

Los Gatos High

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Los Gatos-Saratoga Joint Union High
Phone Number	(408) 354-2520
Superintendent	Bob Mistele
E-mail Address	bmistele@lgsuhd.org
Web Site	www.lgsuhd.org

School Contact Information - Most Recent Year	
School Name	Los Gatos High
Street	20 High School Ct.
City, State, Zip	Los Gatos, Ca, 95030-6917
Phone Number	408-354-2730
Principal	Kristina Grasty, Principal
E-mail Address	kgrasty@lgsuhd.org
Web Site	www.lghs.net
County-District-School (CDS) Code	43695344334371

Last updated: 1/22/2016

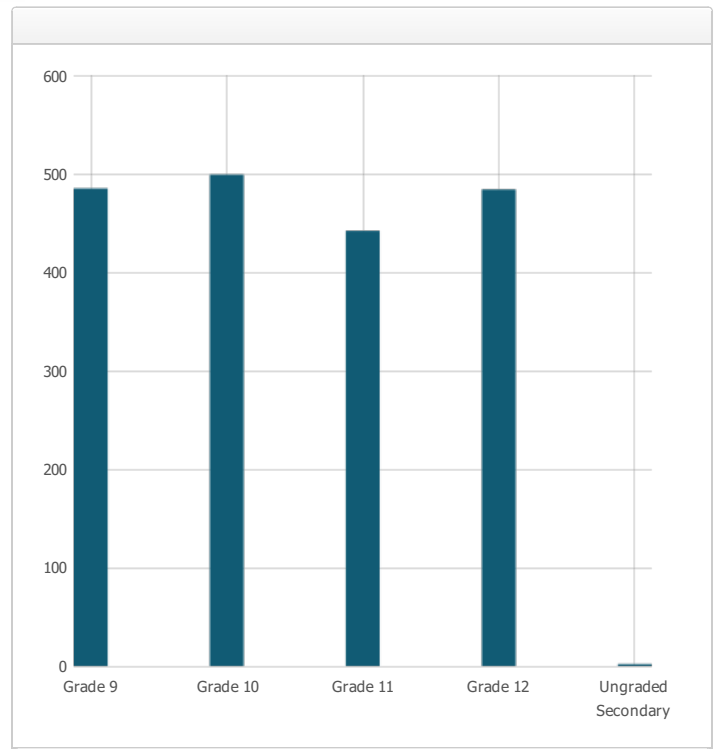
School Description and Mission Statement - Most Recent Year

Los Gatos High School (LGHS) is a public comprehensive high school on the southern tip of Silicon Valley. The Los Gatos-Saratoga Jt. Union 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 1981 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, Project Lead the Way, Advanced Science Research, and academic support through 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. Los Gatos High School is accredited by the Western Association of Schools and Colleges (WASC).

Last updated: 1/22/2016

Student Enrollment by Grade Level (School Year 2014-15)

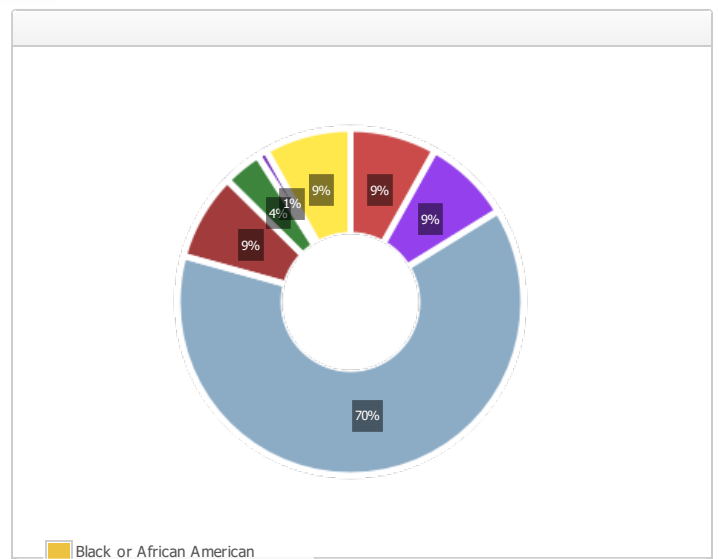
Grade Level	Number of Students
Grade 9	485
Grade 10	499
Grade 11	442
Grade 12	484
Ungraded Secondary	2
Total Enrollment	1912



Last updated: 1/22/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	0.1 %
Asian	9.8 %
Filipino	0.4 %
Hispanic or Latino	9.0 %
Native Hawaiian or Pacific Islander	0.2 %
White	70.1 %
Two or More Races	9.4 %
Socioeconomically Disadvantaged	4.7 %
English Learners	1.4 %
Students with Disabilities	9.2 %
Foster Youth	0.3 %



Last updated: 1/22/2016

A. Conditions of Learning

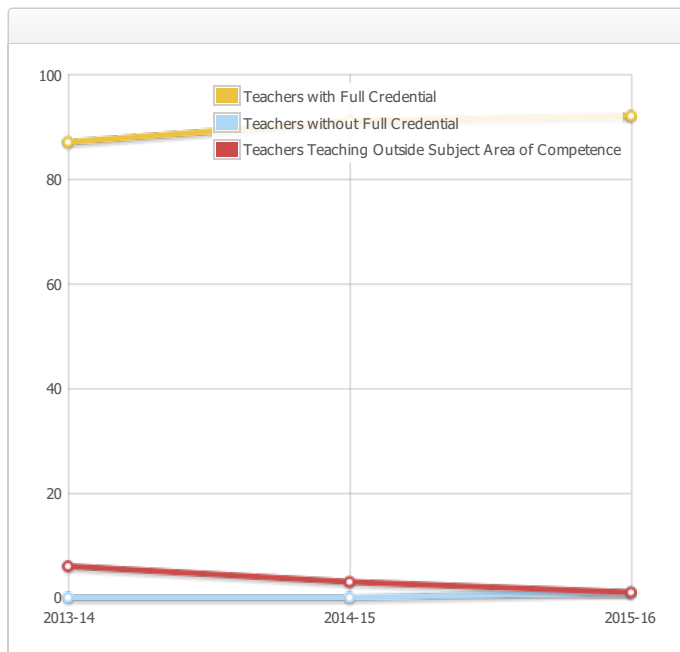
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

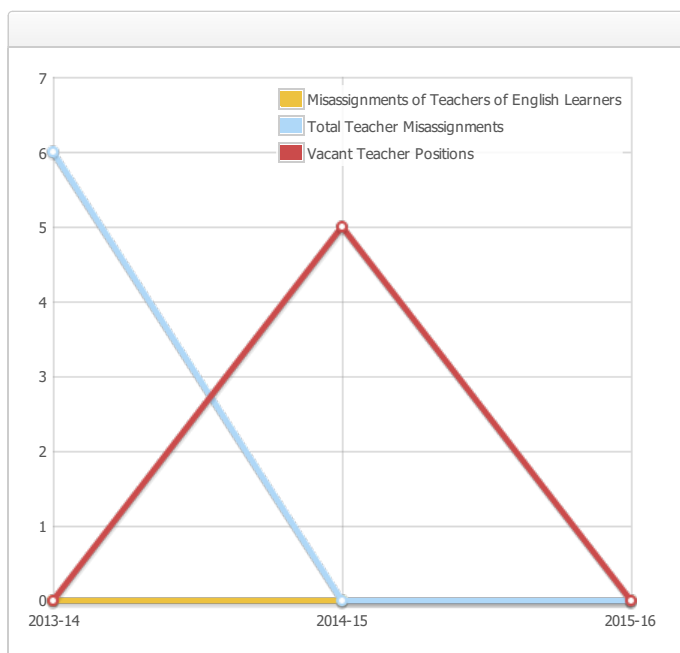
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	87	91	92	164
Without Full Credential	0	0	1	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	6	3	1	1



Last updated: 1/28/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	6	0	0
Vacant Teacher Positions	0	5	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/28/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	95.0%	6.0%
All Schools in District	94.0%	6.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	94.0%	6.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9/English 9 Honors The Language of Literature by Applebee, Bermudez, Blau, Caplan, Elbow, Hynds, Langer & Marshall McDougal Littell California ed 2006 ISBN: 0-618-69017-4</p> <p>English 9/English 9 Honors (supplemental text) Language Network: Grammar Writing Communication McDougal Littell 2001 ISBN: 0-395-96739-2 Year of adoption: 2001</p> <p>English 10/English 10 Honors Appreciating Literature MacMillan Publishing 1984 ISBN: 0-02-192660-3 Year of adoption: 1985</p> <p>English 11/AP English Language and Composition The Language of Literature: American Literature by Applebee, Bermudez, Blau, Caplan, Elbow, Hynds, Langer & Marshall McDougal Littell California ed 2006 ISBN: 0-618-69020-4</p> <p>English 12/AP Literature and Composition England in Literature ; Classic Edition by Pfordresher, Veidemanis & Mc Donnell Scott, Foresman & Co. MacBeth ed 1989 ISBN 0-673-27074-2 Year of adoption: 1990</p>		0.0 %
Mathematics	<p>Algebra 1 California Algebra 1 by Karold Burger Dixon Larson Leinwand Houghton Mifflin Harcourt 2015 ISBN: 978-0-544-38601</p> <p>Statistics AP Practice of Statistics by Starnes Tabor Yates Moore WH Freeman & Co 5th ed 2015 ISBN: 978-1-4641-0873-0</p> <p>Algebra 2/Algebra 2 Accelerated Algebra 2 California Edition by Larson Boswell Kanold Stiff McDougal Littell 2007 ISBN: 978-0-618-81181-6 Year of adoption: 2007</p> <p>Geometry Geometry Common Core by Charles Hall Kennedy Bass Johnson Murphy Wiggins Pearson 2012 ISBN: 978-0-13-318582-9 Year of adoption: 2013</p> <p>Calculus AB AP Single Variable Calculus with Vector Functions by Stewart Cengage 7th ed 2012 ISBN: 978-0-8400-4823-3</p> <p>Calculus BC AP</p>		0.0 %

Calculus of a Single Variable by Larson Hostetler Edwards
Houghton Mifflin Co 7th ed 2002 ISBN: 0-618-14916-3

Trigonometry/Pre-Calculus Honors
Precalculus With Limits by Larson
Cengage 2011 ISBN: 0-538-73659-3
Year of adoption: 2012

Trigonometry/Advanced Topics
Trigonometry by Lial, Hornsby & Schneider
Pearson Prentice Hall 2005 8TH Edition ISBN: 0-321-24543-1
Year of adoption: 2006

Statistics
Practice of Statistics by Yates Moore Starnes
WH Freeman & Co 2nd ed 2003 ISBN: ISBN: 0-7167-4773-1
Year of adoption: 2010

Science

0.0 %

Earth Space Science
Science Spectrum: A Physical Approach by Dobson Holman Roberts
Holt Reinhart & Winston 2001 ISBN: 0-02-054349-5
Year of adoption: 2002

Chemistry in the Community
Chemistry in the Community
WH Freeman & Co 6th ed 2012 ISBN: 978-1-4292-1952-5
Year of adoption: 2013

Chemistry
World of Chemistry by Zumdahl Zumdahl DeCoste
McDougal Littell 2002 ISBN: 0-618-13496-4
Year of adoption: 2003

Chemistry AP
Chemistry by Zumdahl & Zumdahl
Houghton Mifflin 7th ed 2007 ISBN: 0-618-71370-0
Year of adoption: 2008

Physics
Conceptual Physics by Hewitt
Addison Wesley 1987 ISBN: 0-201-20728-1
Year of adoption: 1988

Physics C Mechanics AP
Fundamentals of Physics by Halliday, Resnick & Walker
John Wiley & Sons 9th ed 2011 ISBN: 978-0-470-54789-2
Year of adoption: 2011

Biology
Biology by Miller & Levine
Pearson 2014 ISBN: 978-0-13-323574-6
Year of adoption: 2014

Biology Honors
BSCS Biology: A Molecular Approach
Glencoe/McGraw-Hill 9th ed 2006 ISBN: 0-07-866427-6
Year of adoption: 2007

Biology AP
Campbell Biology in Focus by Urry Cain Wasserman Minorsky Jackson Reece
Pearson AP ed 2014 ISBN: 978-0-13-310217-8
Year of adoption: 2014

Advanced Science Research
STEM Student Research Handbook by Harland
NSTA Press 2011 ISBN: 978-1-936137-24-4
Year of adoption: 2012
Environmental Science AP
Living in the Environment by Miller & Spoolman
Brooks/Cole Cengage Learning 2009 ISBN: 978-0-538-49566-0
Year of adoption: 2011

New Tech Physics
Active Physics: A Project-Based Inquiry Approach by Eisenkraft
It's About Time 3rd ed 2010 ISBN: 978-1-60720-488-6
Year of adoption: 2015

Active Chemistry: A Project-Based Inquiry Approach by Eisenkraft
It's About Time 2nd ed. 2015 ISBN: 978-1-60720-792-4

Year of adoption: 2015

History-Social
Science

0.0 %

US History

THE AMERICANS: Reconstruction to the 21st Century
by Danzer, Klor de Alva, Krieger, Wilson, Woloch
McDougal Littell 2006 ISBN: 978-0-618-55713-4
Year of adoption: 2007

AP US History

The American: A Pageant by Kennedy, Cohen & Bailey
Houghton Mifflin 12th ed 2002 ISBN: 0-618-10349-X
Year of adoption: 2003

World History

WORLD HISTORY-Patterns of Interaction
by Beck, Black, Krieger, Naylor & Shabaka
McDougal Littell 2003 ISBN 0-618-13179-5
Year of adoption: 2004

AP European History

A History of Western Society since 1300
by McKay, Crowston, Wiesner-Hanks & Perry
Bedford St. Martin's 11th ed 2014 ISBN: 978-1-4576-7710-6
Year of adoption: 2014

US Government

United States Government: Principles in Practice by Fraga
Holt McDougal 2012 ISBN: 978-0-547-45138-1
Year of adoption: 2013

AP US Government

Government by the People: 2014 Elections & Updates Edition
by Magleby, Light & Nemacheck
Year of adoption: 2014

Economics & AP Economics

Essentials of Economics by Krugman, Wells & Olney
Worth Publishers 2007 ISBN: 978-1-4292-0508-5
Year of adoption: 2007

Intro to Business

Intro to Business by Diabay
South-Western 2006 ISBN: 0-538-44063-5
Year of adoption: 2007

AP Psychology

Psychology for AP by Myers
BFW Worth 2nd ed 2014 ISBN: 978-1-4641-1307-9
Year of adoption: 2014

Foreign Language

0.0 %

Japanese 1

Adventures in Japanese 1 by Peterson & Hirano-Omizo
Cheng Tsui 4th ed 2014 ISBN: 978-1-62291-056-4

Japanese 2

Ima! 2 by Burnham
EMC Paradigm 2000 ISBN: 0-8219-2264-5
Year of adoption: 2002

Japanese 3H and AP Japanese 5

(as a supplement)
Yookoso! Continuing with Contemporary Japanese by Tohsaku
McGraw Hill 3rd ed 2006 ISBN: 978-0-07-240816-4
Year of adoption: 2006

Spanish 1

Aventura! Espanol 1 by Bonilla
EMC Publishing 2009 ISBN: 978-0-82193-967-3
Year of adoption: 2010

Spanish 2

Aventura! Espanol 2 by Bonilla
EMC Publishing 2009 ISBN: 978-0-82193-989-5
Year of adoption: 2010

Spanish 3

Aventura! Espanol 3 by Bonilla
EMC Publishing 2009 ISBN: 978-0-82194-010-5
Year of adoption: 2010

<p>Descubre 3. Vista Higher Learning 2nd ed 2014 ISBN: 978-1-61857-2004 Year of adoption: 2015</p> <p>Spanish 4H Enlaces by Vista Higher Learning 2014 Year of adoption: 2014</p> <p>French 1 Bon Voyage! 1 by Schmitt & Lutz McGraw Hill 2005 ISBN: 0-07-865630-3 Year of adoption: 2006</p> <p>French 2 Bon Voyage! 2 by Schmitt & Lutz McGraw Hill 2005 ISBN: 0-07-865660-5 Year of adoption: 2006</p> <p>French 3 T'es branché 3 by Theisen EMC Publishing 2014 ISBN: 978-0-82195-999-2 Year of adoption: 2014</p> <p>French 4H Tresors du temps by Lenard McGraw Hill 1997 ISBN: 0-02-676651-5 Year of adoption: 2000</p> <p>French 5AP T'es branché 4 EMC Publishing 2014 ISBN: 978-0-82196-660-0 Year of adoption: 2014</p>		
Health	<p>Health & Wellness by Meeks, Heit & Page Glencoe 2008 ISBN: 978-0-07-876026-6 Year of adoption: 2010</p>	0.0 %
Visual and Performing Arts	<p>Elective courses rely heavily on manipulatives, supplies, and hands-on materials to achieve mastery as well as the goals of the courses. There are annually-purchased materials, and all students receive the needed materials to successfully complete the courses.</p>	0.0 %
Science Lab Eqpmt (Grades 9-12)	<p>The Science Department budget, in addition to our local educational foundation, supports the purchase and maintenance of all science lab equipment and supplies. All equipment is tracked and supplies restocked annually.</p>	0.0 %

Last updated: 1/29/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Overall rating for Los Gatos High School safety, cleanliness and adequacy of the school facility is in good condition, ranking 95.31%.

In parent/student/staff surveys, LGHS received a high overall rating for safety, cleanliness and adequacy of the school facility (95.31% ranking). During 2014-2015 the community approved a parcel tax to implement facility upgrades, including new classrooms, modernization of existing facilities, and sports fields. The school completed construction of new infrastructure on the front mall to support improved ADA access and improve safety for pedestrians entering school. In addition, new artificial turf facilities were constructed in the football stadium and baseball fields, and the school's dilapidated track was renewed. All of these changes greatly expanded the fitness and athletics programs of the school, allowing more students to play.

Modifications were made to existing facilities to incorporate new classrooms. A portion of the library was modernized to serve as a classroom. In addition, more computers were added to the library to enhance services for students and classes. A Student Center was created from library offices, which now serves students who need alternative instructional services, such as on-line courses or one-to-one assistance. This center includes a Testing Center, which is designed to facilitate testing for students who require a non-classroom setting with additional accommodations.

The Los Gatos High School campus continues to serve our students, staff and community very effectively. With the support of the community and the Board of Trustees, the District is investing millions of dollars annually through Measure E Bond and the District's general operating budget in new facilities, modernization of existing facilities, and maintenance of the entire campus. Building on the successful completion of the new athletics fields, groundbreaking for a two-building Classroom and Music Complex on Chicago Avenue will take place in late Spring 2016. More information about the District's Measure E Bond, as well as maintenance and operations facilities projects, is available on the District's website: www.lgsuhd.org.

Last updated: 1/29/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: July 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Area 303: Dirty vents - will be cleaned.
Interior: Interior Surfaces	Fair	<p>Ceiling tiles have water stains in various areas. Tiles will be replaced where stained.</p> <p>Ceiling tiles have holes in various areas - will be replaced.</p> <p>Area 15 & 16: floor tiles are lifting at entry - will be replaced.</p> <p>Area 33: Holes in wall at base of stairs - will be repaired.</p> <p>Area 33: Paint peeling on wall outside of door - will be repaired.</p> <p>Area 43: Hole in wall behind door - will be repaired. Floor tiles have a hole - will be repaired.</p> <p>Boys restroom: Soap dispenser is</p>

		<p>missing - will add.</p> <p>Boys restroom: Door in restroom has dry rot - will repair. Shower tiles are broken - will replace.</p> <p>Area 413: Floor tile has a hole - will repair.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>100% exemplary rating for cleanliness: Overall cleanliness, pest/vermin infestation.</p> <p>0 Deficiencies.</p>
Electrical: Electrical	Good	<p>Staff restroom: Hand dryer not working - will repair.</p> <p>Area 32: Outlet cover is missing - will replace.</p> <p>Area 501: Exterior outlet cover is missing - will replace. One light ballast out - will repair.</p> <p>Area 502: One light ballast is out - will repair.</p> <p>Area 503: Two exterior outlets have no power - will repair. Six bulbs are out - will replace.</p> <p>Area 508: Outlet has no power in both restrooms - will repair.</p> <p>Area 306: Electrical cords creating a trip hazard at desk - will resolve.</p> <p>Area 301: Exterior outlet cover is missing - will replace.</p> <p>Boys restroom: Water sensor is broken - will repair.</p> <p>Area 100 - Outlet cover is missing - will replace.</p> <p>Area 201: Middle light switch is broken/doesn't stay on - will repair.</p> <p>Small Gym: Light diffuser is broken - will repair.</p> <p>Boys restroom: Two water sensor covers are missing/broken - will replace/repair.</p> <p>Boys restroom: all water sensor covers are missing/broken - will replace/repair.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>Area 503: Both of the faucets are loose at the base - will repair.</p> <p>Library: One drinking fountain has no flow - will repair.</p> <p>Boys restroom: Two urinals not flushing property - will repair.</p>

		Girls restroom: Sink is not working - will repair.
Safety: Fire Safety, Hazardous Materials	Good	<p>Area 4: No room ID marker - will add.</p> <p>Various areas: Plug in air freshener - will remove.</p> <p>Area 33: Paint peeling on wall outside of door - will repair.</p> <p>Area 30: Candles being burned in classroom - will remove candles.</p> <p>Area 502 Room ID damaged - will replace.</p> <p>Area 503: Paint is peeling at the door - will repair.</p> <p>Room 505: Room ID damaged -- will repair</p> <p>Area 508B: No room ID - will add.</p> <p>Library: Paint peeling on patio/deck - will repair.</p> <p>Boys locker room: Paint peeling on ceiling - will repair.</p>
Structural: Structural Damage, Roofs	Good	0 deficiencies. 100% ranking.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>Area 306: Dry rot at base of door frame - will repair.</p> <p>Area 434: Door handle is loose and lock sticks - will repair.</p>

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: July 2015

Overall Rating	Good
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Last updated: 1/22/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	81.0%	44.0%
Mathematics (grades 3-8 and 11)	55.0%	70.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/22/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	451	434	96.2%	9.0%	18.0%	29.0%	42.0%
Male	451	206	45.7%	13.0%	18.0%	31.0%	37.0%
Female	451	228	50.6%	7.0%	17.0%	28.0%	47.0%
Black or African American	451	3	0.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	451	44	9.8%	7.0%	7.0%	16.0%	70.0%
Filipino	451	1	0.2%	--	--	--	--
Hispanic or Latino	451	43	9.5%	7.0%	30.0%	30.0%	30.0%
Native Hawaiian or Pacific Islander	451	1	0.2%	--	--	--	--
White	451	302	67.0%	10.0%	20.0%	30.0%	38.0%
Two or More Races	451	38	8.4%	11.0%	3.0%	37.0%	50.0%
Socioeconomically Disadvantaged	451	36	8.0%	19.0%	28.0%	28.0%	22.0%
English Learners	451	9	2.0%	--	--	--	--
Students with Disabilities	451	35	7.8%	37.0%	26.0%	34.0%	3.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/22/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	451	415	92.0%	23.0%	20.0%	23.0%	32.0%
Male	451	198	43.9%	24.0%	20.0%	21.0%	33.0%
Female	451	217	48.1%	22.0%	20.0%	25.0%	31.0%
Black or African American	451	3	0.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	451	44	9.8%	14.0%	7.0%	23.0%	55.0%
Filipino	451	1	0.2%	--	--	--	--
Hispanic or Latino	451	40	8.9%	35.0%	33.0%	8.0%	20.0%
Native Hawaiian or Pacific Islander	451	1	0.2%	--	--	--	--
White	451	287	63.6%	23.0%	21.0%	26.0%	28.0%
Two or More Races	451	37	8.2%	22.0%	14.0%	14.0%	49.0%
Socioeconomically Disadvantaged	451	34	7.5%	50.0%	15.0%	21.0%	12.0%
English Learners	451	9	2.0%	--	--	--	--
Students with Disabilities	451	28	6.2%	71.0%	21.0%	4.0%	4.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/22/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	89.0%	86.0%	87.0%	90.0%	88.0%	88.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/22/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	88.0%
All Students at the School	87.0%
Male	86.0%
Female	86.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	93.0%
Filipino	--
Hispanic or Latino	80.0%
Native Hawaiian or Pacific Islander	--
White	86.0%
Two or More Races	84.0%
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	30.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/22/2016

Career Technical Education Programs (School Year 2014-15)

Los Gatos High School offers a wide variety of Career Technical Education courses. It is our philosophy that these courses help to develop a well-rounded individual. In addition to the Industrial Technology and Home Economics courses (such as International Cuisine, Clothing & Fashion Design, Introduction to Fashion Style Merchandising, Woodworking Technology, Metals Manufacturing), LGHS offers Graphic Design, Digital Photography, Multimedia Journalism, and is in its third year of adoption of the Engineering pathway known as Project Lead the Way. With these kinds of career-related course offerings, students are able to pursue career-readiness learning experiences while also remaining engaged in traditional academic courses at Los Gatos High School.

Last updated: 1/29/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	812
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	11.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	8.0%

Last updated: 1/29/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	77.9%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	73.4%

State Priority: Other Pupil Outcomes

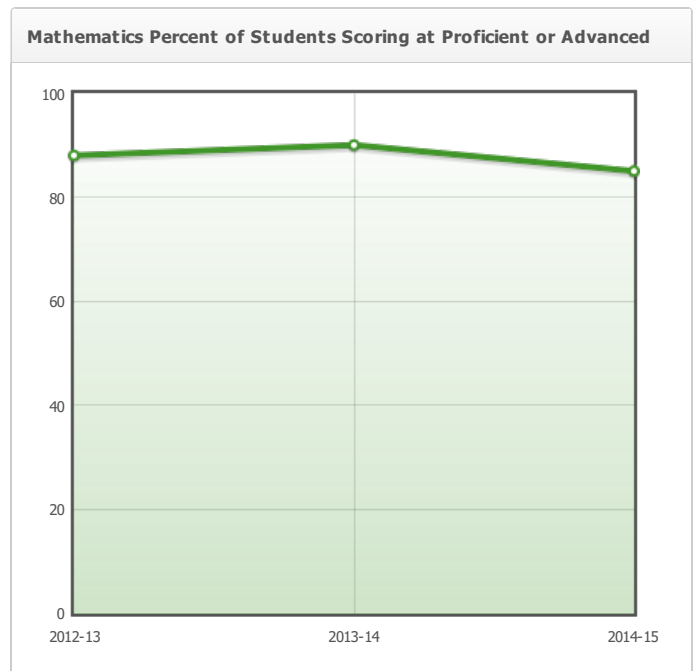
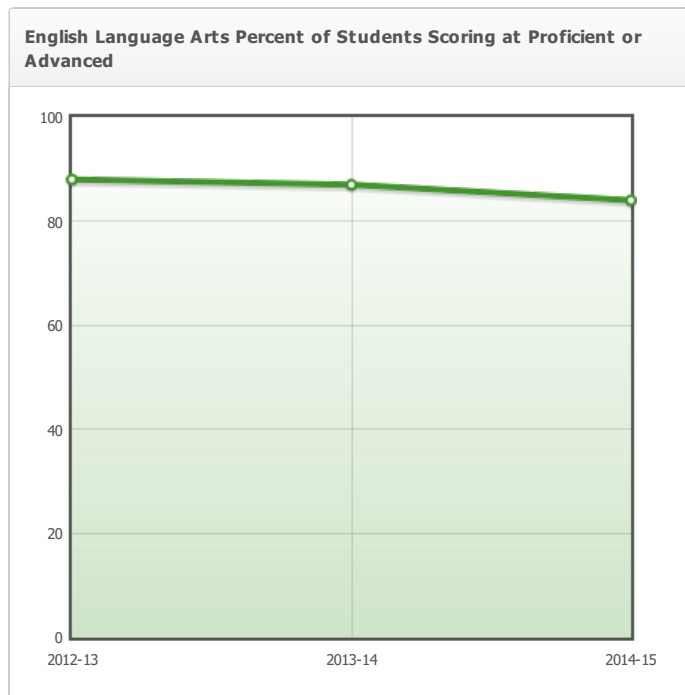
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	88.0%	87.0%	84.0%	91.0%	90.0%	88.0%	57.0%	56.0%	58.0%
Mathematics	88.0%	90.0%	85.0%	92.0%	93.0%	89.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/22/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	12.0%	19.0%	69.0%	11.0%	30.0%	60.0%
All Students at the School	16.0%	23.0%	61.0%	15.0%	34.0%	51.0%
Male	20.0%	27.0%	53.0%	15.0%	34.0%	50.0%
Female	13.0%	18.0%	69.0%	15.0%	33.0%	52.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	5.0%	10.0%	85.0%	0.0%	15.0%	85.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	45.0%	11.0%	45.0%	28.0%	43.0%	30.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	14.0%	25.0%	61.0%	15.0%	36.0%	49.0%
Two or More Races	23.0%	25.0%	53.0%	20.0%	29.0%	51.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	69.0%	26.0%	5.0%	66.0%	24.0%	11.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/22/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.9%	23.0%	52.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/22/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

There are many opportunities for parent involvement at Los Gatos High School, and the campus culture is known for active parent participation. The several facets of parent involvement at LGHS reflect the strong partnership between the school and the surrounding community. Parent organizations at LGHS include the New Millennium Foundation (an educational nonprofit support organization that raises funds to support high-quality curricular, co-curricular, and extra-curricular student experiences), Home and School Club, CASA (Community Against Substance Abuse), LGHS Band Boosters, Parenting Continuum (a support organization that arranges for professional speakers and workshops every year for LGHS parents to support student well-being and success), Los Gatos Athletic Association, Safe Routes to School (a community organization devoted to supporting use of healthy alternatives to automobile transportation to school), LGHS School Site Council, LGHS College and Career Center (supported by parent volunteers), Guidance Office (supported by parent volunteers), Attendance Office (supported by parent volunteers), and the Athletic department (supported by parent volunteers). All of these organizations and entities strongly support the school and the quality of our student experience. Our parent volunteers are a major tenet underlying our school's ongoing and continued success. Contacts for parent support organizations are listed on our school website at www.lghs.net.

State Priority: Pupil Engagement

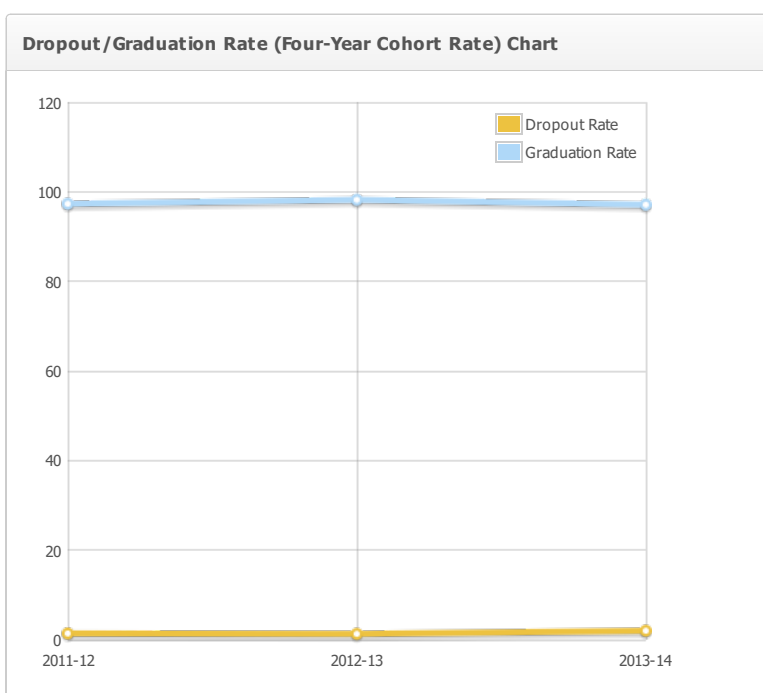
Last updated: 1/26/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	1.4%	1.3%	2.0%	0.8%	1.2%	1.2%	13.1%	11.4%	11.5%
Graduation Rate	97.30	98.20	97.10	97.40	97.10	97.30	78.87	80.44	80.95



Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	98	98	84
Black or African American	50	50	76
American Indian or Alaska Native	99	0	78
Asian	102	99	92
Filipino	83	100	96
Hispanic or Latino	75	89	81
Native Hawaiian or Pacific Islander	84	100	83
White	98	98	89
Two or More Races	50	103	82
Socioeconomically Disadvantaged	0	85	81
English Learners	99	60	50
Students with Disabilities	100	80	61
Foster Youth	--	--	--

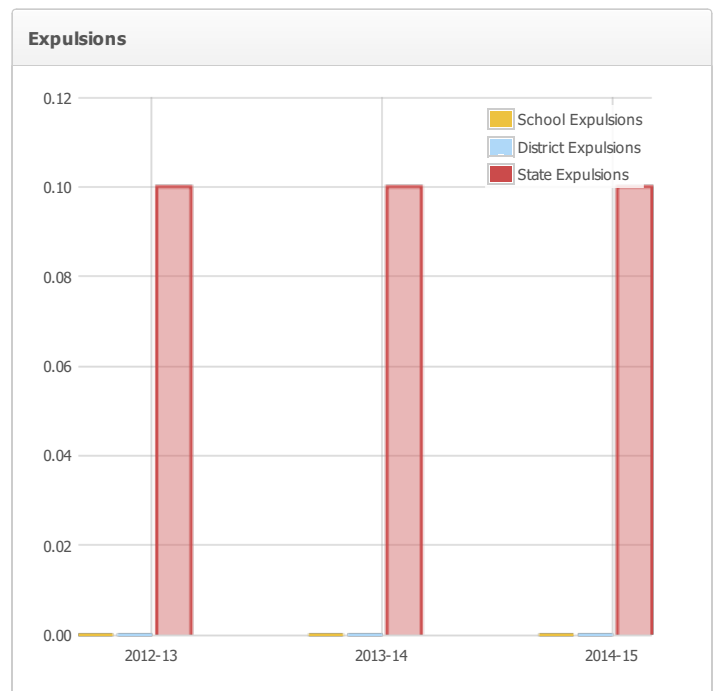
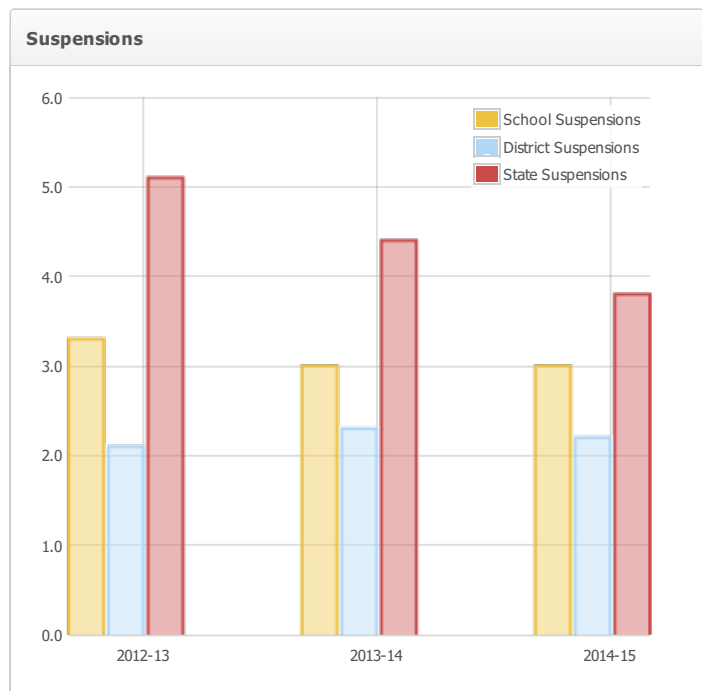
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.3	3.0	3.0	2.1	2.3	2.2	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/22/2016

School Safety Plan - Most Recent Year

Student safety is of great importance at Los Gatos High School. Our efforts can be organized into three tiers: (1) Coordinated services for campus safety; (2) School policies and procedures for student safety and security; and (3) coordinated services for student safety. These tiers are specifically detailed in the Los Gatos High School Safety Plan, which has been completely updated and approved by the Board of Trustees during the 2013-2014 school year.

Coordinated Services for campus safety includes work with community partners to maintain and improve the safety of students throughout the campus site. Site administrators work closely with the Los Gatos Police Department to plan, train and implement safety protocols, including annual drills and training for securing the campus in the case of a violent intruder ("active shooter protocols"). The school and District employs a campus School Resource Officer, who is available daily from the Los Gatos-Monte Sereno Police Department, and safety and disciplinary procedures are carefully coordinated through the SRO and site administrators. These services include presentations for all students regarding harassment, bullying, internet-based risks such as cyber harassment, bullying and sexual predators using social media. Our SRO and administrators work with community alliances, such as CASA (Community Against Substance Abuse), Town of Los Gatos Drug-Free Advisory Panel, Safe Routes to School, and Teen Crisis and Counseling Center to stay informed of current trends and coordinate efforts to improve student safety. The school also works closely with County of Santa Clara Fire Department officials, conducting two fire/earthquake/disaster drills with evacuations each year, and holds twice-yearly educational meetings for students and staff during tutorial period.

School Policies and Procedures for Student Safety and Security. In addition to an on campus SRO the school has two Campus Supervisors who monitor the campus and student activities and assist our four House Principals and School Principal with student discipline. Supervisors and administrators maintain constant contact with each other using radios and texting. Student expectations about responsibilities and conduct are communicated directly to each class at the beginning of the school year and through active monitoring and enforcement of school rules throughout the school day. These efforts are facilitated by a video monitoring system, which is planned for upgrading in the 2015-2016 school year. The campus is "closed" during classes and tutorials, and is open during lunch; all visitors must report to the main office when entering campus. In 2014-2015 administrators revised the LGHS Student Code of Conduct to comply with EDCODE requirements as well as to integrate "restorative justice" as a guiding principle for disciplinary action. All students involved in disciplinary action are referred to counseling, either informal via administrators, or more formal therapeutic counseling, depending on the needs of the student. The school employs a Health Clerk who is on call during most school hours to administer first aid to students, as well as maintain student medications for long-term conditions, such as diabetes,

allergies, and acute medications for specific ailments. The clerk documents all first-aid to students and is the point of contact for all emergency medical responses involving students and staff at the school.

Coordinated Services for Student Safety. LGHS has implemented an on-site therapeutic support plan using services from CASSY Counseling Services. A team of four counselors is available to all students who need emotional support or who can benefit from a therapeutic program and do not have an outside therapist. Students receive emotional support for conditions such as anxiety, depression, or to help resolve personal conflicts with peers, staff, or parents. All therapists are certified Teen and Family therapists or under the supervision of a certified therapist while completing required internships. In addition, all students hospitalized or referred for severe mental health conditions, including suicidal ideation, receive an evaluation and safety plan prior to returning to school and are monitored regularly until the safety plan is deemed no longer needed by a psychiatrist or psychologist. The school includes counseling services with CASSY in its disciplinary protocols as well. Most students who are seen for a disciplinary situation will also receive counseling or be assessed for counseling, depending on the severity of the disciplinary infraction. Counseling and "restorative justice" or alternatives to traditional discipline (detention, Saturday school, suspension) are put in place whenever appropriate and available as per EDCODE.

Last updated: 1/29/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	Yes	No	

Last updated: 1/22/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/22/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	26	52	7	21.0	33	56	2	23.0	22	64	
Mathematics	26.0	11	41	13	25.0	20	33	16	28.0	8	40	17
Science	25.0	14	45	11	26.0	14	49	6	26.0	11	51	10
Social Science	24.0	17	30	20	23.0	14	24	14	27.0	9	29	18

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/22/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.5	415.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	2.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7340.8	\$1277.3	\$6063.5	\$97125.0
District	N/A	N/A	\$10637.6	\$97125.0
Percent Difference – School Site and District	N/A	N/A	-43.0%	0.0%
State	N/A	N/A	\$5348.0	\$72798.0
Percent Difference – School Site and State	N/A	N/A	13.0%	33.0%

Note: Cells with N/A values do not require data.

Last updated: 1/26/2016

Types of Services Funded (Fiscal Year 2014-15)

Los Gatos High School receives federal categorical (restricted) funding that serves particular populations of students and staff. Below is a list of funding sources that relate to categorical groups and a brief explanation regarding for which groups this money is applied and for which purposes.

Title I: This federal funding supports the education and programming for students who are not meeting proficiency standards. Funded programs for students at LGHS include the LGHS Student Center (which provides academic support, tutoring, and course remediation opportunities for students) and Workability (work support services for students in Special Education).

Title II: This federal funding source serves our staff and, ultimately, the range of our students at LGHS. Staff request funding to attend conferences and workshops to keep abreast and learn more about current educational strategies, curriculum development, and school law.

Perkins Grant: This federal grant provides funding to expand and enhance Career Technical Education at LGHS.

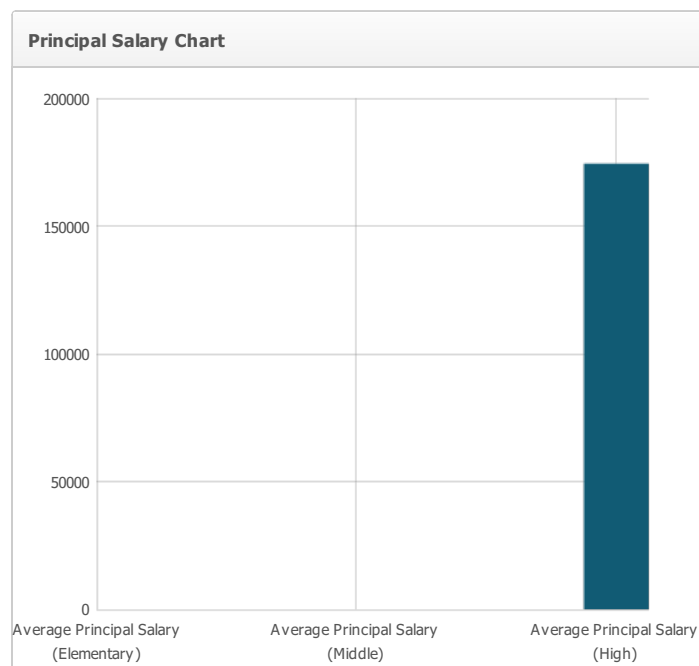
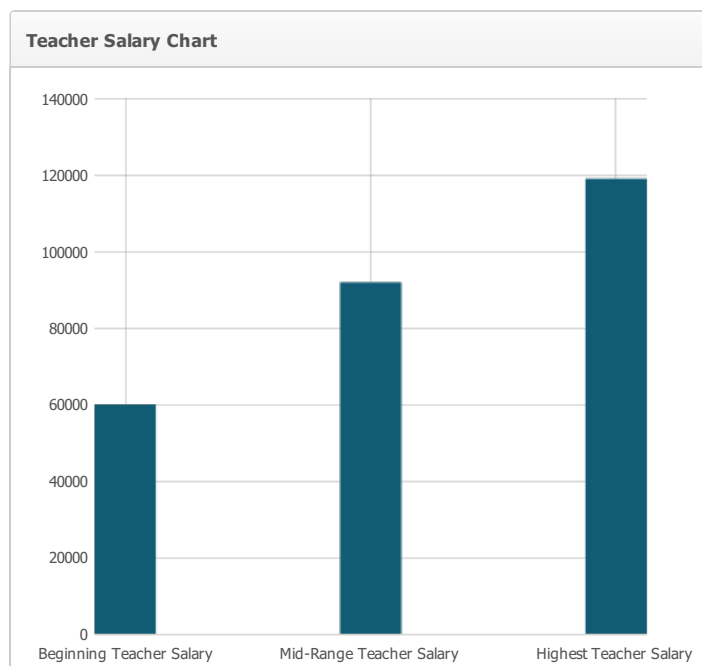
Administrative Discretionary Fund (unrestricted): This is our school's most liberal funding source as provided through our district. Funds are used for a variety of reasons to help ensure the success of all students and support effective operations of the school.

Last updated: 1/26/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,975	\$43,455
Mid-Range Teacher Salary	\$91,863	\$69,035
Highest Teacher Salary	\$118,945	\$89,886
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$174,372	\$121,551
Superintendent Salary	\$188,700	\$158,898
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/22/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	8	N/A
Social Science	14	N/A
All Courses	36	1.8%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/22/2016

Professional Development – Most Recent Three Years

Los Gatos High School has enhanced its staff development planning process including the opportunities available for staff over the past three years. The Los Gatos-Saratoga Joint Union High School District leadership has supported the development of a specific, annual planning process that has included two district-wide professional development days during each of the past three years, and is heading toward hosting three full-day district-wide professional development days in the coming year. During the spring of the 2014-15 school year, LGHS conducted a staff-wide survey to elicit topics of most desired interest for professional development in the coming year. The topics of concentrated professional development focus for the school, based on this survey, are as follows: Technology and Learning, Instructional Practice and Assessment, Applying Brain Research to the Classroom, Growth Mindset and Learning to Learn, and Student Well-Being and the Ability to Thrive. These areas are expected to be continued topics of study and areas of focus for ongoing professional development in the years ahead.

Additionally, in the 2014-15 school year, teacher leaders at LGHS attended a workshop on Formative Assessment provided by Dr. Cassandra Erkens, a national expert in the topic. This workshop has served as a springboard for further professional development across the school in this important area.

Also, over the past three years, our math and English department leads have met with math and English department members from our feeder schools to articulate desired learning outcomes as they relate to Common Core State Standards implementation, in order to ensure eighth grade students a smooth transition to and academic success at LGHS.

Individual teachers at LGHS apply each year for financial support to attend professional conferences and workshops particular to their fields of teaching and have been granted funds through LGHS's School Site Council and through Title II funding available through our school district. Some of the areas that have been funded in 2014-15 include teacher attendance at "Learning and the Brain" conferences as well as attendance at educational technology (CUE, EdTechTeacher) conferences. Teachers report back to staff members at staff and department meetings regarding insights gained at these conferences in order to promote best practices across the school.

Additionally, teachers in the New Tech pathway at LGHS (an interdisciplinary, inquiry-driven, collaborative learning pathway, which was in its second year of implementation in 2014-15) have received support from our district to attend the New Tech Annual Conference during the past three summers in order to augment their understanding of and efficacy in teaching project-based learning in core subject areas at LGHS.

In sum, LGHS Staff members avidly seek and take advantage of staff development opportunities, as departments and individuals.

Last updated: 1/26/2016