Local Control and Accountability Plan and Annual Update Template

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 Introduction:

LEA: Los Gatos / Saratoga High School District   **Contact):** Jeff Anderson, Assistant Superintendent, janderson@LGSUHSD.org,

LCAP Year: 2014/15

The Los Gatos /Saratoga Joint Union High School District consists of two comprehensive high schools and an Alternative Program identified as NOVA. Los Gatos High's enrollment is nearing 1800 students and Saratoga High's enrollment is 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).

STUDENT GROUPS	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2013)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	100%	99.5
African American	0%	.040
American Indian or Alaska Native	0%	.27

**Grade range
and calendar**

9–12

TRADITIONAL
**Academic
Performance Index**

883

County Average: 789
State Average: 750

Student enrollment

1,798

County Average: 1,344

State Average: 1,114

Asian	10%	27.7
Filipino	0%	n/a
Hispanic or Latino	10%	5.07
Pacific Islander	0%	.13
White (not Hispanic)	72%	59.6
Two or More Races	8%	3.47
Socioeconomically Disadvantaged	3%	.02
English Learners	5%	.04
Students with Disabilities	9%	.08

Saratoga is a high performing public high school with 1,398 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 over the last four years. In that time, we have instituted a block schedule that allows for deeper analysis and understanding of topics that interest our students and which allows for a more humane pace of physical and mental traffic during the course of the day. It also helps students begin to train to be more in control of, and responsible for, how they spend their time at school. Having been freed from the prison of time has allowed instructional approaches to be directed in innovative and creative ways. 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.

Grade range and calendar

9–12

TRADITIONAL

Academic Performance Index

938

County Average: 789
State Average: 750

Student enrollment

1,429

County Average: 1,344
State Average: 1,114

STUDENT GROUPS	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2013)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	100	99.5
African American	0.6	0.4
American Indian or Alaska Native	n/a	0.27
Asian	55	27.7
Filipino	n/a	n/a
Hispanic or Latino	4	5.07
Pacific Islander	n/a	0.13
White (not Hispanic)	32	59.6
Two or More Races	4	3.4
Socioeconomically Disadvantaged	n/a	2
English Learners	0.04	0.04
Students with Disabilities	0.04	0.08

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,

paraeducators, 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.

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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.

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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

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Involvement Process	Impact on LCAP
1. How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?	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 direct them.
The district has previewed, and vetted, the LCAP format with the School Board, District Leadership Team, High School Principals, school Site Councils, ELL parents, Title One, Foster parents and business leaders. In subsequent years we will enhance our process to preview and solicit feedback on the LCAP Plan.	We have gather and discussed feedback from stakeholders that has been infused, as we developed goals, into the LCAP Plan. The LCAP will strengthen our partnerships with our entire stakeholder groups moving forward, and as we revise the plan over its three year span. Meeting Dates:
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?	LGHS Site Council 4/2/14 & 5/7/14 SHS Site Council 3/27/14 &5/29/14 District ELL & Title One parents 4/3/14
Given the late access to the LCAP template, we have been doing our best to furnish various school community stakeholders with information that defines the parameters of the LCAP and also drafts for them to comment on. We have contacted subgroup parents and solicited their feedback on both the LCAP format and the draft we have developed to explain how the district with proceed. We have presented at each school's site council meeting and taken input as to what should be included in the district LCAP plan, based on the eight state priorities. Additionally, we have reached out, individually, to the parent communities that represent the subgroups in our district. One of the difficulties is that our district is very near the minimal numbers, in terms of our state obligation for serving these unduplicated populations. Nevertheless, we are committed to serving all of our students regardless of the level of student population.	From those meetings we have set concrete goals in the LCAP, for instance improving the curriculum in our EL classes and increasing access to on-line learning options. 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.
3. What information (e.g., quantitative and qualitative data/metrics) was	

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area.

Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address 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 the unique goals for subgroups are as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

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8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	

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Need:: Ensure students are college and Career ready Metric: Graduation Data, A-G Completion Data CAASPP Test scores Grade Data Site Summative Assessments, Reclassification rate, CELDT	1.0 Create and refine curricular and program options as CCSS is implemented	All students; (3000) including low income, English learner, foster youth subgroups	All				
					1.1 Increase number of collaborative classes (sp. Ed 7 & gen. ed), by 2 sections district wide	1.1 Increase number of collaborative classes by 1 section or as warranted	1.1 Increase number of collaborative classes, by one section or as warranted
					1.2 Establish baseline passing rate on site assessments	Students who scored proficient on the site assessments will improve by 3%	Students who scored proficient on the site assessments will improve by 5%
					1.3 Baseline CELDT assessment results will be established for all ELL students	Improved CELDT assessment results for all ELL students	Improved CELDT assessment results for all ELL students
					1.3 Add 2 professional development days to school calendar for a total of 3 days	1.2 Implement professional development plans	1.2 Revise and implement professional development plans
					1.4 Expand New Tech High (Los Gatos) and Project Lead the Way (PLTW-Saratoga & Los Gatos) to include 10th grade	1.4 Expand New Tech High and PLTW to include 11th grade	1.4 Expand New Tech High and PLTW to include 12th grade

(Note: "1, 2, 4, 5, 6, 7," appears in the rightmost column, aligned with the CELDT row.)

Need: Improve A-G Completion rate (15 course sequence for UC/CSU qualification) **Metric:** Annual A-G Completion Data Grade Data English/Math Benchmark Assessments CASPP	2.0 Increase the number of students who access and success-fully complete A-G courses in the junior and senior years	All students; (3000) including low income, English learner, foster youth subgroups	All		2.1 Design and implement benchmark assessment in Gr. 9-10 English/Math/Social Studies/Science/ Foreign Language courses A-G completion rate will increase by 2%	2.1 Revise and Implement benchmark assessments in Gr. 9-10 English/Math/Social Studies/Science/ Foreign Language courses A-G completion rate will increase by 3%	2.1 Revise and implement benchmark assessments in Gr. 9-10 for English/Math Social Studies/Science/ Foreign Language courses A-G completion rate will increase by 4%	
					2.2 Provide professional development for data-driven decision-making and curriculum revision	2.2 Provide professional development for data-driven decision-making and curriculum revision	2.2 Provide professional development for data-driven decision-making and curriculum revision	2, 4, 5, 6, 8
					2.3 Research and examine effective uses of tutorial 2.4 Revise and implement transition plan to high school, with emphasis on the first 6-12 weeks 2.5 Develop a better understanding of project-based learning and identify projects applicable to course content	2.3 Implement and evaluate changes to tutorial as determined from research 2.4 Revise and implement transition plan to high school, with emphasis on the first 6-12 weeks	2.3 Evaluate/revise changes to tutorial 2.4 Revise and implement transition plan to high school, with emphasis on the first 6-12 weeks	

						2.5 Develop units, where appropriate in course content	2.5 Review/revise units, develop additional units, as appropriate	
Need: Improve timeliness and relevancy of teacher feedback to students **Metric:** Performance on standardized assessments, Grade data input to Aeries CAASPP Grade Data Site Summative Assessments	3.0 Use formative and sum-mative assess-ment in a purposeful way	All students; (3000) including low income, English learner, foster youth subgroups	All		CAHSEE pass rate in ELA will improve from 94%__ to 95%__ Baseline benchmark assessment results will be obtained for all students. Baseline benchmark assessment results will be obtained for all EL students. 3.1 Learn more about formative assessment and how it determines ongoing instruction 3.2 Research, identify, and implement a variety of ways to provide timely, relevant feedback to students and to ensure lesson	CAHSEE pass rate in ELA will improve from 95%__ to _96%_ 3% improved benchmark assessment results for all students. 3% Improved benchmark assessment results for all EL students. 3.1 Continue learning about formative assessment evaluate and revise assessments 3.2 Implement effective, timely, relevant feedback to students; evaluate and	CAHSEE pass rate in ELA will improve from 96%_ to _97%_ 5% improved benchmark assessment results for all students. 5% Improved benchmark assessment results for all EL students. 3.1 Deepen learning about formative assessment, evaluate and revise assessments 3.2 Implement effective, timely, relevant feedback to students;	2. 4. 5. 7. 8

					adjustment, as appropriate	revise	evaluate and revise	
					3.3 Increase development and use of scoring rubrics	3.3 Develop and refine scoring rubrics	3.3 Develop and refine scoring rubrics	
					3.4 Compare, evaluate and report consistency of teacher grading policies (e.g., by course titles/subject area)	3.4 Based on reports determine if any changes are needed at site	3.4 Implement changes to teacher grading policies, if identified in 2015-16	
					3.5 Develop CCSS course content and assessment in grades 9-10 to ensure students are prepared for 11th grade and CAASPP	3.5 Develop/revise CCSS content and assessment in grades 9-10 to ensure students are prepared for 11th grade and CAASPP	3.5 Refine CCSS course content and assessment in grades 9-10 to ensure students are prepared for 11th grade and CAASPP	
Need: Improve student connected-ness within school and community **Metric:** Project Cornerstone Survey Data, School and	4.0 Continue building a positive school climate that balances stress and academic rigor	All students; (3000) including low income, English learner, foster youth subgroups	All		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	Improve Identified Developmental Asset Indicators on Cornerstone Survey by 3% when administered	Improve Identified Developmental Asset Indicators on Cornerstone Survey by 6% when administered	2, 4, 5, 6, 8

District surveys					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	4.2 Refine and implement the system described in 2014-15	4.2 Refine and implement the system described in 2014-15; revise as needed	
Need: Continue to increase parent engagement **Metric:** Parent involvement in district/school activities Sign-in sheets, agendas, PTA enrollment data **Need:** *100% of the students have access to instruction,*	5.0 Increase parent participation	All students; (3000) including low income, English learner, foster youth subgroups	All		5.1 Provide ESL instruction for parents 5.2 Establish DELAC/ELACs if student numbers reach the level requiring the committees increase parent engagement by 3%	5.1 Provide ESL instruction for parents 5.2 Establish DELAC/ELACs if student numbers reach the level requiring the committees increase parent engagement by 5%	5.1 Provide ESL instruction for parents 5.2 Establish DELAC/ELACs if students numbers reach the level requiring the committees increase parent engagement by 7 %	5,6 1,2,7,4
	Goal 6: All students will have access to ELA	All students; (3000) including low income, English learner,			6.1 50% of Math instructional materials and digital	6.1 75% of Math instructional	6.1 100% of Math instructional	

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texts and/or resources aligned to CCSS and NGSS. **Metric:** ☐ Sufficient Instructional Materials Report ☐ SARC Classroom Observations and Walkthroughs Surveys	and Math Common Core State Standards and Next Generation Science Standards instruction and materials.	foster youth subgroups			resources will be CCSS aligned. 6.2 50% of ELA instructional materials and digital resources will be CCSS aligned. 6.3 Increased and improved CCSS aligned instruction in Math. 6.4 Increased and improved CCSS aligned instruction in ELA.	materials and digital resources will be CCSS aligned. 6.2 75% of ELA instructional materials and digital resources will be CCSS aligned. 6.3 Increased and improved CCSS aligned instruction in Math. 6.4 Increased and improved CCSS aligned instruction in ELA.	materials and digital resources will be CCSS aligned. 6. 2 100% of ELA instructional materials and digital resources will be CCSS and NGSS aligned. 6.3 100% of Science instructional materials and digital resources will be NGSS aligned. 6.4 Increased and improved CCSS aligned	1,2,7,4,8
	Goal: 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**.**	All students; (3000) including low income, English learner, foster youth subgroups			7.1 Baseline Academic Level Descriptors (ALD) will be obtained for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC). 7.2 Baseline benchmark assessment results will be obtained for all students. 7.3 Expand Professional	7.1 5 % improvement on Academic Level Descriptors (ALD) for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC). 7.2 5% improved achievement on	7.1 10% improvement on ALD for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC) SBAC. 7.2 10% improved achievement on district benchmark assessments for	

					Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts	Knowledge (DOK), differentiated benchmark assessments for all students. 7.3 Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and	differentiated instruction, and instructional shifts. 7.3 Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction	all students instruction, and 7.3 and

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district wide, school wide,

countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

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3A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Create and refine curricular and program options as CCSS is implemented

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

3.Use formative and summative assessment in a purposeful way | 1, 2, 3, 4, 5, 6, 7, 8 | 1.1 Provide support to ensure equal access and success to all curricular opportunities

1.2 Develop district/site professional development plans which address consistency of CCSS curriculum, rigor, and assessment and include sharing of site best practices

1.3 Add 2 professional development days to school calendar for a total of 3 days | LEA wide | | 1.1Provide a variety of credit recovery options **$45,000 Funding Source: General Fund**

Sites will develop CCSS PD plans

1.2 Develop district/site professional development plans

$131,000 State CCSS funding

1.3 Add 2 professional development days to school calendar for a total of 3 days | 1.1 Provide a variety of credit recovery options **$47,*000* Funding Source: General Fund**

Sites will implement CCSS PD plans

1.2 Develop district/site professional development plans

$86,000 Title II / General Fund

1.3 Continue to support 2 professional | 1.1 Provide a variety of credit recovery options **$50,000 Funding Source: General Fund**

Sites will continue to implement CCSS PD plans

1.2 Develop district/site professional development plans

$86,000 Title II /General Fund

1.3 Continue to support 2 professional |

					$300,000 General Fund	development days **$300,000 General Fund**	development days **$300,000 General Fund**
4.Continue building a positive school climate that balances stress and academic rigor

5.Continue to increase parent engagement 1.0 | | 2.0 Increase use of Student Center

2.2 Provide professional development for data-driven decision-making and curriculum revision

2.3 Research and examine effective uses of tutorial

2.4 Revise and implement transition plan to high school, with emphasis on the first 6-12 weeks

2.5 Develop a better understanding of project-based learning and identify projects applicable to course content | | | 2.1 Determine current use of the Student Center, and, if needed, develop a plan to increase student use

$100,000 Funding Source: General Fund

3.1 Evaluate activities and consistency of academic guidance support; identify any changes needed

1.1 Provide the services listed under low income students

ELL Programs for parents

$8000 Funding Source: General Fund

2.1 Provide professional development

$8000 Funding Source: Title II

3.1 Develop IDPs, | 2.1 Implement plan, review and revise

$101,000 Funding Source: General Fund

3.1 Implement changes to academic guidance support

1.1 Provide the same services listed under low income students

ELL Programs for parents

$9000 Funding Source: General Fund

2.1 Provide professional development, as appropriate

$8500 Funding Source: Title II | 2.1 Implement revised plan **$102,000 Funding Source: General Fund**

3.1 Continue implementing academic guidance support; review/revise

1.1 Provide the same services listed under low income students

ELL Programs for parents

$10,000 Funding Source: General Fund

2.1 Provide professional development, as appropriate

$9000 Funding Source: Title II
3.1 Review/revise |

					implement	3.1 Review/revise and implement IDPs	and implement IDPs
					1.1 Provide the services listed under low income students 2.1 Develop IDPs, implement	1.1 Provide the services listed under low income youth 2.1 Review/revise and implement IDPs	1.1 Provide the services listed under low income youth 2.1 Review/revise and implement IDPs
					1.1 Provide the services listed under low income students 2.1 Develop IDPs, implement	1.1 Provide the services listed under low income youth 2.2 Review/revise and implement IDPs	1.1 Provide the services listed under low income youth 2.1 Review/revise and implement IDPs
3.Use formative and summative assessment in a purposeful way		3.1 Learn more about formative assessment and how it determines ongoing instruction 3.2 Research, identify, and implement a variety of ways to provide timely, relevant feedback to students and to ensure lesson adjustment, as appropriate			3.1 thru 3.5 No additional Expenditures required	3.1 thru 3.5 No additional Expenditures required	3.1 thru 3.5 No additional Expenditures required

		3.3 Increase development and use of scoring rubrics 3.4 Compare, evaluate and report consistency of teacher grading policies (e.g., by course titles/subject area) 3.5 Develop CCSS course content and assessment in grades 9-10 to ensure students are prepared for 11th grade and CAASPP					
4.Continue building a positive school climate that balances stress and academic rigor		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 4.2 Build and implement a comprehensive system using a tiered assistance model to address differentiated student needs,			4.1 thru 4.2 No additional Expenditures required	3.1 thru 3.5 No additional Expenditures required	3.1 thru 3.5 No additional Expenditures required

		including social/emotional needs					
5.Continue to increase parent engagement		5.1 Provide ESL instruction for parents 5.2 Establish DELAC/ELACs if student numbers reach the level requiring the committees			5.1 thru 5.2 No additional Expenditures required	*5.1 thru 5.2* *No additional Expenditures required*	*5.1 thru 5.2* *No additional Expenditures required*
Goal 6: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.					6.1 Math instructional materials and digital resources will be CCSS aligned. 6.2 ELA instructional materials and digital resources will be CCSS aligned. 6.3 Increased and improved CCSS aligned instruction in Math. 6.4 Increased and improved CCSS aligned instruction in ELA. $80,000 General Fund	*6.1* *of Math instructional materials and digital resources will be CCSS aligned.* *6.2* *ELA instructional materials and digital resources will be CCSS aligned.* *6.3* *Increased and improved CCSS aligned instruction in Math.* *6.4* *Increased and improved CCSS aligned instruction in ELA.* *$85,000 General*	*6.1* *of Math instructional materials and digital resources will be CCSS aligned.* *6.2* *ELA instructional materials and digital resources will be CCSS and NGSS aligned.* *6.3* *Science instructional materials and digital resources will be NGSS aligned.* *6.4* *Increased and improved CCSS aligned*

Local Control and Accountability Plan and Annual Update Template

					Title II State CCSS funding	*Fund* *Title II*	*$90,000 General Fund* *Title II*
Goal: 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.					7.1 Baseline Academic Level Descriptors (ALD) will be obtained for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC). 7.2 Baseline benchmark assessment results will be obtained for all students. 7.3 Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK),	*7.1* *improvement on Academic Level Descriptors (ALD) for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC).* *7.2* *improved achievement on district benchmark assessments for all students.* *7.3* *Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and*	*7.1* *improvement on ALD for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC) SBAC.* *7.2* *improved achievement on district benchmark assessments for all students.* *7.3* *Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction*

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3 B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils re-designated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1.Create and refine curricular and program options as CCSS is implemented 2. Increase the number of students who access and successfully complete A-G courses in the	1, 2, 3, 4, 5, 6, 7, 8	**For low income students:** 1.0 Provide support to ensure equal access to and success (C or better) in honors and AP courses 2.0 Increase use of Student Center	School-wide		1.1 Provide a variety of credit recovery options **$45,000 Funding Source: General Fund** 1.2 Investigate support programs and/or services (e.g., AVID, Read 180) and visit local examples 2.1 Determine current use of the Student Center, and, if needed, develop a plan to	1.1 Provide a variety of credit recovery options **$47,000 Funding Source: General Fund** 1.2 Implement new program and/or services 2.1 Implement plan, review and revise	1.1 Provide a variety of credit recovery options **$50,000 Funding Source: General Fund** 1.2 Expand program and/or services, if needed 2.1 Implement revised plan

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junior and senior years 3. Use formative and summative assessment in a purposeful way 4. Continue building a positive school climate that balances stress and academic rigor 5. Continue to increase parent engagement 1.0		3.0 Provide strategic guidance support **For ELL students:** 1.0 Provide same services listed for low income students 2.0 Provide professional development on ELD standards 3.0 Develop Individual Learning Plans for each student **For foster youth:** 1.0 Provide the same level of services listed for low income youth 2.0 Develop Individual Learning Plan (IDP) for each student **For redesignated fluent English proficient students:** 1.0 Provide the same level of services listed for low income youth			increase student use **$100,000 Funding Source: General Fund** 3.1 Evaluate activities and consistency of academic guidance support; identify any changes needed 1.1 Provide the services listed under low income students ELL Programs for parents **$8000 Funding Source: General Fund** 2.1 Provide professional development **$8000 Funding Source: Title II** 3.1 Develop IDPs, implement 1.1 Provide the services listed under low income students 2.1 Develop IDPs, implement	**$101,000 Funding Source: General Fund** 3.1 Implement changes to academic guidance support 1.1 Provide the same services listed under low income students **$9000 Funding Source: General Fund** 2.1 Provide professional development, as appropriate 3.1 Review/revise and implement IDPs 1.1 Provide the services listed under low income youth 2.1 Review/revise and implement IDPs	**$102,000 Funding Source: General Fund** 3.1 Continue implementing academic guidance support; review/revise 1.1 Provide the same services listed under low income students **$10000 Funding Source: General Fund** 2.1 Provide professional development, as appropriate 3.1 Review/revise and implement IDPs 1.1 Provide the services listed under low income youth 2.1 Review/revise and implement IDPs

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Goal 6: All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.		2.0 Develop Individual Learning Plan (IDP) for each student **Ensure low income students, ELD and Foster Youth** will have access to ELA and Math Common Core State Standards and Next Generation Science Standards instruction and materials.			1.1 Provide the services listed under low income students 2.1 Develop IDPs, implement 6.1 Math instructional materials and digital resources will be CCSS aligned. 6.2 ELA instructional materials and digital resources will be CCSS aligned. 6.3 Increased and improved CCSS aligned instruction in Math. 6.4 Increased and improved CCSS aligned instruction in ELA. $80,000 General Fund Title II State CCSS funding	1.1 Provide the services listed under low income youth 2.2 Review/revise and implement IDPs 6.1 of Math instructional materials and digital resources will be CCSS aligned. 6.2 ELA instructional materials and digital resources will be CCSS aligned. 6.3 Increased and improved CCSS aligned instruction in Math. 6.4 Increased and improved CCSS aligned instruction in ELA. $85,000 General Fund Title II	1.1 Provide the services listed under low income youth 2.1 Review/revise and implement IDPs 6.1 of Math instructional materials and digital resources will be CCSS aligned. 6.2 ELA instructional materials and digital resources will be CCSS and NGSS aligned. 6.3 Science instructional materials and digital resources will be NGSS aligned. 6.4 Increased and improved CCSS aligned $90,000 General Fund Title II

Goal: 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**.**		**Ensure low income students, ELD and Foster Youth** will have access to teachers who have participated 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**.**			7.1 Baseline Academic Level Descriptors (ALD) will be obtained for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC). 7.2 Baseline benchmark assessment results will be obtained for all students. 7.3 Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), 7.1 thru 7.3 No additional Expenditures required	7.1 improvement on Academic Level Descriptors (ALD) for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC). 7.2 improved achievement on district benchmark assessments for all students. 7.3 Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction, and instructional shifts in Math, ELA, and	7.1 improvement on ALD for all students on Math and ELA Smarter Balanced Assessment Consortium (SBAC) SBAC. 7.2 improved achievement on district benchmark assessments for all students. 7.3 Expand Professional Development plan to address CCSS and NGSS curriculum, rigor, Depth of Knowledge (DOK), differentiated instruction

3C Describe the LEA's increase in 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 district wide, school wide, countywide, or charter wide 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 district wide or school wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The Los Gatos-Saratoga Union High School District will not receive state supplemental funding for low income, foster youth, or English learner pupils. However, the District has calculated its proportionality percentage and developed a goal that all students will be proficient or advanced in grade level standards through basic services, implementation of the Common Core State Standards, course access, and pupil achievement.

Based upon the calculation of the number of low income, foster youth, and English learner pupils equaling 2.6% of the enrollment, the district is required to spend at least $40,800 to meet the needs of these students.

The district is providing services that exceed the required supplemental and has budgeted $277,252 in 2014-15 to meet the needs of the targeted subgroups. In addition to services and actions for all students identified in Section 3(A) of the District's Local Control Accountability Plan, the following services and actions for low income, foster youth and English learner pupils will be provided districtwide:

The district will continue to provide services to Low Income, ELL and Foster Care students. The district uses General Fund and Title One funds to support low income students with additional academic support in the form of a Learning Center at Los Gatos High and NOVA Alternative school. At both Los Gatos and Saratoga High we fund ELL classes and instructional materials to support non-native speakers in our student population. In 2014/15 we hope to offer language classes for non-native speakers among out parent populations. That will be financed out of the general fund.

3D. 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). 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). 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.

The percentage by which services for unduplicated pupils must be increased or improved as compared to services provided to all pupils in the LCAP year (minimum proportionality percentage, or MPP) is .32% (refer to *LGSUHSD MPP Summary Supplemental & Concentration Grant calculation*).   The district is exceeding this percentage by providing a Student Learning Center, additional English as a Second Language Services, for both students and parents and additional educational technology services. Additional details are provided in sections 3b and 3c.

The District is in compliance with its requirement to increase or improve services for unduplicated pupils since the District is currently providing services above its target for Supplemental and Concentration Grant funding. The Los Gatos-Saratoga Union HS District puts a very high priority on continually monitoring the services it provides and makes improvements to all programs that serve its low-income, English learners, students with disabilities, and foster youth population.

As described in Section 3 (C) of the district's Local Control Accountability Plan, the following specific services and actions are additional services and actions specific for pupils within the unduplicated population:

New Programs Targeting LCAP Subgroups

Student Learning Center (LGHS)

.8 FTE instructor/counselor	$111,361
Instructional Aide	$ 48,891
Instructional Software (Odyssey/APEX)	$ 45,000
Total	**$205,252**
Targeted instruction for subgroups (NOVA)	$ 56,000
(.4 FTE math and science)	
ESL Instruction for parents **(SHS & LGHS)**	$8,000
ELL Staff Development technology **(SHS &LGHS)**	$8,000
Total Additional LCAP Effort Budgeted 2014-15	**$277,252**

The LGSUHSD has an insufficient number of students in the concentration of low income, foster youth and English learners to be eligible for state concentration grants.   District local income is well above the base LCFF funding.   The district is fully compliant with the framework of the LCAP and certifies that educational services are budgeted for eligible pupils in proportion to the increase in the funds apportioned to students in the identified subgroups. Although the district does not receive concentration grants, district budgets have been adjusted to ensure proportionality in the delivery of LCAP related services.