

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

Los Gatos-Saratoga Union High School District

CDS Code:

4369534

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I Part A
Title II Part A
Title IV Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The district has taken several approaches to increase graduation and academic achievement rates with our Hispanic/Latino students and students with special needs. The district invested in additional support services to address the academic needs of these student groups. The district has also increased the use of classroom technology and supported the coaching model for teachers to improve services, engagement and achievement for students thru our Teachers on Special Assignment.

In addition, the district invested in robust professional development for staff focused on equity, inclusion, and social-emotional learning to develop different strategies and continue our ongoing efforts to promote a respectful and inclusive school environment.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The district implemented several initiatives to address the identified performance gaps with socio-economically disadvantaged and foster youth students' academic scores and suspension rates. These initiatives included increasing alternatives to traditional suspension and expulsion discipline models in order to more effectively support student growth and development. Both of the District's schools are focused on cultivating and sustaining inclusive and diverse learning environments.

Also, the District supported a number of collaborative classes and a new PACT Services Period offered at both school sites.

Progress Intervention and Monitoring Services (e.g., 1:1 services, supporting IEP students with D's/F's, classroom observations)

Assessment (Academic & Transition) Services

Consultation Services with student, teachers, providers and/or parents

Transition Services

In this collaborative approach, a general education and special education teacher work together. They plan and team teach lessons and activities to address the development of all our students, especially those with special needs.

In addition to offering targeted academic intervention classes, the increased focus and work in the area of student social and emotional wellness was another component in supporting student positive behavior, positive choices, and positive adult support. Lastly, the District is targeting technology and training resources, including coaching support for teachers, in order to promote an increase in student engagement and achievement.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our LEA does not have any mis-assigned, inexperienced or out of field teachers. If we did have any teachers falling into one of these categories, we would use the CA Dashboard data, SBAC test scores and other internal survey data to identify and correct disparities that may result in low-income and minority students being taught at higher rates than other students by ineffective/misassigned, inexperienced, or out-of-field teachers. Low-income students are not taught at higher rates than other students by out-of-field teachers because our LEA does not have any teachers assigned to out of field placements. Low-income students are not taught at higher rates than other students by inexperienced teachers because our LEA does not have any teachers who are not experienced in teaching students.

Our LEA engages stakeholders in our process for identifying strategies for addressing discovered equity gaps in several ways. We conduct annual LCAP surveys, and stakeholder meetings. This year, due to COVID-19, some of our stakeholder meetings were done remotely or via survey. We also convene our ELAC committee on an annual basis to examine CA dashboard data, LCAP and other survey data.

If our LEA discovered any disparities during the data analysis process, we would promote teacher retention and recruitment strategies to create equitable access to effective, in-field, and experienced teachers. These strategies would include professional development opportunities, a more robust mentoring and induction program for new teachers and scheduled time throughout the school year for increased teacher collaboration.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

The district is in regular communication with all parents, including those of ELL students. District Board Policy 1100 sets out the various ways our district staff communicates with parents. Additionally, District AR 5020 describes parent rights and responsibilities with regards to parental engagement in their students' educational experience. In addition to posting the District ELL plan on its website, the District specifically engages with ELL families by seeking parental participation and input on various on district committees through direct emails, Principals' Newsletters and website postings. In addition, school site administrators send weekly emails to parents detailing school events and upcoming curriculum and assessment dates. District websites are updated in a timely manner to ensure current availability of information for parents.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Site ELL liaisons have been in communication with parents throughout the year. After meeting individually with students, staff then followed up with parents who wanted to talk more about the process or who had questions. Staff met with students 1:1 to offer the ELL support plans and then followed up with communications with the parents. Parents were met with during Back to School Night and a separate ELL parent information night was held in January 2020. All current, as well as incoming, ELL students and families were invited to attend. Dinner was provided to encourage attendance.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

An after school Academic Tutoring Support program was developed to improve student achievement. At both high schools, we encouraged student participation in our tutoring support program. The support was provided by peer tutors, parents and community volunteers.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The tutoring program is available to students of all grade levels and students who have a D or F in a class at respective grading periods are invited.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District's homeless liaison works to coordinate activities with other agencies and works directly with school registrars to ensure that homeless children are enrolled immediately.

During the 18/19 school year, the District's alternative pathways program focused a year of professional development on Trauma-Informed Education through the National Child Traumatic Stress Network online organization. Staff participated in four online webinars throughout the year regarding trauma-informed care and how to integrate evidence-based practices in school intervention to better serve students with a potential trauma history, such as homeless children and youth. Additionally, staff worked to increase focus on positive school attendance and more quickly respond to truancies by implementing interventions which would increase consistent attendance. This work included revamping the SARB process.

The District offers gently used laptops to eligible students or families. Students will receive a gently used laptop with a free operating system (Ubermix), Google Chrome, so they can achieve their learning objectives. We have partnered with EveryoneOn to offer eligible students or families low cost Internet so all students can access resources online 24/7.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Does not apply to our district.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Guidance counselors meet with all incoming students during their 8th grade year to pick courses, answer questions, and address any transition related concerns. Informational evenings are also held to address parental concerns regarding the transition to high school.

Guidance counselors meet with all 9th grade students within the first semester of the school year to check on progress and their transition to high school.

Both schools implemented a Link Crew program which provides a day of transition related activities and peer bonding opportunities for incoming students. Link Crew also provides peer mentorship the continues throughout first year of their high school experience to help incoming 9th graders feel comfortable and supported.

Articulation meetings are held for all incoming students with an IEP during their 8th grade year to ensure their needs are addressed and supported and they are placed in appropriate courses. All IEP students have post-secondary transition plans that provide individualized transition services and supports.

Guidance counselors meet regularly with students throughout high school to support their post-secondary plans. Both sites have college and career centers which utilize information systems such as Naviance, to guide planning. Parent information nights are held for all grade levels with an emphasis on college planning during the 11th and 12th grade years.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No funds were used for purposes listed above.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

95% of teachers, including alternative program teachers, participated in four full Professional Development days during the 2019-20 school year focused on strategic plan initiatives and department specific Professional Development Action Plans (PDAPs) as evidenced by teacher attendance. These Professional Development days were held on August 12 and 13, 2019, October 8, 2019, and March 16, 2020. Each department customized their PD day by creating their own goals and actions, and had department specific training to meet their areas of need. Our last PD day was focused on Distance Learning tools and planning due to the COVID-19 crisis.

New teachers are provided support through new teacher induction/Beginning Teacher Support and Assistance (BTSA) services.

The district's system of professional growth is outlined in the district's LCAP and strategic plan. Every department has a professional development action plan (PDAP) with specific measurable goals and outcomes with supporting professional growth activities. This system of professional growth is monitored by site admin review of the plans and district office review. Growth and improvement are monitored in the spring by reviewing the progress on the goals and actions set out in the PDAPs and in the LCAP. Teachers who are identified as needing more support are provided informal and formal support plans per the evaluation process. Principals and teacher leaders participate in Instructional Leadership Team (ILT) with monthly professional growth sessions and have separate Professional Development Action Plans (PDAPs) to support their growth while leadership coaching is provided for additional support. Because professional growth is a continuous process these plans and progress are monitored throughout the year and changes are made to address new identified needs. The district is moving towards a Professional Learning Community process and professional development was provided for our teacher leaders on this year. In addition, we are currently engaged in a process to update our strategic plan using the Portrait of a Graduate.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has developed a distribution formula that weights funding based on the number of needy students (defined as students in poverty, English learners and foster youth).

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our LEA coordinated its Title II, Part A activities with other related strategies, programs, and activities including the LCAP process, and the departmental professional development action plan (PDAP) process at both schools. Our LEA uses data to continually update and improve activities supported under Title II, Part A through the inclusion of specific measurable attainable results-oriented and time bound goals with baseline metrics in the LCAP and professional development action plans (PDAPs). Our LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A. by district staff conferring regularly with site leadership teams, curriculum council, and through the LCAP stakeholder process. Teachers, administrators and staff provide feedback on collaboration meetings and professional development days. The PDAPs are updated annually each spring. Our LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:

District Teachers Association, Principals, district cabinet, classified staff paraprofessionals, parents and community partners such as Santa Clara County Office of Education, Google Education, Adobe, CASSY, etc.

Our LEA has several sources of data that we use to monitor to evaluate Title II, Part A activities. Data is gathered from stakeholders using annual surveys such as our certificated collaboration survey, our LCAP community survey, BrightBytes staff and student technology survey, and The California Healthy Kids Survey. We analyze the results of these surveys annually as they are issued. The district also refers back to the data results on a monthly basis to guide the focus and planning of professional development. We also hold annual parent and community feedback evenings and facilitate presentations at our School Site Council, PTSO and Home and School Club meetings. Finally, we solicited direct feedback from parents via online surveys, emails, and weekly newsletters.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district is allocating these funds for increased counseling and guidance services. These services will support safe and healthy students by increasing our mental health services support on our campuses. Our district contracts with CASSY. CASSY provides comprehensive mental health services to all of their partner schools. This includes counseling and proactive mental health education for students (including Special Education students), consultation and training for staff, and outreach to parents and the broader community.

Consultation with individuals including students, staff, parents and community members was completed through the LCAP process. Stakeholder meetings were held at all schools and a survey was distributed as part of the needs assessment process. In addition the district administered the California Healthy Kids Survey to determine needs. The CASSY counseling program goals include directly supporting district students with mental health needs and support LCAP goals. The effectiveness of this program will be monitored by reviewing student numbers and improvement in annual California Healthy Kids Survey results.