facilities			91%		Quality of academics and instruction			94%		Quality of instructional materials			95%		Tutorial is essential to keep up with coursework			83%		Students receive helpful/actionable feedback to excel or improve performance			76%		Homework, tests, assignments are returned in a timely manner			72%		Students feel safe on campus			95%		Students' stress level is appropriate			55%	
	2015 LGSUHSD Survey Data--3876 Parents & Students Responding																																																					
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Students receive helpful/actionable feedback to excel or improve performance			76%																																																			
Homework, tests, assignments are returned in a timely manner			72%																																																			
Students feel safe on campus			95%																																																			
Students' stress level is appropriate			55%																																																			

- Developmental Assets Survey:

Developmental Asset	% Demonstrating Asset	
	District 2011	District 2014
5: Caring School Climate	43%	43%
8. Youth as Resources	40%	40%
9. Service to Others	49%	51%
14. Adult Role Models	36%	35%

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual
Measurable
Outcomes:

- 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

Actions/Services

Scope of
Service

Pupils to be served within identified scope of service

Budgeted
Expenditures

4.1 Focus efforts on building assets:

- Asset 5: Caring school climate—continue to work with Passage Works to train staff in creating the

All

✓ ALL

\$1,000
Resource
0000

<p>engaged classroom and in implementing classroom strategies that support student social and emotional learning.</p> <ul style="list-style-type: none"> 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. 		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Certificated Expenditures OBJs 5000s General Fund</p>
<p>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.</p>	<p>All</p>	<p><u>✓</u> _ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund</p>
<p>LCAP Year 2: 2017-18</p>			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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 • Low dropout rates • 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 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Focus efforts on building assets (dependent upon 16-17 survey results):</p> <ul style="list-style-type: none"> • 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. • Analyze and communicate Project Cornerstone Survey data to identify student developmental assets that can and need to be addressed by the school communities. 	ALL	<p><u> ✓ </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$1,000</p> <p>Resource</p> <p>0000</p> <p>Certificated</p> <p>Expenditures</p> <p>OBJs 5000s</p> <p>General Fund</p>

<p>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.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/>_ <input type="checkbox"/>_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund</p>
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• 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• Low dropout rates• 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		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Focus efforts on building assets (dependent upon 16-17 survey results): <ul style="list-style-type: none">• 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.	ALL	<div><div><input checked="" type="checkbox"/>_ <input type="checkbox"/>_ALL</div><div>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</div></div>	\$1,000 Resource 0000 Certificated Expenditures OBJs 5000s General Fund

<ul style="list-style-type: none"> 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. 			
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.		ALL	<div> <input checked="" type="checkbox"/> ALL </div> <div> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </div>
			\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
GOAL:	5. Increase parent engagement.		Related State and/or Local Priorities: 1__ 2__ 3✓ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>DSP III.1, III.2, III.3, III.5</u>

Identified Need :	Engage parents in on-going improvement efforts across the school based upon: <ul style="list-style-type: none"> District Survey Results: 		
	2015 LGSUHS D Survey Data--3876 Parents & Students Responding		
	Survey Topic	% of Positive Response	
	Quality of facilities	91%	
	Quality of academics and instruction	94%	
	Quality of instructional materials	95%	
	Tutorial is essential to keep up with coursework	83%	
	Students receive helpful/actionable feedback to excel or improve performance	76%	
	Homework, tests, assignments are returned in a timely manner	72%	
	Students feel safe on campus	95%	
	Students' stress level is appropriate	55%	
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increased efforts to seek parent input to inform decision making. Increased parent engagement and participation in school program evaluation and implementation. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue to partner with Saratoga Library to offer a program for ESL instruction for parents.	ELL parents and guardians	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,000 Resource 0000 Certificated Expenditures OBJs 1000s, 3000s General Fund Title I
5.2 Improve District and site translation services for parents and students whose home language represents at least 15% of the student population.	ELL students	__ALL	\$1,000 Resource

		OR: __Low Income pupils __✓__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0000 Certificated Expenditures OBJs 1000s, 3000s General Fund
5.3 Develop improvement action plan to provide more effective programs and services for English language learners.	ELL students	__ALL OR: __Low Income pupils __✓__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$4,000 Resource 0000 Certificated and Classified Expenditures OBJs 1000s, 3000s General Fund

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increased efforts to seek parent input to inform decision making. Increased parent engagement and participation in school program evaluation and implementation. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Evaluate effectiveness and need for ESL instruction for parents and modify as needed.	ELL students, parents and guardians	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _✓__Other Subgroups:(Specify)_____	\$5,000 Resource 0000 Certificated Expenditures OBJs 1000s, 3000s General Fund Title I
5.2 Assess progress of program improvement action plan	ELL	__ALL	\$5,000

based upon current, relevant data (EL success in core curriculum, redesignated fluent English proficient rate, EL graduation rate, for example).	students, parents and/or guardians	OR: __Low Income pupils __✓_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0000 Certificated Expenditures OBJs 1000s, 3000s General Fund
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increased efforts to seek parent input to inform decision making. Increased parent engagement and participation in school program evaluation and implementation. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Evaluate effectiveness and need for ESL instruction for parents and modify as needed.	ELL students, parents and guardians	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✓_Other Subgroups:(Specify)_____	\$5,000 Resource 0000 Certificated Expenditures OBJs 1000s, 3000s General Fund Title I
5.2 Assess progress of program improvement action plan	ELL	__ALL	\$5,000

based upon current, relevant data (EL success in core curriculum, redesignated fluent English proficient rate, EL graduation rate, for example).		students	OR: __Low Income pupils __✓__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 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.		Related State and/or Local Priorities: 1✓ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>DSP 1.2, 1.4, 1.5</u>					
Identified Need :	All students need access to CCSS/NGSS aligned resources, curriculum, and instruction based upon evaluation of the following data: <table border="1" style="width: 100%;"> <tr> <td colspan="2">% of Students Meeting or Exceeding Standards on CAASPP</td> </tr> <tr> <td>Math: 73%</td> <td>ELA: 83%</td> </tr> </table>				% of Students Meeting or Exceeding Standards on CAASPP		Math: 73%	ELA: 83%
% of Students Meeting or Exceeding Standards on CAASPP								
Math: 73%	ELA: 83%							
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All							
LCAP Year 1: 2016-17								
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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 repair and provide all students with an educational environment to access a robust, standards-aligned curriculum. 							
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures				
6.1 Science instructional materials and digital resources will be aligned to Next Generation Science Standards.		ALL	__✓__ALL	\$25,000 Resources 0000 and				

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6300 in OBJs 4000s Instructional Materials General Fund
6.2 Review Common Core State Standards social science instructional materials and digital resources and assess on-going needs.	ALL	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 Resources 0000 and 6300 in OBJs 4000s Instructional Materials General Fund
6.3 Increase CCSS aligned curriculum and instruction across the disciplines.	ALL	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 Resources 0000 and 6300 in OBJs 4000s Instructional Materials General Fund

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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 repair and provide all students with an educational environment to access a robust, standards-aligned curriculum. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Review Next Generation Science Standards science	ALL	<input checked="" type="checkbox"/> _ALL	\$10,000

instructional materials and digital resources and assess on-going needs.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resources 0000 and 6300 in OBJs 4000s Instructional Materials General Fund
6.2 Review Common Core State Standards social science instructional materials and digital resources and assess on-going needs.	ALL	<u>✓</u> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,000 Resources 0000 and 6300 in OBJs 4000s Instructional Materials
6.3 Review and evaluate Common Core State Standards aligned curriculum and instruction across the disciplines. Determine areas of need.	ALL	<u>✓</u> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,000 Resources 0000 and 6300 in OBJs 4000s Instructional Materials General Fund

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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 repair and provide all students with an educational environment to access a robust, standards-aligned curriculum. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Review Next Generation Science Standards science	ALL	<u>✓</u> __ALL	\$10,000

instructional materials and digital resources and assess on-going needs.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resources 0000 and 6300 in OBJs 4000s Instructional Materials General Fund
6.2 Review Common Core State Standards social science instructional materials and digital resources and assess on-going needs.	ALL	<u>✓</u> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,000 Resources 0000 and 6300 in OBJs 4000s Instructional Materials General Fund
6.3 Review and evaluate Common Core State Standards aligned curriculum and instruction across the disciplines. Determine areas of need.	ALL	<u>✓</u> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,000 Resources 0000 and 6300 in 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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7✓ 8✓ COE only: 9__ 10__ Local : Specify <u>DSP I.2, I.4, I.5</u>
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Identified Need :	Teachers need professional development in the CCSS and the NGSS based upon evaluation of the following data:						
	<table><tr><td colspan="2">% of Students Meeting or Exceeding Standards on CAASPP</td></tr><tr><td>Math: 73%</td><td>ELA: 83%</td></tr></table>			% of Students Meeting or Exceeding Standards on CAASPP		Math: 73%	ELA: 83%
	% of Students Meeting or Exceeding Standards on CAASPP						
Math: 73%	ELA: 83%						
Goal Applies to:	Schools:	All					
	Applicable Pupil Subgroups:	All					

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• 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• % increase on the District’s Academic Performance Index—data not available• 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		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Academic level indicators from English language arts and math Smarter Balanced Assessment Consortium will be used to inform instruction and curricular revision.	ALL	<div>✓ ALL</div> <div>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</div>	\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s, 2000s, and 3000s General Fund
7.2 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.	ALL	<div>✓ ALL</div> <div>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</div>	\$1,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
7.3 Expand District and site professional development plans in response to needs elucidated by the benchmark data.	ALL	<div>✓ ALL</div> <div>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</div>	\$1,000 Resource 0000 Professional Development Expenditures OBJs 1000s, 3000s General Fund

LCAP Year 2: 2017-18

**Expected Annual
Measurable
Outcomes:**

- 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.
- 81% students District-wide will complete the A-G requirements
- 76% of students will demonstrate proficiency on the SBAC math assessment
- 86% of students will demonstrate proficiency on the SBAC ELA assessment
- % increase on the District's Academic Performance Index—**data not available**
- 89% 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Academic level indicators from English language arts and math Smarter Balanced Assessment Consortium will be used to inform instruction and curricular revision.	ALL	<input checked="" type="checkbox"/> _ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s, 2000s, and 3000s General Fund
7.2 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.	ALL	<input checked="" type="checkbox"/> _ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
7.3 Expand District and site professional development plans	ALL	<input checked="" type="checkbox"/> _ALL	\$1,000

in response to needs elucidated by the benchmark data.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	RS 0000 Professional Development Expenditures OBJs 1000s, 3000s General Fund
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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. • 82% students District-wide will complete the A-G requirements • 77% of students will demonstrate proficiency on the SBAC math assessment • 87% of students will demonstrate proficiency on the SBAC ELA assessment • % increase on the District's Academic Performance Index—data not available • 90% 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Academic level indicators from English language arts and math Smarter Balanced Assessment Consortium will be used to inform instruction and curricular revision.	ALL	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s, 2000s, and 3000s General Fund
7.2 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.	ALL	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund

7.3 Expand District and site professional development plans in response to needs elucidated by the benchmark data.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 Resource 0000 Professional Development Expenditures OBJs 1000s, 3000s General Fund
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	1. Create and refine curricular and program options as CCSS is implemented.		Related State and/or Local Priorities: 1__ 2✓ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____																								
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All																									
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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 Annual Measurable Outcomes:	<p>All students at the District's two high schools have access to the entire program and to academic and social/emotional support as necessary, including: guidance counselors, college and career center, student study teams, peer tutors, peer counselors, tutorial, and therapists.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>District Enrollment</th> <th>% of Appropriately Credentialed Teachers</th> <th>API-- Three Year Average</th> <th>% of Students Meeting A-G Requirements</th> <th>Graduation Rate</th> <th>College Attendance Rate</th> </tr> </thead> <tbody> <tr> <td>3,302</td> <td>98%</td> <td>SHS: 934 LGHS: 884</td> <td>2014: 79%</td> <td>97%</td> <td>98.50%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>% of Students Meeting or Exceeding Standards on CAASPP</th> <th>AP Exam Pass Rates</th> <th>National Merit Scholars</th> <th>Attendance Rates</th> <th>Change in Suspension Rates</th> <th>Change in Expulsion Rate</th> </tr> </thead> <tbody> <tr> <td>Math: 73% ELA: 83%</td> <td>87%</td> <td>SHS: 39 LGHS: 38</td> <td>96.50%</td> <td>2013: 2.3% 2014: 2.2%</td> <td>2013: 0% 2014: 0%</td> </tr> </tbody> </table>	District Enrollment	% of Appropriately Credentialed Teachers	API-- Three Year Average	% of Students Meeting A-G Requirements	Graduation Rate	College Attendance Rate	3,302	98%	SHS: 934 LGHS: 884	2014: 79%	97%	98.50%	% of Students Meeting or Exceeding Standards on CAASPP	AP Exam Pass Rates	National Merit Scholars	Attendance Rates	Change in Suspension Rates	Change in Expulsion Rate	Math: 73% ELA: 83%	87%	SHS: 39 LGHS: 38	96.50%	2013: 2.3% 2014: 2.2%	2013: 0% 2014: 0%
District Enrollment	% of Appropriately Credentialed Teachers	API-- Three Year Average	% of Students Meeting A-G Requirements	Graduation Rate	College Attendance Rate																						
3,302	98%	SHS: 934 LGHS: 884	2014: 79%	97%	98.50%																						
% of Students Meeting or Exceeding Standards on CAASPP	AP Exam Pass Rates	National Merit Scholars	Attendance Rates	Change in Suspension Rates	Change in Expulsion Rate																						
Math: 73% ELA: 83%	87%	SHS: 39 LGHS: 38	96.50%	2013: 2.3% 2014: 2.2%	2013: 0% 2014: 0%																						

This data, along with other traditional and local measures, supports the District's view that its pupils have access to, and are achieving well, across the broad standards based curriculum it offers each student.

- 1.1 The District has allocated a total of 21 instructional sections for collaborative teaching to support Special Education students in traditionally challenging courses. These sections comprise a total of 7 different courses. First semester data shows the passing rate for Special Education students in a collaborative class at Saratoga High is 96.4%, and 89% at Los Gatos High.
- 1.2 The District began an English Language Learner program review, which included revising the District's English Language Learner Master Plan. Next steps will include identifying areas of improvement and creating an action plan.
- 1.3. Staff members attended a training on the new English Language Development Standards presented by the Santa Clara County Office of Education.
- 1.4 The CELDT was administered to all students meeting the criteria for testing in August, 2015, and baseline assessment results were established for all identified ELL students:

Prof Levels:	1	2	3	4	5	Total
CELDT	4	3	9	14	10	40

- 1.5 Site staff development plans included time for work aligning curriculum to the Common Core State Standards and the Next Generation Science Standards.
- 1.6 Saratoga High School math department has been working on Common Core State Standards aligned curriculum, including work related to the recent adoption of Common Core State Standards aligned textbooks for Algebra I, Geometry, Algebra II, and Calculus.
- 1.7 Saratoga High School English department was provided release days to work on alignment of the Common Core State Standards. All planned assessments and projects for English 9, 10, 11 were completed, including authentic assessments aligned to the Common Core State Standards. The SHS English 9 benchmark assessment served as a model for the development of the District 9th grade benchmark assessment. The department used District funded release days and department collaboration time to focus on analysis of sourcing and synthesis related to skills articulated in the Common Core State Standards.

			<p>1.8 The Saratoga High Science department had ten teachers use release days in the fall and ten teachers take another release days in the spring to work on NGSS. The department redesigned the department pathway to allow access for more sophomores to take Physics starting in 2016-2017.</p> <p>1.9 New courses developed for 2016-17: Sports Statistics, Engineering and Design and Development (the capstone course for the STEM-based Project Lead the Way program), Dance Fitness, and SP Studio Art.</p> <p>1.10 New Tech teachers at Los Gatos High School attended the New Tech Annual Conference (NTAC) in Chicago and participated in sessions that gave insight into best practices for implementing PBL. Our coach from the New Tech Network made four visits and offered consulting through conference calls and virtual meetings a throughout the year. A team met off-site in February 2016, and included all teachers and three New Tech 11th graders as well as a certified Google, Apple, and Adobe educator who provided training using iPads for projects. Protocolled reflections were gathered regarding “who are we and where do we want to go”—reflections included ideas for enhancing the methods practiced and community-building strategies.</p> <p>1.11 New Tech High at Los Gatos High and Project Lead the Way at Saratoga and Los Gatos high schools were expanded. New Tech now offers a pathway through 11th grade and Project Lead the Way at both sites offers 3 courses with the 4th and final capstone course to be offered 2016.17.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Evaluate existing programs for providing students with a variety of credit recovery options.	<p>\$45,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s</p>	<p>The District offers students a variety of credit recovery options to support all students in meeting its graduation requirements.</p> <ul style="list-style-type: none"> In its second year, the new Assist Program (Accommodating Saratoga Students with Intervention, Support and Therapy) at Saratoga High School is proving a successful model as it serves students with attendance issues stemming from a variety of sources. The Assist Program currently serves 16 students, 11 of whom have had attendance issues. 8 of those 11 have demonstrated consistent improvement in 	<p>\$45,202.91 Resource 0000 Certificated Expenditures OBJs 1000s, 3000s, 4000s General Fund</p>

		<p>their attendance. 12 of the 16 students served by the program are earning the required credits and are on track to graduate.</p> <ul style="list-style-type: none">• Course remediation options in the Los Gatos High School Student Center this school year include OdysseyWare for course and skill area remediation and support; Apex for credit recovery, and Aleks, an online math diagnostic and support tool. Additionally during second semester two periods of math support have been created for students who did not pass their math class first semester. Students work online using OdysseyWare at their own pace with a math tutor or math teacher present to provide classroom support. The Student Center also provides Freshmen Support during the latter two grading periods each semester for struggling students so students can improve their grades to C- or better.• The Testing Center, which is part of LGHS's Student Center, allows for students who have IEPs, 504 plans, or in general need to make up tests for classes, the opportunity to take tests in a quiet setting and have extended time if warranted. The Testing Center is monitored by a staff person the entire time and helps to provide a tier of support so that students can be more successful in school• Students in need of credit recovery also have access to the District's Independent Study program, its summer school program, and the recently renamed Valor alternative program, located at their District Office campus.• Special education students who meet eligibility criteria have access to Therapeutic Special Day Class (TSDC), Community Based Instruction (CBI), and Community Immersion Program (CPI). Juniors and senior students also have the opportunity to do concurrent enrollment classes at WVC and DeAnza College.• District and site professional development plans included	
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		topics that ensure student access and success. Relevant topics include: formative assessment, creating engaged classrooms, building connections with students, as well as other topics within the domain of social/emotional learning and student well-being.	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.2 Review, revise, and implement District and site professional development plans with an emphasis on training in the Common Core State Standards.	\$131,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s	<ul style="list-style-type: none"> The District's schools employ No Child Left Behind (NCLB) highly qualified teachers who receive regular, relevant, and research based professional development. Each school site has collaboration time built into its block schedule, and each site maintains a coordinated staff development plan, which is driven by assessed needs and priorities. <p>The District's professional development plan is revised annually based upon assessed need and aligned with and in support of the District LCAP, the schools' Single Plans for Student Achievement, which reflect the current site Western Association of Schools and Colleges action plans. The District supported professional development in the areas of standards aligned curriculum, assessment, and student social and emotional learning. The District also implemented its Instructional Leadership Collaborative to provide mentoring for teachers, and to guide professional development for the District. The District provided the following professional development opportunities:</p> <ol style="list-style-type: none"> 8.7.15: Administrator training in research based best practices in assessment. 8.13.15: Focus 15, provided sessions for teachers addressing social/emotional learning 	\$132,568.09 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund

		<p>and creating engaged classrooms.</p> <ol style="list-style-type: none"> 3. 10.5.15: Festival of Learning: District-wide, conference style sessions on topics such as: Common Core State Standards, formative assessment, SpEd assessment, instructional technology, standards aligned materials, depth of knowledge in the Common Core Standards, and student engagement. 4. 10.12.15: Staff and administrator research-based training in best practices in formative assessment. 5. 3.7.16: Los Gatos High School math department research-based training in best practices in formative assessment. 6. Training in use of the District Learning Management System as needed/requested. 7. Books study groups at each site researching formative and summative assessment best practices. <ul style="list-style-type: none"> • SHS's updated site professional development plan included 14 all-staff collaboration meetings focused on two primary topics: Curriculum alignment with the Common Core State Standards and reducing student stress, which the staff voted the top priority for collaboration. Staff gathered information from students through interviews and surveys as part of the process of determining key areas for research. Similarly, staff gathered information from students to inform discussion and decisions about appropriate homework loads. Department level collaboration focused on standards alignment and reduction of student stress. • LGHS's site professional development plan included regular meetings of interest groups to research, study, and implement strategies in the following areas: <ol style="list-style-type: none"> 1. Technology and Learning 2. Instructional Practice and Assessment 3. Applying Outside Research to the Classroom 	
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		<p>4. Growth Mindset and Learning to Learn 5. Student Well-Being and the Ability to Thrive</p> <p>Additionally, the plan set aside time for course level collaboration for curricular alignment with the Common Core State Standards, the Next Generation Science Standards, and for integration of new Common Core State Standards aligned instructional materials.</p> <ul style="list-style-type: none"> • Site staff development teams, leadership teams, and teaching staff regularly review relevant student performance data as well as survey data. • Site councils at each site are involved in ongoing review and evaluation of school programs. This participation from staff, students, and parents keeps a light on the most important aspects of students' educational experience. 	
Scope of service:		Scope of service:	
✓_ALL		✓_ALL	
<p>OR:</p> <p>___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p>___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	

1.3 Continue to support two professional development days for all District teachers with an emphasis on the Common Core State Standards.	\$300,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s	<ul style="list-style-type: none">• The District continued to lead two professional development days for teaching staff. This is in addition to the District run “Festival of Learning,” which brings all District teachers together in October for a day of conference style professional development focused on best practices in instruction and instructional technology.• August 13, 2015: <i>FOCUS 15</i>, a conference style day offering a variety of sessions on social/emotional and wellness support practices. This professional development supports District and site goals around supporting student wellbeing.• August 14, 2015: site level professional development: SHS: Training by Passageworks in creating engaged classrooms through social/emotional learning. LGHS: Training for professional learning communities.• The District is engaged in expanding professional development services to its teachers and has committed resources and provided time to ensure its instructional staff continues to deliver accessible, effective, standards based learning experiences for all students.	\$217,083.39 Resource 0000 Certificated Expenditures OBJs 1000s, 2000s, and 3000s General Fund
Scope of service:		Scope of service:	
<div><div><input checked="" type="checkbox"/> ALL</div><div>OR: <div><div><input type="checkbox"/> Low Income pupils</div><div><input type="checkbox"/> English Learners</div></div><div><div><input type="checkbox"/> Foster Youth</div><div><input type="checkbox"/> Redesignated fluent English proficient</div></div><div><div><input type="checkbox"/> Other</div></div></div><div>Subgroups:(Specify)_____</div></div>		<div><div><input checked="" type="checkbox"/> ALL</div><div>OR: <div><div><input type="checkbox"/> Low Income pupils</div><div><input type="checkbox"/> English Learners</div></div><div><div><input type="checkbox"/> Foster Youth</div><div><input type="checkbox"/> Redesignated fluent English proficient</div></div><div><div><input type="checkbox"/> Other</div></div></div><div>Subgroups:(Specify)_____</div></div>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ol style="list-style-type: none"> 1. The newly revised District Strategic Plan, shaped by all stakeholders, and input from site stakeholder groups reaffirm the current LCAP goals as it sharpens the focus on creating relevant and engaging learning experiences for students, supporting student wellness, and fostering a culture of collaboration and innovation. 2. The District will continue to target resources to supporting the development and implementation of District and site professional development plans. The District has also, and will continue to provide direct coaching support and staff development for teachers through its Instructional Leadership Collaborative. <p>Additionally, and throughout the 2016-2019 LCAP, the District will address all of the required metrics as outlined in the 8 state priorities.</p>																												
Original GOAL from prior year LCAP:	2. Increase the number of students who access and successfully complete A-G courses in the junior and senior years.	Related State and/or Local Priorities: 1__ 2__ 3__ 4✓ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____																											
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All																										
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> More students District-wide will complete the A-G requirements, which will support pupil achievement as measured by performance on statewide assessments, the District's Academic Performance Index, progress of English learners toward English proficiency, English learner reclassification rate, Advanced Placement exam passing rate, and the percentage of students demonstrating college preparedness. 	Actual Annual Measurable Outcomes:	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 2.1 <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>District Enrollment</th> <th>% of Appropriately Credentialed Teachers</th> <th>API--Three Year Average</th> <th>% of Students Meeting A-G Requirements</th> <th>Graduation Rate</th> <th>College Attendance Rate</th> </tr> </thead> <tbody> <tr> <td>3,302</td> <td>98%</td> <td>SHS: 934 LGHS: 884</td> <td>2014: 79% 2015:</td> <td>97%</td> <td>98.50%</td> </tr> </tbody> </table> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>% of Students Meeting or Exceeding Standards on CAASPP</th> <th>AP Exam Pass Rates</th> <th>National Merit Scholars</th> <th>Attendance Rates</th> <th>Change in Suspension Rates</th> <th>Change in Expulsion Rate</th> </tr> </thead> <tbody> <tr> <td>Math: 73% ELA: 83%</td> <td>87%</td> <td>SHS: 39 LGHS: 38</td> <td>96.50%</td> <td>2013: 2.3% 2014: 2.2%</td> <td>2013: 0% 2014: 0%</td> </tr> </tbody> </table> <p>2.2 Each site continues to work on this goal. A 9th benchmark assessment has been developed at each school with the support of the District. The assessment was piloted April/May 2016. 9th grade teams from each site met together to share results, analyze student anchor papers, discuss the</p>			District Enrollment	% of Appropriately Credentialed Teachers	API--Three Year Average	% of Students Meeting A-G Requirements	Graduation Rate	College Attendance Rate	3,302	98%	SHS: 934 LGHS: 884	2014: 79% 2015:	97%	98.50%	% of Students Meeting or Exceeding Standards on CAASPP	AP Exam Pass Rates	National Merit Scholars	Attendance Rates	Change in Suspension Rates	Change in Expulsion Rate	Math: 73% ELA: 83%	87%	SHS: 39 LGHS: 38	96.50%	2013: 2.3% 2014: 2.2%	2013: 0% 2014: 0%
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			<p>significance of the data, and plan for next steps for refining curriculum and addressing student learning needs.</p> <p>2.3 Site professional development plans include, and 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.</p> <p>2.4 Science departments are moving toward course level common assessments, with Los Gatos High School science department fully implemented. LGHS science has also implemented a readiness assessment for Chemistry, students who do not demonstrate readiness have the option of taking Chemistry in the Community, which is UC/CSU approved. Math departments are integrating CCSS aligned assessments into their curriculum, while working toward common course level assessments.</p> <p>2.5 Los Gatos High School hosted a UC Course Approval training, led by UC representatives, for staff and is pursuing submitting more courses for UC approval, including some elective and CTE offerings.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

2.1 Develop a plan for increasing student use of the student center, which may include expansion or renovation of the space as part of the District's facilities improvement plan under local Measure E.		\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s	<ul style="list-style-type: none"> The District continues to pursue an expanded space for Saratoga High through the Measure E planning process. Renovation of the old library building at Saratoga to house the new student center is expected to take place in time to open the new space in 2016.17. The District is also looking at options for providing staffing for the new student center at Saratoga High School. 	\$1,376.00 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures

2.2 Develop a better understanding of project-based learning and identify projects applicable to CCSS aligned course content.		<p>\$25,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s</p>	<ul style="list-style-type: none"> Teachers continue to develop, revise, and/or enhance units of instruction that integrate project based learning opportunities for students, particularly in the growing STEM program Project Lead the Way, which will be fully implemented in 2016-17 at both high schools. Los Gatos High's New Tech Program, which is focused on project-based-learning, now has pathways that lead through the 11th grade. At LGHS the New Tech team has attended three annual conferences during the past three summers and meets weekly to develop and refine PBL units of study that reflect Common Core standards. All courses in the New Tech pathway have a "begin with the end in mind" approach, with student-centered, inquiry-based concepts at the core of the pedagogy. Other courses that employ PBL at LGHS include Project Lead the Way courses (Introduction to Engineering and Principles of Engineering) and our career technical education courses (applied arts and VPA courses). 	<p>\$25,235.03 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund</p>
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	

2.3 Design and develop benchmark assessments in grades 9 and 10 English, math, science, social studies, and world languages.		\$25,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s	<ul style="list-style-type: none">The District has engaged school leadership and English department chairs this year to pilot a grade 9 benchmark assessment. Saratoga High School will use its current 9th grade school wide writing assessment as it continues to establish benchmark scores for 9th grade students. The grade 10 assessment is being re-designed to serve as a benchmark for the 11th grade fall assessment, which will serve as the 11th grade benchmark for the Common Core State Standards expected outcomes. Los Gatos High School has developed a 9th grade benchmark assessment that aligns with expected outcomes for 9th grade students and with the Saratoga High 9th grade benchmark. English departments will meet after scoring the student essays to analyze student work.In March 2016 all LGHS math classes gave internally-made Common Core aligned assessments using Chromebooks. An idea came about early in second semester at a department meeting that implementing a common formative assessment midway through second semester (rather than at the end of the year) would allow the department to gather data and reflect upon areas of instructional need for the rest of this school year.Science departments are moving toward course level common assessments, with Los Gatos High School science department fully implemented. LGHS science has also implemented a readiness assessment for Chemistry, students who do not demonstrate readiness have the option of taking Chemistry in the Community, which is UC/CSU approved. Math departments are integrating CCSS aligned assessments into their curriculum, while working toward common course level assessments.	\$25,764.38 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund	
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners					

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

2.4 Provide professional development in data-driven decision making and curriculum revision.	<p>\$25,000 Resource 0000 Professional Development Expenditures OBJs 5000s</p>	<ul style="list-style-type: none">The District provided training both at the site and District levels in research based best practices in formative and summative assessment and how they each inform instructional decision making. In August, October, and March The District lead assessment book study teams at each site, which focused on how to gather relevant data about student learning and how to use it to improve instruction and student achievement. The District coordinated the development of a 9th grade English benchmark assessment. The data from the assessment will be used identify student proficiency levels and to evaluate and improve the schools’ English language arts programs.Relevant professional development provided by the District:<ul style="list-style-type: none">8.7.15: Administrator training in research based best practices in assessment.10.5.15: Festival of Learning: District-wide, conference style sessions on topics such as: Common Core State Standards, formative assessment, SpEd assessment, instructional technology, standards aligned materials, depth of knowledge in the Common Core Standards, and student engagement.10.12.15: Staff and administrator research-based training in best practices in formative assessment.3.7.16: Los Gatos High School math department research-based training in best practices in formative assessment.	<p>\$25,680.95 Resource 0000 Professional Development Expenditures OBJs 1000s, 3000s General Fund</p>
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:			

<p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </p>		<p>OR:</p> <p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </p>	
<p>2.5 Research and examine strategies for increasing effectiveness of tutorial.</p>	<p> \$25,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s </p>	<p>At Los Gatos High School:</p> <ul style="list-style-type: none"> • “Targeted tutorials” throughout the 2015-16 school year have included grade-level assemblies (in the fall and spring) to present important information to students such as school expectations, guidance presentations, course registration presentations, Leadership election speeches. • Once-a-month online video announcements created by students on the El Gato staff in collaboration with Leadership as well as KCAT, the local public cable TV station located on site, were streamed and played in classrooms at the end of tutorial and beginning of third period for students. • Two new tutorial sessions in the theater were held this winter to provide information for our first-ever “LGHS Job Shadow” program through which 125 juniors and seniors were placed at various companies and places of employment in the Bay Area for a day in March 2016. • Link Crew leaders (upperclasspersons) met twice during tutorial (as well as once during Health/Fitness classes) for small-group discussions with freshmen, welcoming them to aspects of the school culture. Additionally, Students-to-Students (juniors and seniors) led and facilitated six “Guided Conversations” with freshman groups during tutorial on topics that were geared toward “how to be organized, successful in school, and have a positive high school experience.” The peer mentoring aspect of both programs is something that is seen as contributing to a caring school climate. 	<p> \$25,004.00 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund </p>
<p>Scope of service:</p>		<p>Scope of service:</p>	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ol style="list-style-type: none"> 1. The newly revised District Strategic Plan, shaped by all stakeholders, and input from site stakeholder groups reaffirms the current LCAP goals as it sharpens the focus on creating relevant and engaging learning experiences for students, supporting student wellness, and fostering a culture of collaboration and innovation. 2. Directly responding to student input, Los Gatos High School hosted a UC Course Approval training, led by UC representatives, for staff and is pursuing submitting more courses for UC approval, including some elective and CTE offerings. These actions are in addition to those listed in the LCAP. 3. Action 2.1 has changed slightly to reflect the shift from implementation to monitoring and evaluation of programs. 			
Original GOAL from prior year LCAP:	3. Teachers will use formative and summative assessment in a purposeful way.			Related State and/or Local Priorities: 1__ 2__ 3__ 4✓ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All				
	Applicable Pupil Subgroups:	All			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">Teachers will use formative assessment more deliberately as an ongoing process in the classroom to support student learning, which will support pupil achievement as measured by performance on statewide assessments, the District’s Academic Performance Index, progress of English learners toward English proficiency, English learner reclassification rate, Advanced Placement exam passing rate, and the percentage of students demonstrating college preparedness.	Actual Annual Measurable Outcomes:	3.1 Relevant indicators:																					
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			<p>3.2 New benchmark assessments will be piloted this year for all District 9th grade students. Site English teams met together May 10, 2016, to analyze student work, identify areas of improvement, discuss curricular and instructional changes, and plan for implementation of the 10th grade benchmark assessment spring, 2017.</p> <p>3.3 10th grade English benchmark assessments are in the planning phase. The District plans to pilot this assessment spring, 2017.</p> <p>3.4 Los Gatos High School’s professional development plans included, and teachers participated in, collaboration on formative and summative assessment and its impact on informing instruction.</p> <p>3.5 The District supported professional development in formative assessment as a key component of providing timely, relevant feedback to students, and to informing instruction. In October, 2015, teachers and administrators participated in a full professional development day presented by Cassandra Erkens. As a follow up to this work, and as part of the ongoing work with Cassandra, the District coordinated a full day of professional development for the Los Gatos High School math department on formative assessment. The math department has developed an action plan and will have additional collaboration time funded through the District to plan and implement.</p>																					

			<div>3.6 Survey data from Saratoga High:</div> <table><tr><th colspan="2">Saratoga High School--Formative Assessment Survey--Spring 2015</th></tr><tr><th>Survey Prompt</th><th>% in Agreement</th></tr><tr><td>I am confident about my ability to use classroom formative assessment to gauge student learning and to inform instructional choices.</td><td>93%</td></tr><tr><td>Students in my class are actively engaged in the formative assessment process.</td><td>83%</td></tr><tr><td>I plan for the use of formative assessments regularly in my classroom.</td><td>91%</td></tr></table>	Saratoga High School--Formative Assessment Survey--Spring 2015		Survey Prompt	% in Agreement	I am confident about my ability to use classroom formative assessment to gauge student learning and to inform instructional choices.	93%	Students in my class are actively engaged in the formative assessment process.	83%	I plan for the use of formative assessments regularly in my classroom.	91%
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LCAP Year: 2015-16													
Planned Actions/Services		Actual Actions/Services											
	Budgeted Expenditures		Estimated Actual Annual Expenditures										
3.1 Provide professional development about formative assessment.	<div>\$8,000 Resource 0000 Professional Development Expenditures OBJs 5000s</div>	<div><ul style="list-style-type: none">The District provided the following professional development opportunities:<ol style="list-style-type: none">8.7.15: Administrator training in research based best practices in assessment.10.5.15: Festival of Learning: District-wide, conference style sessions on topics such as: Common Core State Standards, formative assessment, SpEd assessment, instructional technology, standards aligned materials, depth of knowledge in the Common Core Standards, and student engagement.10.12.15: Staff and administrator research-based training in best practices in formative assessment.3.7.16: Los Gatos High School math department research-based training in best practices in formative assessment.Books study groups at each site researching formative and summative assessment best practices.Teachers continued to broaden a shared, working understanding of what formative assessment is.Teachers identified and shared specific strategies to implement in the classroom.</div>	<div>\$7,398.65 Resource 0000 Professional Development Expenditures OBJs 1000s, 3000s General Fund</div>										

		<ul style="list-style-type: none"> Teachers collaborated to better understand the relationship between the formative assessment process and student learning targets. Teachers collaborated and identified ways to better engage students in the formative assessment process, through reflection and goal setting. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.2 Increase development and use of scoring rubrics in relation to local benchmark assessments in English.	\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s	<ul style="list-style-type: none"> The District benchmark assessments in English piloted spring, 2016. Additional rubrics were developed to support shared information between the school sites. Site staff development plans included a focus on the effective use of assessment as a critical method for making data-driven decisions about instruction and student learning. Sites will continue to include assessment topics in their site professional development plans. 	\$1,080.00 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s General Fund
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
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<p>3.3 Develop Common Core State Standards course content and assessments in grades 9 and 10, English, math, science, and social studies, as benchmarks for grade 11 Smarter Balanced testing.</p>	<p>\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s</p>	<ul style="list-style-type: none"> The District benchmark assessments in English piloted spring, 2016. Additional rubrics were developed to support shared information between the school sites. Los Gatos High School math department received professional development in research based effective use of formative assessment to support student learning. The department has identified the development of rubrics among its next steps as it moves toward design of course alike assessments. 	<p>3000s General Fund</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>1. The newly revised District Strategic Plan, shaped by all stakeholders, and input from site stakeholder groups reaffirm the current LCAP goals as it sharpens the focus on creating relevant and engaging learning experiences for students, supporting student wellness, and fostering a culture of collaboration and innovation.</p>		
<p>Original GOAL from prior year LCAP:</p>	<p>4. Continue building a positive school climate that reduces stress while supporting appropriate academic rigor.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>

Goal Applies to:		Schools:	All																		
		Applicable Pupil Subgroups:	All																		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">Students will report a higher level of connectedness to the schoolStrong student attendance ratesLow chronic absenteeismLow dropout ratesStudents will report experiencing appropriate levels of stress in relation to their experience at the District schools and their particular course loadAn overall decrease in student suspensions and expulsionsIncrease in efforts to seek parent input and promote parent participation		Actual Annual Measurable Outcomes:	4.1 The District Wide Survey is administered every other year. As such, there is no new survey data to report. In the baseline year, the results from the District wide survey, produced and conducted by EMC Research, reflected exceptional satisfaction among parent, student, and teacher groups with the District's schools and programs, and with the climate of the District's schools. Participation for the survey was high across all stakeholder groups.																	
	<table><tr><th rowspan="2">Developmental Asset</th><th colspan="2">% Demonstrating Asset</th></tr><tr><th>District 2011</th><th>District 2014</th></tr><tr><td>5: Caring School Climate</td><td>43%</td><td>43%</td></tr><tr><td>8. Youth as Resources</td><td>40%</td><td>40%</td></tr><tr><td>9. Service to Others</td><td>49%</td><td>51%</td></tr><tr><td>14. Adult Role Models</td><td>36%</td><td>35%</td></tr></table>			Developmental Asset	% Demonstrating Asset		District 2011	District 2014	5: Caring School Climate	43%	43%	8. Youth as Resources	40%	40%	9. Service to Others	49%	51%	14. Adult Role Models	36%	35%	
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4.2 Through professional development events such as the District's <i>Focus 15</i> , with its focus on social emotional learning, and with its continued partnership in supporting the work on building engaged classrooms with Passage Works, The District continues to identify building positive, effective relationships among teachers and their students as a priority.																					
4.3 Available data for the District data suggests much success in this goal area:																					
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Focus efforts on building assets: <ul style="list-style-type: none"> 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 	\$1,000 Resource 0000 Certificated Expenditures OBJs 1000s and 3000s	<ul style="list-style-type: none"> The District continues to make supporting students' social and emotional wellness a priority by continuing to site therapeutic counseling at both its schools with 5 therapists at Los Gatos High and 4 at Saratoga High. The District supports bi-annual administration of the Project Cornerstone Survey, which furnishes ongoing data regarding the District's students' developmental asset indicators. Both schools will administer the survey in 2016-17. Saratoga High School: <ul style="list-style-type: none"> District continues to partner with the 1440 Foundation to support teacher training in creating an engaged classroom 	\$1,000.00 RS 0000 Certificated Expenditures OBJs 1000s, 5000s General Fund

<p>Passage Works to train staff in creating the engaged classroom and in implementing classroom strategies that support student social and emotional learning.</p>		<p>with Passage Works. Over 40 staff members have been trained to date</p> <ul style="list-style-type: none"> • June 2015 Transformational Leadership (District Wide) • June 2015 1 Day Five Dimensions and 2 day Mindfulness Conference (Design Team) • August 2016 Whole Staff (98% attended) Professional Development Day • Parent Home Interviews (Fall-Winter 2015-16) • November 2016 Design Team Meeting • January 2016, SEL Mentor team training (6 staff members) • February 2016 Culturally Responsive Leadership Seminar (11 staff) • School sponsored Community World Cafe (3/23) • SEL Mentors will oversee student and staff surveys related to connectedness and other SEL practices/impacts. • Saratoga High implemented a program to reward and recognize students who exemplify the goals of being balanced, healthy individuals, who practice kindness to others. • Anti-bullying assembly in August, 2015. • Admin made presentations to all health classes on campus. • The School Resource Officer (SRO) made presentations to all health classes on campus. • Each health teacher taught a unit on cyber bullying. • The CASSY office has information available for students on dealing with cyber bullying. • Speak Up for Change Week. <p>At Los Gatos High School:</p> <ul style="list-style-type: none"> • In an effort to inform parents, and in partnership with Home and School Club, administration created a graphic that illustrates the target Project Cornerstone assets the school worked on this year. The six include Caring, Caring School Climate, School Engagement, School Boundaries, Cultural Competence, and Positive View of Personal Future. We have woven them into presentations and table discussions in Fall 2015, at separate meetings held for each of these groups: LGHS Staff Meeting, School Site Council meeting, LGHS Community Forum meeting, Curriculum 	
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		<p>Council Meeting, Home and School Club Meeting. We also included the image in the leaflet distributed to all parents at Back to School Night.</p> <ul style="list-style-type: none">• At the fall 2015, Community Forum meeting, consisting of representatives from CASSY, Guidance, School Administration, CASA, Home & School Club, Parenting Continuum, and Peer-to-Peer Education, representatives from all groups articulated events they were holding throughout the year that demonstrated the Project Cornerstone Focus Assets the school has identified as focus areas for this school year. Parenting Continuum representatives, for instance, used the assets as a guide for all of the different speakers and educational film opportunities they brought to the school community throughout the year.• At the 8th Grade Welcome Night in January 2016, the school held an Electives Faire with classrooms open for students and parents to visit. A presentation in the Large Gym highlighted and provided information about extracurricular offerings as well as course offerings and pathways available to freshmen. During the last week of January 2016, grade-level course registration assemblies were held and all courses, including new courses offered next year (Robotics, Agroecology 2, Graphics Design 2, and Applied Mathematics) were explained. The diversity of choices and pathways offered allow students support connectedness to the school and a positive self-identity.• While the site has not created a “digital handbook” in the way initially been proposed at the outset of the year, the LGHS Guidance Department completely reorganized its section on the school website so that it is much more student-friendly and easier to navigate. The new Guidance page contains easy-to-read links as follows: Enrollment/Registration (information for new students), Curriculum Information (information regarding courses, course sequencing, graduation and UC/CSU requirements), Policies and Procedures (grading and course change policies), Forms (community service, tutorial logs, and Independent Study PE), and Grade Level Information—all easily accessible to support student success.	
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		<ul style="list-style-type: none">• In September 2015 LGHS Administration met with student leads and advisors of the Peer Education programs at LGHS in which each set of student leaders identified actions their groups are undertaking this year that emblemize at least one of the target Project Cornerstone assets.• In September 2015, LGHS Administration met with student leads and advisors of the Peer Education program. Each set of student leaders identified actions their groups are undertaking this year that emblemize at least one of the target Project Cornerstone assets.• Youth as Resources: The schools have many student run groups that provide services and support to other students: <i>Common Roots</i>, a student run organization seeks to provide friendly support and a listening ear for fellow students. 17 additional students and 6 additional staff were trained in 2015-16. Students provide referrals to the <i>The Sources of Strength</i> training focuses on supported, trusted adults building connectedness with students who may be experiencing social or emotional difficulties. Student leadership at Saratoga designed and led the 4th annual <i>Speak up for Change Week</i>, focusing on issues such as substance abuse, stress, self-confidence, and compassion in action.• Service to Others: Almost 200 students have been involved in service learning projects with the help of the new Service Learning Projects Coordinator.• Adult Role Models: Over 40 staff members have received the Passage Works training, which focuses on bringing an awareness of students’ social and emotional experiences to bear upon classroom teaching and learning.	
Scope of service:		Scope of service:	
__ALL		__ALL	
OR:			

<p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </p>		<p>OR:</p> <p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </p>	
<p>4.2 Build and implement a comprehensive system using a tiered assistance model to address differentiated student needs, including social/emotional needs. 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.</p>	<p> \$1,000.00 Resource 0000 Certificated Expenditures OBJs 5000s General Fund </p>	<ul style="list-style-type: none"> SHS continues to use and refine its Tiered Response Plan. In support of Tier 2 of the three tiered system, the District continues to provide additional resources to expand counseling services through the third party organization CASSY. For Tier 3 support, the District continues to fund SHS's ASSIST Program, a bridge program to support students experiencing long-term illness that may keep them out of school and students for whom social/emotional problems make attending a regular high school schedule difficult. In addition to its own CASSY program, LGHS continues to operate its Home and Hospital Instruction program, which provides similar services as the SHS program. Saratoga High School responds to student needs in several ways including: initial conversations about student support with alphabetically-designated counselor and administrator pairing, possible referral to CASSY therapeutic counseling, conversation with student and family in student study team (SST format) with possibility of formal assessment. For the past two years, Saratoga has averaged over 50 SST meetings and over 35 initial assessments annually. 	<p> \$1,000.00 Resource 0000 Certificated Expenditures OBJs 5000s General Fund </p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p>✓ ALL</p>		<p>✓ ALL</p>	
<p>OR:</p> <p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </p>		<p>OR:</p> <p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>1. The newly revised District Strategic Plan, shaped by all stakeholders, and input from site stakeholder groups reaffirm the current LCAP goals as it sharpens the focus on creating relevant and engaging learning experiences for students, supporting student wellness, and fostering a culture of collaboration and innovation.</p> <p>2. The language for Action 4.2 has changed somewhat for 2016-17, to reflect the shift from implementation to monitoring and evaluation of the tiered assistance model.</p>	
Original GOAL from prior year LCAP:	5. Increase parent engagement.		<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_✓_ 4__ 5__ 6__ 7__</p> <p>8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
Goal Applies to:	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All</p>		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increased efforts to seek parent input to inform decision making. Increased parent engagement and participation in school program evaluation and implementation. 	Actual Annual Measurable Outcomes:	<p>The District continues to work toward improving parent engagement, with a particular emphasis on engaging the parents of the District's English language learners, through the implementation of CANVAS, the District's learning management system, and through support of the site efforts below</p> <p>At Saratoga High School:</p> <p>5.1. At Saratoga High School, a bi-lingual liaison was hired to help bridge communication between the school/district and the Chinese speaking community.</p> <p>5.2 Principal emails are translated on a weekly basis.</p> <p>5.3 Translated documents and messages are posted on the webpage.</p> <p>5.4 The webpage has an opportunity for families to leave messages in Chinese and receive a response from school personnel in Chinese.</p> <p>5.6 ELL Parent Information Nights (PIN) will began in the spring of 2016.</p> <p>5.7 ELL Focus events have been scheduled in the fall of 2015 and spring of 2016</p>

			<p>5.8 In November (11/19), the PTSO sponsored the first “5 Dimensions of Engaged Parenting” attended by SHS and a few LGHS parents.</p> <p>5.9 PTSO’s Parenting Continuum” hosted an informational meeting with parts about Passageworks and the push for Social-Emotional training and support for parents.</p> <p>5.10 Parent home interviews are still in progress and should be completed by early March.</p> <p>5.11 Anecdotally, students have written about the “sense” that teachers are doubling-down on efforts to build connection between themselves and students and student-to-student. (Falcon Article)</p> <p>5.12 Design team, when formalized will build an instrument to begin formal data collection in conjunction with the EMC survey results from last year.</p> <p>5.13 SHS interviewed 22 families. Anecdotal information was used to help inform the World Café held March 23. Suggestions for potential outreach programs, particularly for parents new to the country, have been identified. Administration is working on implementation.</p> <p>5.14 World Café—SHS hosted a community forum, March 23, which engaged members of the community in a protocolled discussion about issues facing SHS.</p> <p>At Los Gatos High School:</p> <p>5.15 In an effort to communicate and engage parents in a more effective and dynamic way, District and site IT staff has been working this year on adopting a new website provider for LGHS and has been collecting input from staff persons on site for enhancements we would like to implement on a revised school website, including better calendar features to allow for easier viewing of school events that represent all facets of the school experience, for example: academics, athletics, activities, and the performing arts.</p> <p>5.16 Before the Fall 2015 and Spring 2016 Principal’s Partnership Forum meetings, the Principal met with the Home and School Club President and New Millennium Foundation Board President to identify the themes and protocols for those meetings. Students, Parents, and Staff attended</p>
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			meetings and exit tickets were collected from each with specific questions designed to gather feedback for school improvement purposes. The feedback was collated and organized in electronic form and shared with specific purposes in mind. The first semester feedback gather from the Principal's Partnership Forum about student stress and quality of learning experiences was given to the district's Schedule Advisory Committee to design an optimal common bell schedule for both schools in the district. Second semester feedback was gathered regarding areas of District Strategic Plan and Strategic Initiatives and was used to inform the District's LCAP and LGHS's SPSA, and was reviewed by the Curriculum Council to guide school improvement and inform the school's WASC self-study.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Develop a program for ESL instruction for parents.	Resource 0000 Certificated and Classified Expenditures OBJs 1000s, 3000s General Fund Title I	<ul style="list-style-type: none"> The District is collaborating with the Saratoga Public Library to provide free, on-going English language development for the parents/guardians of the District's English language learners. Early records show approximately 20-30 community members attending weekly. 	\$5,064.91 Resource 0000 Certificated and Classified Expenditures OBJs 1000s, 3000s General Fund Title I
Scope of service:		Scope of service:	
__ALL		__ALL	
OR:			

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.2 Establish DELAC/ELACs if student numbers reach the level requiring the committees.		\$1,000 Resource 0000 Certificated and Classified Expenditures OBJs 1000s, 3000s General Fund	• 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.	\$1,000.00 Resource 0000 Certificated and Classified Expenditures OBJs 1000s, 3000s General Fund
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils ✓ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils ✓ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>5.3 Evaluate ELL program effectiveness, identify areas of need, and create an action plan.</p>	<p>\$4,000.00 RS 0000 Certificated and Classified Expenditures OBJs 1000s, 3000s General Fund</p>	<ul style="list-style-type: none"> The District began an English Language Learner program review, which included revising the District's English Language Learner Master Plan. The District English Learner Advisory Committee identified areas of improvement and will develop an action plan in 2016.17. 100% of English learners are enrolled in core academic courses. Aggregated GPA for these students suggests a solid level of success in these courses. <table border="1" data-bbox="1102 540 1677 695"> <thead> <tr> <th colspan="4">Avg. GPA for English Learners in their ELD and core classes</th> </tr> <tr> <th></th> <th>2014-15, Sem. 1</th> <th>2014-15, Sem. 2</th> <th>2015-16, Sem. 1</th> </tr> </thead> <tbody> <tr> <td>Los Gatos High</td> <td>2.74</td> <td>2.89</td> <td>2.89</td> </tr> <tr> <td>Saratoga High</td> <td>3.00</td> <td>3.06</td> <td>2.68</td> </tr> </tbody> </table> <table border="1" data-bbox="1102 721 1677 902"> <thead> <tr> <th>English Learner Reclassification Rate</th> <th>English Learner Progress Toward Proficiency Rate</th> <th>English Learner Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>17%</td> <td>87%</td> <td>2014: 100% 2015:</td> </tr> </tbody> </table>	Avg. GPA for English Learners in their ELD and core classes					2014-15, Sem. 1	2014-15, Sem. 2	2015-16, Sem. 1	Los Gatos High	2.74	2.89	2.89	Saratoga High	3.00	3.06	2.68	English Learner Reclassification Rate	English Learner Progress Toward Proficiency Rate	English Learner Graduation Rate	17%	87%	2014: 100% 2015:	<p>\$4,000.00 RS 0000 Certificated and Classified Expenditures OBJs 1000s, 3000s General Fund</p>
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none"> 1. The newly revised District Strategic Plan, shaped by all stakeholders, and input from site stakeholder groups reaffirm the current LCAP goals as it sharpens the focus on creating relevant and engaging learning experiences for students, supporting student wellness, and fostering a culture of collaboration and innovation. 2. The language for Action 5.1 has changed for 2016-17, to reflect the program implemented with Saratoga Public Library. 3. Action 5.2 from the 2015-16, LCAP has been dropped. The District will maintain a District English Learner Advisory Committee going forward. 4. Action 5.3 from the 2015-16, LCAP has been changed to reflect progress to date. The change reflects developing an action plan in 2016-17. 		
<p>Original GOAL from prior year LCAP:</p>	<p>6. All students will have access to ELA and math CCSS and the NGSS instruction and materials.</p>	<p>Related State and/or Local Priorities: 1✓ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 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 repair and provide all students with an educational environment to access a robust, standards-aligned curriculum. 	<p>Actual Annual Measurable Outcomes:</p>	<p>6.1 The District has adopted CCSS aligned textbooks for 100% of its relevant math courses: Algebra I, Geometry, and Algebra II.</p> <p>6.2 English Language Arts classroom instructional materials are aligned to the CCSS, following two years of professional development focused on curriculum review and alignment. English departments have designed CCSS aligned curriculum and materials, including model assessments, which will inform the development our CCSS benchmark assessments for grades 9 and 10, instructional activities aligned to non-fiction text, and synthesis writing. This development of instructional materials does not include purchase of new textbooks, rather teacher/department designed materials.</p> <p>6.3-6.4 Site staff development plans included training in CCSS and time to review and align curriculum. Teachers have received professional development in the Common Core State Standards. The various departments were given time to work on reviewing and modifying curriculum to align with the standards.</p>
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

6.1 Math instructional materials and digital resources will be aligned to the Common Core State Standards.		\$40,000 Resource 0000 Object 4000s Instructional Materials General Fund	• Saratoga and Los Gatos High math departments have begun implementing Common Core State Standards aligned math textbooks.		\$37,238.62 Resource 0000 Object 4000s Instructional Materials General Fund
Scope of service:			Scope of service:		
✓ ALL			✓ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

6.2 Science instructional materials and digital resources will be aligned to the Next Generation Science Standards.		\$30,000 Resource 0000 OBJs 4000s Instructional Materials General Fund	<ul style="list-style-type: none"> • Staff development plans have included time for curricular review and alignment of instructional materials to the state standards. • Los Gatos and Saratoga High Schools have adopted new standards aligned physics textbooks. • Los Gatos High School has also adopted new standards aligned biology and chemistry textbooks. 	\$6,377.33 Resource 0000 OBJs 4000s Instructional Materials General Fund
Scope of service:			Scope of service:	
✓ ALL			✓ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

6.3 Increase Common Core State Standards aligned curriculum and instruction across the disciplines.	\$10,000 Resource 0000 OBJs 4000s Instructional Materials General Fund	<ul style="list-style-type: none">• LGHS departments are in different stages of progress regarding curriculum alignment with Common Core State Standards and implementing common standards aligned benchmark assessments. The English department in conjunction with the District Instructional Leadership Collaborative piloted a 9th grade benchmark assessment in April. The English 9 team participated with Saratoga High School 9th grade English teachers to analyze student work and discuss the significance for the curriculum, the writing program, and for students moving on to the 10th grade.• LGHS Math Department had an off-site in-service day with assessment expert Cassandra Erkens on 3/7/16 to work on formative assessment practices. The department met throughout the spring to develop an action plan for follow up as they begin to develop course level standards aligned assessments.• Science meets regularly in subject teams to coordinate curricular planning and implementation regarding NGSS.• Saratoga High Science Department participated in 2 District funded release days to review and align curriculum and instruction to the state standards.• Social studies is developing a Common Core State Standards aligned common assessment in US History and AP American History. The assessment will require students to answer a “document-based” type of question in a critical essay response.	\$41,116.02 Resource 0000 OBJs 4000s Instructional Materials General Fund
Scope of service:		Scope of service:	
✓ ALL		✓ ALL	
OR:			

☐ Low Income pupils ☐ English Learners
☐ Foster Youth ☐ Redesignated fluent English proficient
☐ Other Subgroups:(Specify)_____

1. The newly revised District Strategic Plan, shaped by all stakeholders, and input from site stakeholder groups reaffirm the current LCAP goals as it sharpens the focus on creating relevant and engaging learning experiences for students, supporting student wellness, and fostering a culture of collaboration and innovation.
2. Action 6.1 from the 2015-16 LCAP, has been dropped since adoption for math standards aligned textbooks has been completed.
3. Action 6.3 from the 2015-16 LCAP, has been dropped since English Language Arts materials are now aligned to the state standards.
4. New Action 6.1, for 2016-17, attends to alignment of science materials to the state standards.
5. New Action 6.2, for 2016-17, attends to alignment of social science materials to the state standards.
6. Work to date in these areas confirms for the District that additional time, training, and resources will be necessary as teachers continue to transition to the new state standards. Much of the support for standards aligned curriculum and instruction is captured in other goal areas and in other actions included in the District's LCAP, e.g., 1.2, 1.3, 2.3, 2.4, 3.1, 3.2, and 3.3.

7. All staff will participate in Professional Development in English language arts and math Common Core State Standards, and Next Generation Science Standards.

1__ 2__ 3__ 4__ 5__ 6__ 7✓ 8✓
COE only: 9__ 10__
Local : Specify

Schools:	All
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Applicable Pupil Subgroups:	All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">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. Examples of indicators of student achievement include: percentage of students completing the A-G requirements, California High School Exit Exam pass rate, number of National Merit Scholars, state assessment results, and graduation and college matriculation rates.	Actual Annual Measurable Outcomes:	7.1 District data:																	
			<table><tr><th>District Enrollment</th><th>% of Appropriately Credentialed Teachers</th><th>API-- Three Year Average</th><th>% of Students Meeting A-G Requirements</th><th>Graduation Rate</th><th>College Attendance Rate</th></tr><tr><td>3,302</td><td>98%</td><td>SHS: 934 LGHS: 884</td><td>2014: 79% 2015:</td><td>97%</td><td>98.50%</td></tr></table>						District Enrollment	% of Appropriately Credentialed Teachers	API-- Three Year Average	% of Students Meeting A-G Requirements	Graduation Rate	College Attendance Rate	3,302	98%	SHS: 934 LGHS: 884	2014: 79% 2015:	97%	98.50%
			District Enrollment	% of Appropriately Credentialed Teachers	API-- Three Year Average	% of Students Meeting A-G Requirements	Graduation Rate	College Attendance Rate												
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<table><tr><th>% of Students Meeting or Exceeding Standards on CAASPP</th><th>AP Exam Pass Rates</th><th>National Merit Scholars</th><th>Attendance Rates</th><th>Change in Suspension Rates</th><th>Change in Expulsion Rate</th></tr><tr><td>Math: 73% ELA: 83%</td><td>87%</td><td>SHS: 39 LGHS: 38</td><td>96.50%</td><td>2013: 2.3% 2014: 2.2%</td><td>2013: 0% 2014: 0%</td></tr></table>						% of Students Meeting or Exceeding Standards on CAASPP	AP Exam Pass Rates	National Merit Scholars	Attendance Rates	Change in Suspension Rates	Change in Expulsion Rate	Math: 73% ELA: 83%	87%	SHS: 39 LGHS: 38	96.50%	2013: 2.3% 2014: 2.2%	2013: 0% 2014: 0%			
% of Students Meeting or Exceeding Standards on CAASPP	AP Exam Pass Rates	National Merit Scholars	Attendance Rates	Change in Suspension Rates	Change in Expulsion Rate															
Math: 73% ELA: 83%	87%	SHS: 39 LGHS: 38	96.50%	2013: 2.3% 2014: 2.2%	2013: 0% 2014: 0%															
			7.2 Both schools piloted the District 9 th grade English Language Arts benchmark assessment between April and May. 9 th grade teams met in early May to analyze student work, identify areas of improvement, and plan for the implementation of the 10 th grade benchmark in 2016-17.																	
			7.3 District and site professional development plans included time for curriculum review and alignment, for developing standards aligned lessons.																	
LCAP Year: 2015-16																				
Planned Actions/Services				Actual Actions/Services																
			Budgeted Expenditures					Estimated Actual Annual Expenditures												

7.1 Baseline academic level indicators will be obtained for all students on math and English language arts Smarter Balanced Assessment Consortium tests.		\$1,000 Resource 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s, and 3000s General Fund	<table border="1"> <tr> <td>% of District Students Meeting or Exceeding Standards on CAASPP, 2015</td> </tr> <tr> <td>Math: 73% ELA: 83%</td> </tr> </table>	% of District Students Meeting or Exceeding Standards on CAASPP, 2015	Math: 73% ELA: 83%	\$1,000.00 Resource 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s, and 3000s General Fund
% of District Students Meeting or Exceeding Standards on CAASPP, 2015						
Math: 73% ELA: 83%						
Scope of service:			Scope of service:			
__ALL			__ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
7.2 Baseline benchmark assessments for all students in grades 9 and 10 English language arts will be completed.		\$1,000 Resource 0000 Certificated Expenditures OBJs 1000 3000s General Fund	7.2 Both schools piloted the District 9 th grade English Language Arts benchmark assessment between April and May. 9 th grade teams met in early May to analyze student work, identify areas of improvement, and plan for the implementation of the 10 th grade benchmark in 2016-17.		\$1,000.00 Resource 0000 Certificated Expenditures OBJs 1000 3000s General Fund	
Scope of service:			Scope of service:			
__ALL			__ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			

<p>7.3 Expand District and site professional development plans to address Common Core State Standards and Next Generation Science Standards curriculum and instructional practice.</p>	<p>\$1,000.00 Resource 0000 Professional Development Expenditures OBJs 1000s, 3000s General Fund</p>	<p>The District's professional development plan included following professional development opportunities:</p> <ul style="list-style-type: none"> • 8.7.15: Administrator training in research based best practices in assessment. • 8.13.15: Focus 15, provided sessions for teachers addressing social/emotional learning and creating engaged classrooms. • 10.5.15: Festival of Learning: District-wide, conference style sessions on topics such as: Common Core State Standards, formative assessment, SpEd assessment, instructional technology, standards aligned materials, depth of knowledge in the Common Core Standards, and student engagement. • 10.12.15: Staff and administrator research-based training in best practices in formative assessment. • 3.7.16: Los Gatos High School math department research-based training in best practices in formative assessment. • Training in use of the District Learning Management System as needed/requested. • Books study groups at each site researching formative and summative assessment best practices. • SHS's updated site professional development plan included 14 all-staff collaboration meetings focused on two primary topics: Curriculum alignment with the Common Core State Standards and reducing student stress, which the staff voted the top priority for collaboration. Staff gathered information from students through interviews and surveys as part of the process of determining key areas for research. Similarly, staff gathered information from students to inform discussion and decisions about appropriate homework loads. Department level collaboration focused on standards alignment and reduction of student stress. • LGHS's site professional development plan included regular meetings of interest groups to research, study, and implement strategies in the following areas: 	<p>\$1,000.00 Resource 0000 Professional Development Expenditures OBJs 1000s, 3000s General Fund</p>
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		<ul style="list-style-type: none"> • Technology and Learning • Instructional Practice and Assessment • Applying Outside Research to the Classroom • Growth Mindset and Learning to Learn • Student Well-Being and the Ability to Thrive • Additionally, the plan set aside time for course level collaboration for curricular alignment with the Common Core State Standards, the Next Generation Science Standards, and for integration of new Common Core State Standards aligned instructional materials. 		
Scope of service:			Scope of service:	
__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			<ol style="list-style-type: none"> 1. The newly revised District Strategic Plan, shaped by all stakeholders, and input from site stakeholder groups reaffirm the current LCAP goals as it sharpens the focus on creating relevant and engaging learning experiences for students, supporting student wellness, and fostering a culture of collaboration and innovation. 2. Action 7.1 has changed to reflect the shift from obtaining baseline academic indicators from the Smarter Balanced Assessment to using the results to inform instruction and curricular revision. 3. Action 7.2 has changed to reflect progress in the area of English language arts benchmark assessments and to include development of course level math benchmark assessments. The action also now reflects using available benchmark data to inform curricular and instructional decisions. 4. Action 7.3 has changed to reflect progress and a focus on using assessment data to inform District and site professional development plans. 	

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds	\$ <u>184,477</u>
<p>The FCMAT LCFF calculator was used to determine the amount above.</p> <p>As a Basic Aid district, LGSUHS D receives only a small amount of state aid. However, the District understands its responsibility to support its highest needs students (low-income students, English learners, and foster youth), also known as unduplicated pupils since they may only be counted once. In general, it’s more effective for the District to support the highest needs students on a school-wide and sometimes District-wide basis. For example, because of the low number of English learners and their wide distribution between our campuses, it makes sense to train all staff District-wide. Efforts to meet the needs of these unduplicated students are reflected in the following District funded LCAP goals:</p> <ul style="list-style-type: none"> • 1.2 & 1.3: These actions support professional development planning and implementation to provide English language learner students as well as other unduplicated students access to a standards aligned, core curriculum. • 2.1: This action is focused on providing a central location at its campuses for students to access academic and support services, including tutoring for low-income and English learner students, as well as social/emotional support for these and all other students. Ultimately, these efforts are in service of supporting these students in meeting the A-G requirements and demonstrating college and career readiness. • 3.1: District professional development aimed at increasing teacher efficacy across the disciplines, which is supported by the current research on assessing students, is that provided by the District focusing on the use of formative assessment to differentiate instruction, support student engagement, and support students meeting learning targets. 	

- 4.1: Fostering and maintaining a caring school environment supports our unduplicated students in connecting with their school and community, important components in student academic success.
- 4.2: By maintaining an effective and comprehensive tiered assistance program, our unduplicated students can reliably access social/emotional support for issues that otherwise might get in the way of their academic success.
- 5.1 & 5.2: By supporting better communication with parents of English Learners, the District seeks to increase their engagement in the schools' decision-making process.
- 5.3: This action focuses on the development of an English language learner program improvement action plan, which will support EL students in English language development and in meeting state standards in their core academic classes.

LGSUHSD spent \$607,190.00 in 2015-16 in support of its LCAP goals and in support of the eight state priorities. LGSUHSD is required to spend at least as much on services/interventions for LCAP subgroups in 2016-17 as it did in 2015-16. The 2016-17 LCAP proposed expenditures totals \$663,000.00.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

0.73	%
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The FCMAT LCFF calculator was used to determine the percentage above.

LGSUHSD expects to expend \$663,000.00 in support of its 2016-17 LCAP goals, actions, and interventions.

LGSUHSD is required to spend funds on services and interventions for LCAP unduplicated youth in 2015-16 to show that services have increased or improved by the Minimum Proportionality Percentage (MPP). For example, services described in Section 2, meet the Minimum Proportionality

Percentage (MPP). While English learner students, low-income students, foster students, homeless students, and all unduplicated students have access to the entire District program, certain goals and actions are primarily targeted at these unduplicated students:

- The ongoing funding to improve the District English language learner program, 5.3 in the plan, is primarily targeted at English learner students and includes English language learners in the overarching goals of ensuring students are college and career ready and have the social, emotional, and academic support they need to be so, as measured by District achievement data, included in Section 2.
- At Saratoga High School, particular funding, 5.1 & 5.3 in the plan, has been targeted to English learner students and has supported an English as a Second Language class for parents and guardians of English learner students. Funds have also been budgeted for the implementation of translation services for our second language families and students. These efforts have been made to foster a more inclusive environment by bolstering EL parent access to the school's programs and services, and decision making processes. Supporting students' families in this way makes the school more inclusive for our English language learner students.

Expanding the District's student centers, 2.1 in the plan, will provide a central location at its campuses for all students to access academic and other support services; however, certain funded services accessed through the student centers, including tutoring for low-income and English learner students to support their academic success, are targeted at these unduplicated students, 5.1-5.3 in the plan.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]