

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

Introduction:

LEA: Los Gatos-Saratoga Joint Union High School District Contact (Name, Title, Email, Phone Number): Carrie Bosco, Asst. Supt.
Curriculum/Instruction, cbosco@lgsuhsd.org, (408) 402-6303 LCAP Year: 2015-16

The Los Gatos /Saratoga Joint Union High School District consists of two comprehensive high schools and the alternative program, NOVA. In 2013-14, Los Gatos High's enrollment reached 1828 students and Saratoga High's enrollment topped 1400 students, with Nova serving roughly 25 students. The District also runs an Independent Study program and a Middle College program in conjunction with Campbell Union High School District. Those programs serve a combined 53 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 1790 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).

2013-14

Grade range and calendar

9-12

TRADITIONAL

Academic Performance Index

883

Student enrollment

1,828

STUDENT GROUPS	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2014)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	99.7%	99.5%
African American	0.45%	.13%
American Indian or Alaska Native	0.22%	.13%
Asian	10.66%	29.61%
Filipino	0%	0%
Hispanic or Latino	9.52%	7.9%
Pacific Islander	0%	0%
White (not Hispanic)	71.88%	55.33%
Two or More Races	6.07%	5.65%
Socioeconomically Disadvantaged	4%	2.9%
English Learners	1.2%	.9%
Students with Disabilities	7.9%	8.5%

Saratoga is a high performing public high school with around 1400 students and over 100 staff members. While our test scores and college placement are certainly something to be proud of, we are more enthusiastic about the stimulating learning environment we have created at Saratoga High. A block schedule allows for deeper analysis and understanding of topics that interest our students and for a more humane pace of physical and mental traffic during the course of the day. It teaches students to be more in control of, and responsible for, how they spend their time at school. Being freed from the prison of time has allowed for the integration of innovative and creative instructional approaches. Our Science labs are more expansive and innovative; our History classes blend informative lectures with stimulating simulations; our English classes combine sophisticated literary analysis and training in writing with activities that allow students to express concepts in creative ways. In all these departments, students have open access to the curriculum and can choose between college prep or honors and AP level courses. Beyond the curricular areas mentioned, we have a robust Math, World Language, Visual and Performing Arts, Physical Education and elective program.

In addition to our program strength, the diversity of our student population and staff create a campus that it is a microcosm of the global community. The cultural variations ensure that students are exposed to the world that will confront them as they move into adult life. In addition to diversity, our campus is characterized by common courtesy and mutual respect.

All these successes help contribute to what makes Saratoga High a great place to be. As schools around the country grapple with the ramifications of an increasingly global economy, students at Saratoga High are well prepared for this reality. We can feel good about this fact as we seek to strike an elusive balance that makes for an enriching high school experience for all students. Saratoga High School is accredited by the Western Association of Schools and Colleges (WASC).

2013-14

Grade range and calendar

9-12

TRADITIONAL

Academic Performance Index

938

Student enrollment

1,428

STUDENT GROUPS	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2014)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	99%	99.5%
African American	0.28%	.13%
American Indian or Alaska Native	0%	.13%
Asian	53.69%	29.61%
Filipino	0%	0%
Hispanic or Latino	5.97%	7.9%
Pacific Islander	0%	0%
White (not Hispanic)	34.09%	55.33%
Two or More Races	5.11%	5.65%
Socioeconomically Disadvantaged	.9%	2.9%
English Learners	0.9%	.9%
Students with Disabilities	9.3%	8.5%

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 LCAP, the District's Strategic Plan, the two site's SARC, SPSA, WASC reports, and information about student performance and the overall health of the sites and the district as a whole. 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 questions, comments and concerns during the normal approval process.</p> <p>District stakeholders, including students, were engaged in the LCAP development process in a number of ways. The District reached out to stakeholder groups through the District's Annual Notification and through the District Survey, which went out to all parents, students, and employees of the District. The District had well over 3000 students respond to the survey, which provided valuable input for the LCAP planning process. School sites engaged representatives from stakeholder groups through their school site councils and solicited their feedback about the specific elements of the District's plan.</p> <p>Both the survey data and direct stakeholder input reaffirmed the current goals, particularly those related to services for first generation immigrant ELL parents as they acclimate and integrate into the educational community and for the review and evaluation of the District's current English Language Learner Master Plan and services supporting English Learner access to standards based curriculum and instruction.</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>The feedback gathered from stakeholder groups has reaffirmed the District's 2015-16 LCAP goals and the District's current three-year plan.</p> <p>The LCAP will strengthen our partnerships with the District's stakeholder groups as we engage them in the annual review, revision, and implementation of the plan.</p> <p>Input from stakeholders at these meetings help the District set concrete goals in the LCAP, for instance improving the curriculum in our EL classes as well as providing support for EL parents and increasing access to on-line learning options.</p>

<p>Saratoga and Los Gatos High Schools serve student and parent populations for whom education is highly valued. Improving parent involvement is an expressed goal in the District's LCAP and serves to clarify the concerns and areas of improvement most salient to parents, students, and teachers. Finding common cause and seeking effective strategies together serves to focus our efforts and keep students at the center of our planning. With this in mind, the District acknowledges and understands there is improvement to be made in engaging all stakeholders, particularly unduplicated pupils and their parents/guardians.</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>
<p>Annual Update:</p> <p>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 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:</p> <ul style="list-style-type: none"> • Los Gatos High School: 10.1.14, 11.5.14 • Saratoga High School: 9.21.14, 10.30.14, 1.19.15 <p>At our LCAP parent meetings we communicated the eight state priorities and explained how our district is performing based on the elements within those eight priorities. For instance, we furnished them with our drop out and graduation rates and our district wide performance on Advanced Placement exams.</p>	<p>Annual Update:</p> <p>Partnering with stakeholders to gather feedback and providing transparent updates to the LCAP fosters a 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.</p> <p>The reaffirmation of the current LCAP goals, actions and services by stakeholders validates the focus and direction of professional development, the addition of new programs and services, and the efficacy of existing ones.</p>

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 _____	
Identified Need :	Ensure all students are college and career ready.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
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 Evaluate existing programs for providing students with a		ALL	✓ ALL	\$45,000

variety of credit recovery options.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	RS 0000 Certificated Expenditures OBJs 1000s and 3000s
1.2 Review, revise, and implement District and site professional development plans with an emphasis on training in the Common Core State Standards.	ALL	__✓__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$131,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
1.3 Continue to support two professional development days for all District teachers with an emphasis on the Common Core State Standards.	ALL	__✓__ALL 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

LCAP Year 2: 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	__✓__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$45,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
1.2 Review, revise, and implement District and site	ALL	__✓__ALL	\$131,000

professional development plans with an emphasis on the Common Core State standards and the Next Generation Science Standards.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	RS 0000 Certificated Expenditures OBJs 1000s and 3000s
1.3 Evaluate effectiveness and continue to support two professional development days for all District teachers particularly in relation to the Common Core and Next Generation Science State Standards.	ALL	<u>_✓_</u> ALL 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

LCAP Year 3: 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 providing students with a variety of credit recovery options based upon evaluation data, for example: participation levels, credits recovered, and overall graduation rates.	ALL	<u>_✓_</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$45,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
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	<u>_✓_</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$131,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
1.3 Evaluate effectiveness and continue to support two	ALL	<u>_✓_</u> ALL	\$300,000

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.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		RS 0000 Certificated Expenditures OBJs 1000s and 3000s
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 _____	
Identified Need :		Improve A-G completion rate		
Goal Applies to:		Schools:	All	
		Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16				
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. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.		ALL	_✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
2.2 Develop a better understanding of project-based		ALL	_✓_ALL	\$25,000

learning and identify projects applicable to CCSS aligned course content.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	RS 0000 Certificated Expenditures OBJs 1000s and 3000s
2.3 Design and develop benchmark assessments in grades 9 and 10 English, math, science, social studies, and world language.	ALL	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
2.4 Provide professional development in data-driven decision making and curriculum revision.	ALL	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 RS 0000 Professional Development Expenditures OBJs 5000s
2.5 Research and examine strategies for increasing effectiveness 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 RS 0000 Certificated Expenditures OBJs 1000s and 3000s

LCAP Year 2: 2016-17

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. 		
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	ALL	<input checked="" type="checkbox"/> _ALL	\$2,000

student center as part of the District's facilities improvement plan under local Measure E.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	RS 0000 Certificated Expenditures OBJs 1000s and 3000s
2.2 Support implementation of project-based learning in the classroom and continue to identify projects applicable to Common Core State Standards and Next Generation Science Standards aligned course content.	ALL	<u>_✓_</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
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	<u>_✓_</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
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	<u>_✓_</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 RS 0000 Professional Development Expenditures OBJs 5000s
2.5 Implement identified strategies for increasing effectiveness of tutorial.	ALL	<u>_✓_</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
LCAP Year 3: 2017-18			

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. 		
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 and for providing additional academic and social/emotional support.	ALL	_✓_ ALL	\$2,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	_✓_ ALL	\$25,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.3 Analyze data trends from benchmark assessments in grades 9 and 10 English to inform instruction and curriculum revision, implement math benchmark assessments, and continue to develop benchmark assessments in science, social studies, and world language.	ALL	_✓_ ALL	\$25,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	_✓_ ALL	\$25,000 RS 0000 Professional Development Expenditures OBJs 5000s
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.5 Evaluate use of tutorial and success of implemented	ALL	_✓_ ALL	\$25,000

strategies to improve student use of tutorial.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	RS 0000 Certificated Expenditures OBJs 1000s and 3000s
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 _____
Identified Need :	Improve the timeliness and relevancy of teacher feedback to students.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Provide professional development about formative and summative assessment.	ALL	__✓__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$8,000 RS 0000 Professional Development Expenditures OBJs 5000s
3.2 Increase development and use of scoring rubrics in relation to local benchmark assessments in English.	ALL	__✓__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s

3.3 Develop CCSS course content and assessments in grades 9 and 10, English, math, science, and social studies, as benchmarks for grade 11 Smarter Balanced testing.	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)_____	\$1,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
LCAP Year 2: 2016-17			
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. 		
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"/> _ <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 RS 0000 Professional Development Expenditures OBJs 5000s
3.2 Increase development and use of scoring rubrics for benchmark assessments in math and science.	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)_____	\$1,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
3.3 Continue to develop and implement CCSS course	ALL	<input checked="" type="checkbox"/> _ <input checked="" type="checkbox"/> _ALL	\$1,000

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.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		RS 0000 Certificated Expenditures OBJs 1000s and 3000s
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	• 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.			
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	_✓_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$8,000 RS 0000 Professional Development Expenditures OBJs 5000s
3.2 Increase development and use of scoring rubrics for benchmark assessments in social studies and world languages.			_✓_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
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	_✓_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
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

Identified Need :	Improve student connectedness within the school and community.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students will report a higher level of connectedness to the school • 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 • An overall decrease in student suspensions and expulsions • Increase in efforts to seek parent input and promote parent participation 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 Passage Works to train staff in creating the engaged classroom and in implementing classroom strategies that support student social and emotional learning. 	ALL SHS ALL	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s

4.2 Implement the 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.	ALL	<input checked="" type="checkbox"/> _ <input type="checkbox"/> _ALL	\$1,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• Students will report a higher level of connectedness to the school• 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• An overall decrease in student suspensions and expulsions• Increase in efforts to seek parent input and promote parent participation		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	ALL	<input checked="" type="checkbox"/> _ <input type="checkbox"/> _ALL	\$1,000 RS 0000 Certificated

<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>SHS</p> <p>ALL</p> <p>ALL</p>	<p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient __Other</p> <p>Subgroups:(Specify)_____</p>	<p>Expenditures OBJs 1000s and 3000s</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:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient __Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$1,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• Students will report a higher level of connectedness to the school• 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• An overall decrease in student suspensions and expulsions• Increase in efforts to seek parent input and promote parent participation			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

4.1 Focus efforts on building assets:		ALL	<input checked="" type="checkbox"/> _ <input type="checkbox"/> _ ALL	\$1,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
<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. 		SHS		
<ul style="list-style-type: none"> Assets 8 and 9: Youth as resources and Service to others—continue employing a service learning coordinator. 		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)_____	
<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. 		ALL		
<ul style="list-style-type: none"> Analyze Project Cornerstone Survey data to identify student developmental assets that can and need to be addressed by the school communities. 		ALL		
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	<input checked="" type="checkbox"/> _ <input type="checkbox"/> _ ALL	\$1,000 RS 0000 Certificated Expenditures OBJs 1000s and 3000s
			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)_____	
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 _____	
Identified Need :		Engage parents in on-going improvement efforts across the school.		
Goal Applies to:		Schools:	All	

Applicable Pupil Subgroups:		All	
LCAP Year 1: 2015-16			
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 Develop a program for ESL instruction for parents.	ELL parents and guardians	__ALL	\$5,000 RS 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s and 3000s
		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.	ELL students	__ALL	\$1,000 RS 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s and 3000s
		OR: __Low Income pupils _✓_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.3 Evaluate ELL program effectiveness, identify areas of need, and create an action plan.	ELL students	__ALL	\$4,000 RS 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s and 3000s
		OR: __Low Income pupils _✓_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
LCAP Year 2: 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 Implement a program for ESL instruction for parents.	ELL students, parents and guardians	<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 checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 RS 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s and 3000s
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, parents and/or guardians	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 RS 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s and 3000s
5.3 Implement improvement action plan to provide more effective programs and services for English language learners.	ELL students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,000 RS 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s and 3000s
LCAP Year 3: 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	<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 checked="" type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 RS 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s and 3000s
5.2 Assess progress of program improvement action plan based upon current, relevant data (EL success in core curriculum, redesignated fluent English proficient rate, EL graduation rate, EL CAHSEE pass rate, for example).	ELL students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ \$	\$5,000 RS 0000 Certificated and Classified Expenditures OBJs 1000s, 2000s and 3000s

GOAL:	6. All students will have access to ELA and math CCSS and the NGSS instruction and materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	All students need access to CCSS/NGSS aligned resources, curriculum, and instruction.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16			
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 Math instructional materials and digital resources will be aligned to Common Core State Standards.	ALL	<input checked="" type="checkbox"/> _ <input type="checkbox"/> _ ALL	\$40,000 Resources 0000 and 6300 in Object 4000s Instructional Materials
		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 Next Generation Science Standards.	ALL	<input checked="" type="checkbox"/> _ <input type="checkbox"/> _ ALL	\$30,000 RSs 0000 and 6300 in OBJs 4000s Instructional Materials
		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.	ALL	<input checked="" type="checkbox"/> _ <input type="checkbox"/> _ ALL	\$10,000 RSs 0000 and 6300 in OBJs 4000s Instructional Materials
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

LCAP Year 2: 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 Math instructional materials and digital resources will	ALL	<input checked="" type="checkbox"/> _ <input type="checkbox"/> _ ALL	\$40,000

be aligned to Common Core State Standards.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resources 0000 and 6300 in Object 4000s Instructional Materials
6.2 Science instructional materials and digital resources will be aligned to CCSS and NGSS.	ALL	<u>✓</u> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 RSs 0000 and 6300 in OBJs 4000s Instructional Materials
6.3 English Language Arts instructional materials and digital resources will be aligned to CCSS.	ALL	<u>✓</u> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 RSs 0000 and 6300 in OBJs 4000s Instructional Materials
6.4 Increase CCSS aligned curriculum and instruction across the disciplines.	ALL	<u>✓</u> __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 RSs 0000 and 6300 in OBJs 4000s Instructional Materials

LCAP Year 3: 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 Common Core State Standards math	ALL	<u>✓</u> __ALL	\$30,000

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 Object 4000s Instructional Materials
6.2 Review Next Generation Science Standards 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)_____	\$10,000 RSs 0000 and 6300 in OBJs 4000s Instructional Materials
6.3 Review Common Core State Standards English Language Arts instructional materials and digital resources 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 RSs 0000 and 6300 in OBJs 4000s Instructional Materials
6.4 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)_____	\$10,000 RSs 0000 and 6300 in OBJs 4000s Instructional Materials
6.5 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 RSs 0000 and 6300 in OBJs 4000s Instructional Materials
GOAL:	7. All staff will participate in professional development in English Language Arts and math Common Core State Standards, and the Next Generation Science Standards.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7✓ 8✓ COE only: 9__ 10__

	Local : Specify _____		
Identified Need :	Teachers need professional development in the CCSS and the NGSS.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7.1 Baseline academic level indicators will be obtained for all students on math and English Language Arts Smarter Balanced Assessment Consortium.	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$1,000 RS 0000 Certificated Expenditures (OBJs 1000s and 3000s)
7.2 Baseline benchmark assessments for all students in grades 9 and 10 English language arts will be completed.	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$1,000 RS 0000 Certificated Expenditures (OBJs 1000s and 3000s)
7.3 Expand District and site professional development plans to address Common Core State Standards and Next Generation Science Standards curriculum and instructional practice.	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$1,000 RS 0000 Professional Development Expenditures (OBJs 5000s)
LCAP Year 2: 2016-17			
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. 		

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 RS 0000 Certificated Expenditures (OBJs 1000s and 3000s)
7.2 Benchmark assessment results will be obtained for all students in grades 9 in English language arts and math. This baseline and 10 th grade 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 RS 0000 Certificated Expenditures (OBJs 1000s and 3000s)
7.3 Expand District and site professional development plans respond 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 RS 0000 Professional Development Expenditures (OBJs 5000s)

LCAP Year 3: 2017-18

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. 		
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 RS 0000 Certificated Expenditures (OBJs 1000s and 3000s)
7.2 Benchmark assessment results will be obtained for all	ALL	<input checked="" type="checkbox"/> ALL	\$1,000

students in grades 9 in English language arts and math. This baseline and 10 th grade data will be used to inform department, grade level, and classroom instructional decisions and to measure cohort progress.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	RS 0000 Certificated Expenditures (OBJs 1000s and 3000s)
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: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000 RS 0000 Professional Development Expenditures (OBJs 5000s)

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	

<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 Increase number of collaborative classes (sp. ed 7 & gen. ed), by 2 sections district wide</p> <p>1.2 Establish baseline passing rate on site assessments</p> <p>1.3 Baseline CELDT assessment results will be established for all ELL students</p> <p>1.4 Add 2 professional development days to school calendar for a total of 3 days</p> <p>1.5 Expand New Tech High (Los Gatos) and Project Lead the Way (PLTW-Saratoga & Los Gatos) to include 10th grade</p>	<p>Actual Annual Measurable Outcomes:</p>	<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> <p>100% of District teachers are highly qualified and fully credentialed for teaching in their subject areas.</p> <p>99.5% of the District's senior students graduated in 2014. The number of students completing the UC A-G requirements increased from 79% in 2013-14 to 81% in 2014-15, for a total increase of 2%. 89% of the District's students taking an AP Exam scored 3 or better. Average SAT scores for District students are: Reading—601, Math—632, Writing—610. These average scores are well above both the county and state averages. 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. No CAASPP data is available for 2014-15.</p> <p>1.1 Exceeding the number targeted, 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.</p> <p>1.2 Site assessments are still in the process of development and work will continue in 2015-16. Departments have developed standards aligned model assessments at the classroom level as a step toward implementing grade level assessments.</p> <p>1.3 The CELDT was administered to all students meeting the criteria for testing in August, 2014, and baseline assessment results were established for all identified ELL students.</p> <p>1.4 The District added two contracted professional development days the week prior to the opening of school 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.</p> <p>1.5 New Tech High at Los Gatos High and Project Lead the Way at Saratoga and Los Gatos high schools were expanded to include the 10th grade.</p>
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LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 Provide support to ensure equal access and success (C or better) in all curricular areas, including honors and AP courses		\$45,000 General Fund	<ul style="list-style-type: none">In addition to the District’s Independent Study program and its summer school program, the District has adopted two online learning platforms: Apex Learning and Odyssey ware. These additional online platforms ensure access to and differentiated support for students who benefit from something outside the traditional classroom. These new learning platforms also provide additional credit recovery options for students who may need them.The Student Support Services Committee, a District committee, worked throughout the year to investigate support programs. The results of their work was the design and implementation of a tiered response system and the addition of a Strategic Learning class to the schools’ master schedules.District and site professional development plans included topics that ensure student access and success. Relevant topics include: formative assessment, creating engaged classrooms, building connections with students, and other topics within the domain of social/emotional learning.		\$45,308 General Fund RS 0000 OBJs 1000s and 3000s
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)_____		

<p>1.2 Develop district/site professional development plans which address consistency of CCSS curriculum, rigor, and assessment and include sharing of site best practices.</p>	<p>\$131,000 State CCSS Funding</p>	<ul style="list-style-type: none"> • SHS's site professional development plan included: training for implementation of the LMS, Canvas; training in the CCSS; developing a site based agreed upon definition of rigor (Saratoga H.S.'s Learning Culture); curriculum review; formative assessment; and student stress. • LGHS's site professional development plan focused on study, training, and the development of strengths-based collaboration, alternatives to addressing student misconduct and underachievement, and student social/emotional health and connection to the school. • The District's schools employ NCLB highly qualified teachers who receive regular, relevant, and research based professional development. Each school site has collaboration time built into its block schedule. • 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. 	<p>\$207,247 State CCSS Funding RSs 0000 and 7405 OBJs 1000s, 3000s, 4000s and 5000s</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>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)_____</p>		<p>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)_____</p>	

1.3 Add 2 professional development days to school calendar for a total of 3 days.	\$300,000 General Fund	<ul style="list-style-type: none">• The District added 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.• August 13, 2014, focused on providing teachers training in use of the new learning management system.• August 14, 2014, provided teachers time for collaborative site work focused on curriculum and planning.• 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.	\$261,254 General Fund RS 0000 OBJs 1000s and 3000s
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 District has narrowed its focus for each goal in relation to the 8 state priorities in order to be more targeted in the meeting of these priorities. In 2014-15, goal 1 was aligned to meet priorities 1, 2,4,5,6 and 7. In the 2015-18 LCAP, goal 1 is targeted at meeting state priority 2.</p> <p>2. School sites engaged in discussions of rigor and what constitutes appropriate rigor. Professional development plans for 2015-16 will not include work on rigor as such. This will have no fiscal impact.</p> <p>3. The District expended significantly more in supporting the development and implementation of site professional development plans and has budgeted more than identified in the 2014-15 plan for 2015-2018. Professional development District wide in the areas of student social/emotional learning and in standards aligned instruction are paying dividends in the classroom and across the District’s campuses, and the District is committed to carrying these actions forward.</p> <p>Additionally, and throughout the 2015-2018 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:	2.1 Design and implement benchmark assessment in Gr. 9-10 English/Math/Social Studies/Science/Foreign Language courses.	Actual Annual Measurable Outcomes:	2.1 Each site continues to work on this goal. While benchmark assessments have not been completed department wide in each of these departments, individual teachers among the departments are piloting standards aligned model assessments. This work will continue in the 2015-16 school year.
	2.2 A-G completion rate will increase by 2%		2.2 The number of students completing the UC A-G requirements increased from 79% in 2013-14 to 81% in 2014-15, for a total increase of 2%.
	2.3 Provide professional development for data-driven decision making and curriculum revision		2.3 Site professional development plans included, and teachers participated in, collaboration on formative assessment and its impact on informing instruction. 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.
	2.4 Research and examine effective uses of tutorial		2.4 This goal will carry over into the 2015-16 LCAP, as sites did not engage in this research or examination in 2014-15.
	2.5 Revise and implement transition plan to high school, with an emphasis on the first 6-12 weeks		2.5 Saratoga High School reviewed and revised its freshman transition plan and students reported a higher level of satisfaction with the program. In the second year of the Freshman Transition Plan, LGHS sophomores enrolled in AP European History or World History and have a 48% enrollment rate in AP Euro with a 98% pass rate. The freshmen class average GPA continues to be higher than classes that entered LGHS before the transition plan was implemented.
	2.6 Develop better understanding of project-based learning and identify projects applicable to course content		2.6 New Tech offered several in-service trainings at the District Professional Development Day accessed by several departments and also offered and led department-focused trainings on research based practices and project based learning.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

2.1 Increase use of Student Center		\$100,000 General Fund	<ul style="list-style-type: none"> Sites have conducted meetings with stakeholders to evaluate current status of their respective student centers and are in the process of developing plans to expand services offered through the student center and to increase student access. Part of this plan is connected to the District's G.O. Bond, Measure E. Expansion of space for the schools' student centers is still in the developmental phase. In 2014.15, LGHS has seen a 56% increase in student cases that require services through the learning center; this increased demand for services indicates a need for expanded spaces. All LGHS students have access to the various services in the student center. ELL students are now offered tutoring services through the center. 		\$148,741 General Fund RS 0000 OBJs 1000s, 3000s, and 5000s
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 Provide professional development for data-driven decision-making and curriculum revision		\$8,000 Title II	<ul style="list-style-type: none"> School sites provided professional development in the use of formative assessment to support teachers in using data to inform instruction and to adjust curriculum. Ample time was also dedicated to departmental curriculum review and identification of essential course outcomes. These instructional shifts support student achievement by engaging them as active partners in their learning. Classroom observational data suggests student centered classrooms abound at the District's two schools; engaging students in their own assessment and using this information to monitor and strategize about their own learning will further support students' college and career readiness. Additionally, the District contracted with Cassandra Erkins to provide training to administrators and department chairs in assessment. This work will continue fall, 2015-16, for both teachers and administrators. Teacher instructional leadership is a key component of the shifts the District is supporting in providing engaging, relevant, and appropriately rigorous instruction for all students. 	\$10,770 Title II, General Fund RS 4035 OBJ 5000s
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

2.3 Research and examine effective uses of tutorial		\$1,000 General Fund RS 0000 OBJs 1000s and 3000s	<ul style="list-style-type: none">Saratoga High did not address this goal this year. The goal is, however, part of Saratoga High’s 6-year WASC Action Plan, and as such will be addressed.Both District schools currently have embedded tutorials, which many students use regularly. Recent District survey data supports the view that students, parents and teachers alike see tutorial as an essential component for student success. The goal is born from a persistent drive on the part of site teaching and administrative staff to improve both attendance and effectiveness of the current tutorial model. LGHS continues to discuss methods teachers can use to encourage students to use tutorial. This, of course, is another element in supporting achievement for all students across the schools’ broad course offerings.		\$1,000 General Fund RS 0000 OBJs 1000s and 3000s
Scope of service:			Scope of service:		
<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>			<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>		
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures		

<p>2.4 Revise and implement transition plan to high school, with emphasis on the first 6-12 weeks.</p>	<p>\$1,000 General Fund RS 0000 OBJs 1000s and 3000s</p>	<ul style="list-style-type: none"> Saratoga High School streamlined its existing program after surveying freshmen students. The Freshmen Focus program now has freshmen meeting once a week for the first two weeks of school, then once more during prior to final exams. Link Crew leaders run the meetings and check in with individual freshman students throughout the first semester. Check-ins and social events continue through the spring semester. In the second year of the Freshman Transition Plan, LGHS sophomores enrolled in AP European History or World History and have a 48% enrollment rate in AP Euro with a 98% pass rate. The freshmen class average GPA continues to be higher than classes that entered LGHS before the transition plan was implemented. LGHS's Health & Fitness program went through major revisions to structure and sequence to address feedback provided by 9th grade students in the first year of the program. 	<p>\$1,000 General Fund RS 0000 OBJs 1000s and 3000s</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>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 Subgroups:(Specify)_____</p>	

<p>2.5 Develop a better understanding of project-based learning and identify projects applicable to course content</p>	<p>\$1,000 General Fund RS 0000 OBJs 1000s and 3000s</p>	<ul style="list-style-type: none"> Professional development time was at a premium as the staff worked on the transition to CCSS, implemented a new Learning Management System, conducted a curriculum review across the disciplines, learned about formative assessment, and addressed issues around student stress. SHS had a research team explore project based learning in 2012-13, and many teachers have begun to organize curriculum around projects—SHS’s Media Arts Program being the bellwether for project based learning at that site— and the topic is part of site staff development plans in coming years, particularly as the schools become increasingly more aligned to the state standards and seek to engage students in relevant learning experiences. New Tech offered several in-service trainings at the District Professional Development Day accessed by several departments and also offered and led department-focused trainings on research based practices and project based learning. Because of New Tech trainers and teachers sharing and collaboration, LGHS has seen an increase in project based learning in freshman English, Algebra, Geometry, and World History. 	<p>\$1,000 General Fund RS 0000 OBJs 1000s and 3000s</p>
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input 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>	

2.6 Provide professional development in ELD standards		\$1,000 General Fund RS 0000 OBJs 1000s and 3000s	<ul style="list-style-type: none">English Language Development (ELD) teachers received professional development in standards based instruction.Professional development in the ELD standards was not part of professional development for 2014-15.	\$1,000 General Fund RS 0000 OBJs 1000s and 3000s
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" 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)_____	
2.7 Develop individual learning plans (ILPs) for each student		\$1,000 General Fund RS 0000 OBJs 1000s and 3000s	<ul style="list-style-type: none">Each student in the District meets with a guidance counselor and develops an individual learning plan, which guides him/her through his/her four years of high school in a way that ensures graduation and prepares him/her for post-secondary opportunities.	\$1,000 General Fund RS 0000 OBJs 1000s and 3000s
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 District has narrowed its focus for each goal in relation to the 8 state priorities in order to be more targeted in the meeting of these priorities. In 2014-15, goal 2 was aligned to meet priorities 2,4,5,6 and 8. In the 2015-18 LCAP, goal 2 is targeted at meeting state priority 4.</p> <p>2. Action 2.4, “Revise and implement transition plan to high school, with emphasis on the first 6-12 weeks,” is not included in the current plan, as this action was completed in 2014-15.</p> <p>3. After stakeholders reviewed current status of the schools’ student centers, and given the efforts to date, the District has decided to redirect funds to other areas of the LCAP. This prioritization is reflected in the drastic reduction in funds allocated to this action.</p> <p>4. As a result of the decrease explained above, more funds have been allocated for actions 2.2-2.5.</p>		
Original GOAL from prior year LCAP:	3.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:	3.1 CAHSEE pass rate in ELA will improve from 94%__ to 95%__	Actual Annual Measurable Outcomes:	3.1 2014-15 CAHSEE results are not yet available. Below are prior year pass rates for the 10 th grade census administrations:															
			<table><tr><td></td><td>2012-2013</td><td>2013-2014</td></tr><tr><td>All Students</td><td>97%</td><td>98%</td></tr><tr><td>English Learners</td><td>40%</td><td>64%</td></tr><tr><td>RFEP Students</td><td>96%</td><td>100%</td></tr><tr><td>Low Income Students</td><td>63%</td><td>98%</td></tr></table>		2012-2013	2013-2014	All Students	97%	98%	English Learners	40%	64%	RFEP Students	96%	100%	Low Income Students	63%	98%
			2012-2013	2013-2014														
	All Students		97%	98%														
	English Learners		40%	64%														
	RFEP Students		96%	100%														
Low Income Students	63%	98%																
3.2 Baseline benchmark assessment results will be obtained for all students.	3.2 Site benchmark assessments are still in the process of development and work will continue in 2015-16. Departments have developed standards aligned model assessments at the classroom level as a step toward implementing grade level assessments.																	
3.3 Baseline benchmark assessment results will be obtained for all EL students.	3.3 Site benchmark assessments are still in the process of development and work will continue in 2015-16. Departments have developed standards aligned model assessments at the classroom level as a step toward implementing grade level assessments.																	
3.4 Learn more about formative assessment and how it determines ongoing instruction	3.4 Site professional development plans included, and teachers participated in, collaboration on formative assessment and its impact on informing instruction. Additionally, all department chairs and administrators participated in professional development led by consultant, Cassandra Erkens, on best practices in assessment.																	
3.5 Research, identify, and implement a variety of ways to provide timely, relevant feedback to students and to ensure lesson adjustment, as appropriate	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. Specifically, teachers participated in site level collaboration in using formative assessment to inform students of their progress toward learning targets and to modify instruction based upon that data. Staff is conversant in the formative assessment process, demonstrates the understanding that student engagement is critical to this process, and how best to engage students in reflection and goal setting based upon formative data.																	
3.6 Increase development and use of scoring rubrics	3.6 Sites did not dedicate professional development time to this topic in 2014-15, yet teachers acknowledged the relevance of rubrics as their study of formative assessment emphasized the importance of making the criteria for success clear to students in relation to identified learning targets and outcomes.																	

	<p>3.7 Compare, evaluate and report consistency of teacher grading policies (e.g., by course titles/subject area)</p> <p>3.8 Develop CCSS course content and assessment in grades 9-10 to ensure students are prepared for 11th grade and CAASPP</p>		<p>3.7 Site administration completed an audit of grading policies and shared this information with teaching staff. As a whole, the audit confirmed that grading policies are largely consistent among different teachers of the same course and across the schools in general.</p> <p>3.8 Sites dedicated collaboration time for departments and teachers to review and revise course curricula and to develop appropriate assessments. Department level standards aligned benchmark assessments are still being designed and developed.</p>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>3.1 Learn more about formative assessment and how it determines ongoing instruction.</p>	<p>\$1,000 Title II, General Fund RS 0000 OBJs 1000s and 3000s</p>	<ul style="list-style-type: none"> • Site staff development plans included days targeted at building a deeper understanding and more strategic use of formative assessment. • Teachers acquired a shared, working understanding of what formative assessment is. • Teachers identified specific strategies to implement in the classroom. • 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. • Department leads and administrators participated in a one-day, on sight training with Cassandra Erkins, focused on assessment and using data to inform instruction and the decision making process. • At LGHS discussions continue, particularly in the math department, around using assessment data to inform practice and instruction. Math teachers are currently discussing Data-Wise by Kathryn Parker Boudett, which provides a step-by-step guide to using assessment results to improve teaching and learning. 	<p>\$1,000 Title II, General Fund RS 0000 OBJs 1000s and 3000s</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)_____		
3.2 Research, identify, and implement a variety of ways to provide timely, relevant feedback to students and to ensure lesson adjustment, as appropriate.	\$1,000 Title II, General Fund RS 0000 OBJs 1000s and 3000s	<ul style="list-style-type: none"> Teaching staff reaffirmed its commitment to using AERIES to update students and parents about classroom achievement. The District adopted and implemented a new learning management system and provided staff development time to ensure teacher efficacy. The departments have also discussed feedback and grading practices to begin a deeper discussion regarding timely and appropriate feedback and how instructional technology can help. Site staff development plans included a focus on the use of formative assessment as a critical method for providing timely, relevant feedback. Site staff development plans will continue to focus on assessment in 2015-16 and beyond. 	\$1,000 Title II, General Fund RS 0000 OBJs 1000s and 3000s		
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)_____		

<p>3.3 Increase development and use of scoring rubrics.</p>	<p>\$1,000 Title II, General Fund RS 0000 OBJs 1000s and 3000s</p>	<ul style="list-style-type: none"> • Sites did not specifically address this goal this year. However, some departments, English in particular, have developed rubrics along with state standards aligned lessons, assignments, and assessments. Saratoga High English has revised the prompts and rubrics for the school writing assessment, which is now more closely aligned to, and reflective of, the literacy skills students are acquiring. • New Tech teachers at LGHS continue to participate in professional development and gain insights from the network regarding use of rubrics and assessment tools that empower students to further guide their own thinking and learning as well as hold one another accountable in group projects and group work. Some of this rubric work in math has been shared, although not implemented by the mainstream math teachers. 	<p>\$1,000 Title II, General Fund RS 0000 OBJs 1000s and 3000s</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>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 Subgroups:(Specify) _____</p>	
<p>3.4 Compare, evaluate and report consistency of teacher grading policies (e.g., by course titles/subject area).</p>	<p>\$1,000 Title II, General Fund RS 0000 OBJs 1000s and 3000s</p>	<ul style="list-style-type: none"> • School sites conducted a review of grading practices in spring 2014. Analysis of the data collected from teacher green sheets supports the conclusion that grading practices are consistent across campus and among the different disciplines. This is an important data point in light of expressed parent and student concerns that like courses and grading practices be consistent. Teachers needing calibration or whose grading practices are somewhat inconsistent have been supported by administration to better align with school and District expectations. 	<p>\$1,000 Title II, General Fund RS 0000 OBJs 1000s and 3000s</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	

<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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)_____</p>	
<p>3.5 Develop CCSS course content and assessment in grades 9-10 to ensure students are prepared for 11th grade and CAASPP, California Assessment of Student Performance and Progress</p>	<p>\$1,000 Title II, General Fund RS 0000 OBJs 1000s and 3000s</p>	<ul style="list-style-type: none"> • Departments were provided collaboration time throughout the first and second semester to review curricula in light of the Common core State Standards, with the expressed goal of identifying essential outcomes and aligning those with the goals of the Common Core State Standards. • While Grade 9-10 benchmark assessments are still be developed, the District's English departments have pilot assessments, which are being used at the classroom level. Additionally, both high schools have local writing assessments they administer to all students grades 9-11. • The Saratoga High School writing assessment (fall and spring administrations) has been revised to align more closely with the Common Core Literacy Standards. The shift to argument and synthesis oriented writing prompts will allow the English department to better measure student progress in skill acquisition both in the aggregate and for individuals. • The Los Gatos High School writing assessment, given to all students and graded by the department, is assessed on a 6 point scale used by the CSU system for writing assessment. This data is housed in AERIES and used for referencing growth and learning discussions for students. In math, every student is given a Berkeley readiness assessment at the end of the year to give information for choosing and preparing for the next course in the math sequence. This data is also in AERIES and used for reference for teachers and students. 	<p>\$1,000 Title II, General Fund RS 0000 OBJs 1000s and 3000s</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)_____	
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 District has narrowed its focus for each goal in relation to the 8 state priorities in order to be more targeted in the meeting of these priorities. In 2014-15, goal 3 aligned to meet priorities 2,4,5,7 and 8. In the 2015-18 LCAP, goal 3 is targeted at meeting state priority 4.</p> <p>2. In 2015-16 and beyond, the focus of the development of scoring rubrics (action 3.3) will be primarily related to the development of site Common Core State Standards aligned benchmark assessments.</p> <p>3. Action 3.4, "Compare, evaluate and report consistency of teacher grading policies (e.g., by course titles/subject area)," will not be included in the plan going forward. This work completed in 2014-15 demonstrated that teacher grading policies are remarkably consistent across disciplines. This analysis, however, has given rise to important conversations about the relative merit of continuing grading policies that include using a +/- system. Given the highly competitive nature of the District's schools, and with a renewed focus on addressing student stress, this conversation is an important one.</p> <p>4. The District has increased budgeted expenditures for action 3.1, "Provide professional development about formative and summative assessment," to \$8,000 annually through 2018, as a result of the progress sites made in 2014-15, and the collaborative consensus among administrators and teachers that changing assessment practice is a key factor in improving student achievement and cultivating the school cultures staff envision. This action is simultaneously related to actions 1.2 and 1.3, both of which dedicate significant resources to professional development in general and assessment in particular.</p>		
Original GOAL from prior year LCAP:	4. Continue building a positive school climate that balances stress and academic rigor.		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:	4.1 Focus efforts on building assets: #5 Caring School Climate #8 Youth as Resources #9 Service to Others #14 Adult Role Models and others as identified by individual schools Identify Developmental Asset Indicators on Cornerstone Survey and establish baseline data 4.2 Build and implement a comprehensive system using a tiered assistance model to address differentiated student needs, including social/emotional needs		Actual Annual Measurable Outcomes:
	4.1 In its baseline year, the results from the District wide survey, produced and conducted by EMC Research, reflects 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. Additionally, the District supported professional development in social/emotional learning and in building positive, effective relationships among teachers and their students, supporting teachers in acting as adult role models for students. 4.2 The District Student Support Services Committee completed the development of a tiered assistance model. Staff received training in the new models as implementation began.		
Planned Actions/Services		Actual Actions/Services	
			Estimated Actual Annual Expenditures
		Budgeted Expenditures	

<p>4.1 Focus efforts on building assets as measured by the Project Cornerstone Survey:</p> <p>#5 Caring School Climate #8 Youth as Resources #9 Service to Others #14 Adult Role Models and others as identified by individual schools</p>	<p>\$1,000 General Fund RS 0000 OBJs 1000s and 3000s</p>	<ul style="list-style-type: none"> • The District has supported bolstering 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. • Caring School Climate: Site teaching staff have had several opportunities in the last 18 months to participate in Passage Works training focused on creating the "Engaged Classroom." • 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 that seeks to provide friendly support and a listening ear for fellow students; staff have attended the <i>Sources of Strength</i> training, focusing on supported, trusted adults building connectedness with students who may be experiencing social or emotional difficulties; Student leadership designed and led the third annual <i>Speak up for Change Week</i>, aimed at addressing student stress issues by identifying commonalities and effective strategies. • 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 45 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. • LGHS Cabinet in partnership with the Home & School Club developed intentional culture building activities and assemblies to build asset zones for students. The Cornerstone Parent group was started this year to support and address these identified assets at home as well as at school. The Principal's Partnership was a new meeting facilitated by site administration with community members in a workshop style night to reflect, plan, and evaluate next steps regarding this goal and asset building. 	<p>\$1,000 General Fund RS 0000 OBJs 1000s and 3000s</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	

<p><input type="checkbox"/> ALL</p> <hr/> <p>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)_____</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>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)_____</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 General Fund RS 0000 OBJs 1000s and 3000s</p>	<ul style="list-style-type: none"> SHS implemented a Tiered Response Plan in the 2014-15 school year. At Tier 2, the District provided additional resources to expand counseling services through the third party organization CASSY. At Tier 3, the District supported the implementation of 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. 	<p>\$1,000 General Fund RS 0000 OBJs 1000s and 3000s</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p>✓ ALL</p> <hr/> <p>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)_____</p>		<p>✓ ALL</p> <hr/> <p>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)_____</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 District has narrowed its focus for each goal in relation to the 8 state priorities in order to be more targeted in the meeting of these priorities. In 2014-15, goal 4 was aligned to meet priorities 1, 2,4,5,6 and 8. In the 2015-18 LCAP, goal 4 is targeted at meeting state priorities 5 and 6.</p> <p>2. Initial implementation of the tiered assistance model has led to encouraging results and a focus on social/emotional learning District wide. The District is committed to funding professional development for staff in strategies for addressing students' social/emotional needs as it relates to academic achievement and overall student development.</p>							
Original GOAL from prior year LCAP:	5. Continue to increase parent engagement.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____						
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border-right: 1px solid black; padding: 2px 5px;">Goal Applies to:</td> <td style="width: 10%; border-right: 1px solid black; padding: 2px 5px;">Schools:</td> <td style="width: 10%; padding: 2px 5px;">All</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px 5px;"></td> <td style="border-right: 1px solid black; padding: 2px 5px;">Applicable Pupil Subgroups:</td> <td style="padding: 2px 5px;">All</td> </tr> </table>			Goal Applies to:	Schools:	All		Applicable Pupil Subgroups:	All
Goal Applies to:	Schools:	All						
	Applicable Pupil Subgroups:	All						
Expected Annual Measurable Outcomes:	5.1 Provide ESL instruction for parents 5.2 Establish DELAC/ELACs if student numbers reach the level requiring the committees 5.3 Increase parent engagement by 3%	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border-right: 1px solid black; padding: 5px; text-align: center;"> Actual Annual Measurable Outcomes: </td> <td style="width: 85%; padding: 5px;"> 5.1 A District committee comprised of staff and parents met throughout the year to identify ways to better support the parents of ELL students. Additionally, the District is partnering with Los Gatos-Saratoga Recreation Department to offer ESL classes for parents. 5.2 These committees were not necessary given the numbers of ELL students in 2014-15. 5.3 While neither Los Gatos nor Saratoga High has developed a tool for measuring the increase in participation, LGHS continues to leverage parent involvement at meetings and events. The Principal's Partnership, Junior Prom, and restructuring the meeting style for Home & School Club meetings to protocol interactive activities where the parents are active participants offering feedback and receiving responses from the staff in return, are a few examples of the shift to further widen the opportunities for parents to become actively involved in their child's school and school culture. </td> </tr> </table>	Actual Annual Measurable Outcomes:	5.1 A District committee comprised of staff and parents met throughout the year to identify ways to better support the parents of ELL students. Additionally, the District is partnering with Los Gatos-Saratoga Recreation Department to offer ESL classes for parents. 5.2 These committees were not necessary given the numbers of ELL students in 2014-15. 5.3 While neither Los Gatos nor Saratoga High has developed a tool for measuring the increase in participation, LGHS continues to leverage parent involvement at meetings and events. The Principal's Partnership, Junior Prom, and restructuring the meeting style for Home & School Club meetings to protocol interactive activities where the parents are active participants offering feedback and receiving responses from the staff in return, are a few examples of the shift to further widen the opportunities for parents to become actively involved in their child's school and school culture.				
Actual Annual Measurable Outcomes:	5.1 A District committee comprised of staff and parents met throughout the year to identify ways to better support the parents of ELL students. Additionally, the District is partnering with Los Gatos-Saratoga Recreation Department to offer ESL classes for parents. 5.2 These committees were not necessary given the numbers of ELL students in 2014-15. 5.3 While neither Los Gatos nor Saratoga High has developed a tool for measuring the increase in participation, LGHS continues to leverage parent involvement at meetings and events. The Principal's Partnership, Junior Prom, and restructuring the meeting style for Home & School Club meetings to protocol interactive activities where the parents are active participants offering feedback and receiving responses from the staff in return, are a few examples of the shift to further widen the opportunities for parents to become actively involved in their child's school and school culture.							

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Provide ESL instruction for parents.	\$7,000 General Fund	<ul style="list-style-type: none"> The District is collaborating with the Los Gatos-Saratoga Recreation Department to provide free, on-going English language development for the parents of the District's English language learners. 	\$7,811 General Fund RS 0000 OBJs 1000s and 3000s
Scope of service:		Scope of service:	
__ ALL		__ ALL	
OR:		OR:	
__ Low Income pupils __ English Learners		__ Low Income pupils __ English Learners	
__ Foster Youth __ Redesignated fluent English proficient		__ Foster Youth __ Redesignated fluent English proficient	
__ Other		__ Other	
Subgroups:(Specify)_____		Subgroups:(Specify)_____	
5.2 Establish DELAC/ELACs if student numbers reach the level requiring the committees.	\$1,000 General Fund	<ul style="list-style-type: none"> These committees were not formed during the 2014-15 school year, as the total # of ELL students has been below the threshold requiring them. However, as the school site councils act as site ELAC committees, needs of ELL students are consistently supported as evidenced by the school site council funding of ELL Liaison and ELL tutors at the school sites. 	\$1,000 General Fund RS 0000 OBJs 1000s and 3000s
Scope of service:		Scope of service:	
__ ALL		__ ALL	
OR:		OR:	
__ Low Income pupils ✓ English Learners		__ Low Income pupils ✓ English Learners	
__ Foster Youth __ Redesignated fluent English proficient		__ Foster Youth __ Redesignated fluent English proficient	
__ Other		__ Other	
Subgroups:(Specify)_____		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>	<p>1. The District has narrowed its focus for each goal in relation to the 8 state priorities in order to be more targeted in the meeting of these priorities. In 2014-15, goal 5 was aligned to meet priorities 5 and 6. In the 2015-18 LCAP, goal 5 is targeted at meeting state priority 3.</p> <p>2. Site English Learner Advisory Committees and District English Learner Advisory Committees may need to be formed for 2015-16, as current enrollment numbers indicate enough growth in the English learner sub-group to warrant such groups.</p> <p>3. A District level ELL program evaluation committee was convened in spring 2015 and will continue program evaluation and develop a plan of action for program improvement.</p>		
<p>Original GOAL from prior year LCAP:</p>	<p>6: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards 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: All</p>

Expected Annual Measurable Outcomes:	<p>6.1 50% of Math instructional materials and digital resources will be CCSS aligned.</p> <p>6.2 50% of ELA instructional materials and digital resources will be CCSS aligned.</p> <p>6.3 Increased and improved CCSS aligned instruction in Math.</p> <p>6.4 Increased and improved CCSS aligned instruction in ELA.</p>	Actual Annual Measurable Outcomes:	<p>6.1 Roughly 67% of math instructional materials are CCSS aligned as the District implements its 3-year plan to supply all students with CCSS aligned materials. Saratoga High math students will have access to Algebra I, Geometry, and Algebra II texts in 2015-16, and Los Gatos High will adopt an Algebra I text and will adopt other texts over the next three years. The District LCAP includes ongoing funding for CCSS textbooks and instructional materials.</p> <p>6.2 Roughly half of ELA instructional materials are aligned to the CCSS. English departments have been developing aligned curriculum and materials, including model assessments, which will inform the development of 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. Whole staff trainings focused on the literacy standards and attendant instructional shifts. The various departments were given time to work on reviewing and modifying curriculum to align with the standards.</p>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
<p>Note: Actions for Goal #6 are taken from column 6, tables 3A and 3B, from the 2014-15 LCAP. No actions were listed in column 3, tables 3A and 3B in that document.</p>	Budgeted Expenditures		Estimated Actual Annual Expenditures

6.1 Math instructional materials and digital resources will be CCSS aligned.	\$60,000 General Fund, Title II, State CCSS Funding	<ul style="list-style-type: none">The governing board has approved new Common Core State Standards aligned math textbooks for implementation 2015-16. Adoption and acquisition of aligned math textbooks will continue through 2017-18.Textbook adoption will continue over the next few years, particularly in science and as the social studies standards are adopted by the state.	\$169,594 General Fund, Title II, State CCSS Funding RSs 0000, 4035 and 7405 OBJs 1000s, 3000s, 4000s and 5000s
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 ELA instructional materials and digital resources will be CCSS aligned.		\$10,000 General Fund, Title II, State CCSS Funding	• The District will not be adopting English language arts CCSS aligned textbooks for 2015-16, rather will evaluate needs in the content area. The District’s English departments have aligned other instructional materials to CCSS, primarily through increasing the number of non-fiction texts in the curriculum.		\$1,000 General Fund, Title II, State CCSS Funding RSs 0000, 4035 and 7405 OBJs 1000s, 3000s, 4000s and 5000s
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)_____		
6.3 Increased and improved CCSS aligned instruction in math.		\$5,000 General Fund, Title II, State CCSS Funding	• Math departments are in the process of restructuring scope and sequence of math courses to better align instruction with the Common Core State Standards, reflecting the shifts to fewer topics, authentic command of mathematical concepts, and better coherence within math pathways. • The District has supported this work by providing department release days and funding summer work days.		\$1,000 General Fund, Title II, State CCSS Funding RSs 0000, 4035 and 7405 OBJs 1000s, 3000s, 4000s and 5000s
Scope of service:			Scope of service:		
✓ ALL	OR:		✓ ALL		

__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)_____		
6.4 increased and improved CCSS aligned instruction in ELA.		\$5,000 General Fund, Title II, State CCSS Funding	<ul style="list-style-type: none"> English departments continue to revise curricula to better align with the shifts presented by the Common Core State Standards. For some grade levels this has meant trimming curriculum to provide time to engage students more deeply as they access non-fiction supplementary texts to make meaning from the literature. 		\$1,000 General Fund, Title II, State CCSS Funding RSs 0000, 4035 and 7405 OBJs 1000s, 3000s, 4000s and 5000s
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>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 District has narrowed its focus for each goal in relation to the 8 state priorities in order to be more targeted in the meeting of these priorities. In 2014-15, goal 6 was aligned to meet priorities 1, 2, 4 and 7. In the 2015-18 LCAP, goal 6 is targeted at meeting state priority 1.</p> <p>2. The bulk of the funding in this goal area was dedicated to beginning District math textbook adoption, which is moving at a brisker pace than originally reflected in the 2014-15 LCAP, reflected in estimated actual expenditures of \$169.5k rather than the original budget estimate of \$60k. In the next few years, the District anticipates expending more in the aggregate for standards aligned instructional materials than originally planned in order to provide all students with Common Core and Next Generation Science State Standards aligned instructional materials. The cost for ELA instructional materials is significantly less than the cost for math and science, as most standards aligned ELA curriculum is teacher/department designed and meant to work in tandem with Board approved novels, short stories, and literature anthologies.</p> <p>3. The current plan, 2015-2018, more accurately outlines the pace of adoption by content area.</p> <p>4. 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.</p>		
<p>Original GOAL from prior year LCAP:</p>	<p>7. All staff will participate in Professional Development in ELA and Math Common Core State Standards and Next Generation Science Standards to focus on instructional shifts, depth of knowledge, and differentiated instruction.</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: All</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>7.1 Baseline Academic Level Descriptors (ALD) will be obtained for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC).</p> <p>7.2 Baseline benchmark assessment results will be obtained for all students.</p> <p>7.3 Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>7.1 No SBAC data was available from the state in 2014-15.</p> <p>7.2 Each site continues to work on this goal. While benchmark assessments have not been completed department wide in each of these departments, individual teachers among the departments are piloting standards aligned model assessments. This work will continue in the 2015-16 school year.</p> <p>7.3 Professional development to date has addressed the instructional shifts necessary to align with the CCSS and NGSS and has focused on the literacy standards and strategies to implement them. Additionally, staff received professional development in DOK, the instructional shifts resultant from the adoption of new state standards, with an emphasis on differentiated instruction as informed through effective formative assessment strategies. Departments were given time fall, 2014, to conduct curriculum review, and to revise curriculum as necessary to align with the state standards. Staff at SHS developed a shared definition of rigor through a collaborative process, a definition meant to guide staff as the school seeks to strike a balance between academic rigor and student well-being.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
<p>Note: Actions for Goal #7 are taken from column 6, tables 3A and 3B, from the 2014-15 LCAP. No actions were listed in column 3, tables 3A and 3B in that document.</p>	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>7.1 Baseline Academic Level Descriptors (ALD) will be obtained for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC).</p>	<p>\$1,000 General Fund RS 0000 OBJs 1000s and 3000s</p>	<ul style="list-style-type: none"> No state testing data available for LCAP year 2013-14. 	<p>\$1,000 General Fund RS 0000 OBJs 1000s and 3000s</p>

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 assessment results will be obtained for all students.	\$1,000 General Fund RS 0000 OBJs 1000s and 3000s		<ul style="list-style-type: none"> Department level benchmark assessments for 9th and 10th grade students have not been completed. English departments have developed model assessments for in class use; these are the pilots for ELA benchmarks. Math readiness assessments are in place for some levels of study, and the work on these will inform future work on local benchmark assessments. The current LCAP articulates the timeline for developing, implementing, and using data from these benchmark assessments. 	\$1,000 General Fund RS 0000 OBJs 1000s and 3000s	
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)_____		

7.3 Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK).		\$1,000 General Fund RS 0000 OBJs 1000s and 3000s	<ul style="list-style-type: none"> Site professional development plans include these topics. Collaboration efforts have included training in the Common Core State Standards, time for integrating Common Core instructional strategies, including all staff training in the literacy standards, and time for curriculum revision across the disciplines. Staff survey data indicates teachers are increasing their understanding of the shifts inherent in the new standards and are implementing instructional strategies to support these shifts. Collaboration time has also been used to create shared definitions of rigor as it relates to the District schools' learning cultures. 	\$1,000 General Fund RS 0000 OBJs 1000s and 3000s
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?			1. The District has narrowed its focus for each goal in relation to the 8 state priorities in order to be more targeted in the meeting of these priorities. In 2014-15, goal 7 was aligned to meet priorities 1, 2, 4, 7 and 8. In the 2015-18 LCAP, goal 7 is targeted at meeting state priorities 7 and 8. 2. With the recent state adoption of the Next Generation Science Standards, science teachers in particular will need time and training as they align curriculum to these content standards.	

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	\$ 178,259
<p>As a Basic Aid district, LGSUHSD receives no new funds. However, the District understands it is 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. This is evidenced by District's goals, 2.1 and 5.3: to expand its English language learner program, identify areas of need, create an action plan, and to expand its student centers, which will provide 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.</p> <p>In general, and due to the resources of the District, it's more effective for us 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. An example of District professional development aimed at increasing teacher efficacy across the disciplines, which is supported by the current research on assessing students, is the training began in 2014-15, in use of formative assessment to differentiate instruction, support student engagement, and support students meeting learning targets.</p> <p>LGSUHSD spent \$697,131 in 2014-15 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 2015-16 as it did in 2014-15. The 2015-16 LCAP proposed expenditures totals \$576,000.</p>	

- 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.

0.70	%
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LGSUSHD expects to expend \$576,000 in support of its 2015-16 LCAP goals, actions, and interventions.

LGSUHSD is required to spend funds on services and interventions for LCAP unduplicated youth in 32015-16 to show that services have increased or improved by the Minimum Proportionality Percentage (MPP). For example, the services described in Section 2, meet the Minimum Proportionality Percentage (MPP): expand the District English language learner program, identify areas of need, create an action plan, and expand its student centers, which will provide 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. These services were not provided before the implementation of LCFF.

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]