

# Los Gatos-Saratoga Union High School District

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SARC  
2021-22

School Accountability  
Report Card  
Published in 2022-23

## Los Gatos High School

Grades 9-12  
CDS Code 43-69534-4334371

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*Honesty of Purpose ... Intensity of Effort*



## Principal's Message

Los Gatos High School (LGHS) has had a long and prestigious history since its founding in 1887. 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, students, parents and members of the Los Gatos community.

LGHS offers a wide variety of courses, as well as co-curricular and extracurricular activities, which together create a rich and balanced program. LGHS is known for its superb teaching staff and outstanding academic courses. Additionally, we are recognized for our robust elective offerings with courses in the visual, performing and applied arts. LGHS also celebrates innovative programs such as Learn, Explore, Act, Design (LEAD), Project Lead the Way (Engineering), Advanced Science Research, Robotics, as well as academic support through the LGHS Student Center.

LGHS's students demonstrate strong achievement results on the California Assessments of Student Performance and Progress (CAASPP). In 2022, 85.63% of juniors met or exceeded the English language arts proficiency standards, a 4.4% increase from the pre-COVID 2019 cohort. In CAASPP Math, 66.7% of our juniors achieved math proficiency, a 2.7% decrease from the pre-COVID 2019 school year.

Los Gatos High has goals articulated in our Western Association of Schools and Colleges (WASC) Action Plan and Single Plan for Student Achievement:

- Develop curriculum and assessment alignment within departments so that students have equitable access to high-quality and innovative education across the school.
- Improve healthy balance in students' lives, teach students strategies for moderating stress, and support the development of student resilience and well-being, including promoting greater awareness of and sensitivity to diversity.
- Develop and implement a system of measuring student achievement of the schoolwide learner outcomes.

Time and again our community has approved bond measures for new buildings and campus improvements. The most recent bond measure, Measure E, has resulted in a number of projects that have enhanced the quality of our campus for years to come. Completed projects include a refurbished front lawn area, a new maintenance yard and new turf fields for athletics programs. Recently completed are two new academic buildings: a new state-of-the-art music facility and a new classroom building that is designed for and houses innovative, technical, interdisciplinary, and design-based learning courses such as Engineering, Robotics, AP Computer Science, Film Production and our LEAD pathway.

## School Mission Statement

Guiding us in our educational mission each day at Los Gatos High School are the following aims to support the success of all students:

- To provide relevant and engaging learning experiences that emphasize critical thinking, creativity, communication and collaboration
- To promote student wellness, balance and belonging
- To enhance a culture of collaboration and innovation

## School Vision Statement

Los Gatos High School's mission is to support all students to develop the skills, passions, confidence, and resilience to pursue college and/or career pathways that are right for them.

## Parental Involvement

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 LGHS Home and School Club (our parent-teacher-student support organization), Wildcat Foundation (an educational nonprofit foundation that raises funds to support high-quality curricular, co-curricular and extracurricular student experiences at LGHS), Community Against Substance Abuse (CASA), Los Gatos Music Boosters, Los Gatos Athletic Association, Safe Routes to School (a community organization devoted to supporting the use of healthy alternatives to automobile transportation to school), LGHS School Site Council, LGHS College and Career Center, Guidance Office (supported by parent volunteers), Attendance Office (supported by parent volunteers), and the athletic department (supported by parent volunteers and the Los Gatos Athletic Association). 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.

For more information on how to become involved at the school, please contact LGHS Home and School Club president Shawn Mortenson at [mortshawn@hotmail.com](mailto:mortshawn@hotmail.com).



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## Strategic Vision Statement

Support all students to develop the skills, passions, confidence and resiliency to pursue the college and career pathways that are right for them.



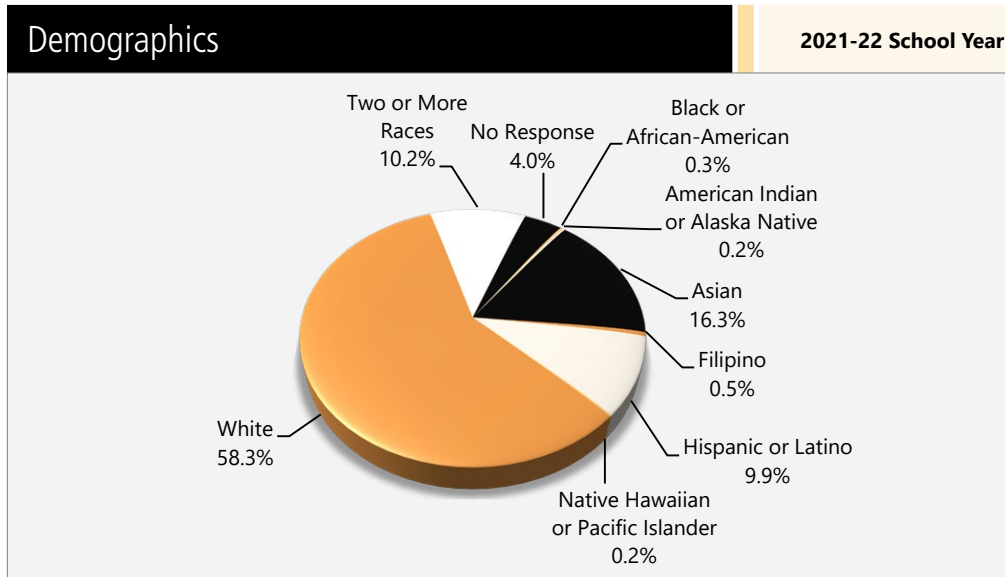
## Governing Board

Steve Chen  
Dr. Misty Davies  
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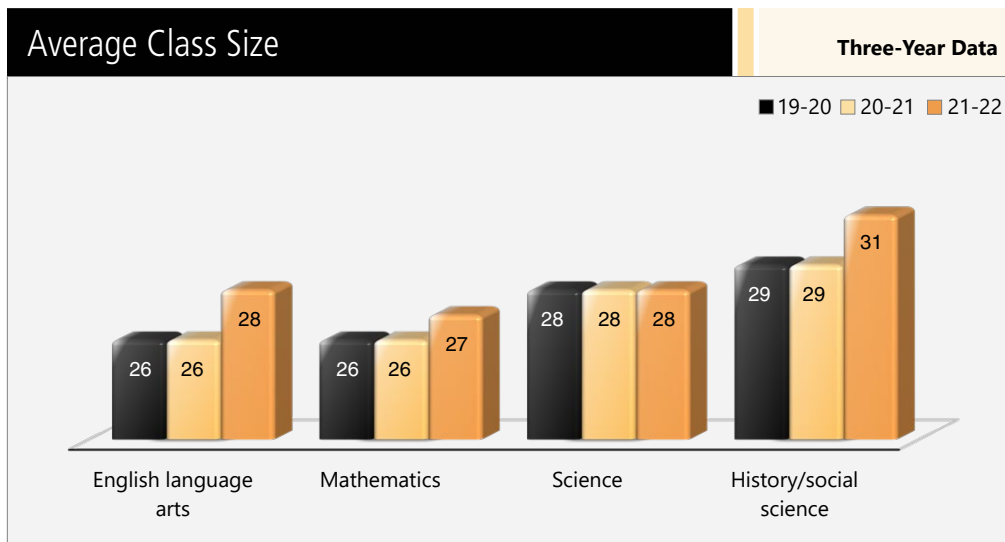
## Enrollment by Student Group

The total enrollment at the school was 2,127 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Number of Classrooms by Size						Three-Year Data			
	2019-20			2020-21			2021-22		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	11	68		11	68		7	62	1
Mathematics	2	56	8	2	56	8	11	49	12
Science	8	61	4	8	61	4	5	54	10
History/social science	4	46	9	4	46	9	5	44	13

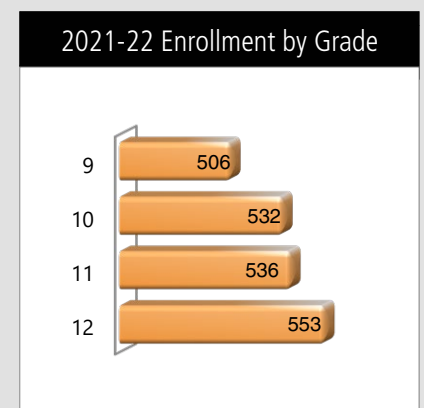
## Enrollment by Student Group

**Demographics** **2021-22 School Year**

Female	47.20%
Male	51.90%
Non-Binary	0.90%
English learners	1.40%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	7.80%
Students with Disabilities	10.50%

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.





## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Los Gatos HS		LGSUHS		California	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.1%	1.0%	0.1%	0.9%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year
	Los Gatos HS		LGSUHS	California
	19-20		19-20	19-20
<b>Suspension rates</b>	0.8%		0.7%	2.5%
<b>Expulsion rates</b>	0.0%		0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	1.0%	0.0%	
<b>Female</b>	0.2%	0.0%	
<b>Male</b>	1.7%	0.0%	
<b>Non-Binary</b>	0.0%	0.0%	
<b>American Indian or Alaska Native</b>	0.0%	0.0%	
<b>Asian</b>	0.6%	0.0%	
<b>Black or African American</b>	0.0%	0.0%	
<b>Filipino</b>	0.0%	0.0%	
<b>Hispanic or Latino</b>	3.2%	0.0%	
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%	
<b>Two or More Races</b>	0.0%	0.0%	
<b>White</b>	0.9%	0.0%	
<b>English Learners</b>	8.8%	0.0%	
<b>Foster Youth</b>	0.0%	0.0%	
<b>Homeless</b>	0.0%	0.0%	
<b>Socioeconomically Disadvantaged</b>	4.1%	0.0%	
<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%	
<b>Students with Disabilities</b>	3.6%	0.0%	

## School Safety

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 is updated and approved by the LGHS School Site Council and the LGSUHS Board of Trustees each year.

Coordinated services for campus safety include work with community partners to maintain and improve the safety of students throughout the campus site. Site administrators work closely with the Los Gatos-Monte Sereno Police Department to plan, train and implement safety protocols when school is in session, including annual drills and training for securing the campus in the case of a violent intruder. The school and district employ a campus school resource officer (SRO), 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 substance use prevention, harassment and bullying prevention, as well as awareness of internet-based risks of harassment, on-line bullying, and sexual predators using social media. Our SRO and administrators work with community alliances, such as CASA, Town of Los Gatos Drug-Free Advisory Committee, Safe Routes to School, and Counseling and Support Services for Youth (CASSY) to stay informed of current trends and coordinate efforts to improve student safety. The school also works closely with Santa Clara County Fire Department officials, conducting fire/disaster drills with evacuations each year and holds yearly educational safety meetings for students and staff.

### School Policies and Procedures for Student Safety and Security

In addition to an on-campus school resource officer, the school currently has three campus supervisors who monitor the campus and student activities and assist our four house principals and the school principal with student safety and discipline. Supervisors and administrators maintain constant contact with each other using radios, text messaging, emails and routine meetings. 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.

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## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

2021-22 School Year

#### Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	95.6%	97.8%	97.6%	97.6%	98.4%

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2,182	2,143	243	11.30%
Female	1,028	1,013	123	12.10%
Male	1,133	1,109	116	10.50%
American Indian or Alaska Native	5	5	1	20.00%
Asian	349	346	17	4.90%
Black or African American	6	6	0	0.00%
Filipino	11	11	1	9.10%
Hispanic or Latino	222	217	28	12.90%
Native Hawaiian or Pacific Islander	5	5	2	40.00%
Two or More Races	222	218	26	11.90%
White	1,268	1,246	157	12.60%
English Learners	34	31	10	32.30%
Foster Youth	3	3	1	33.30%
Homeless	4	4	1	25.00%
Socioeconomically Disadvantaged	195	190	41	21.60%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	253	240	60	25.00%

## School Safety

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The campus is closed during classes and during the tutorial period and is open during lunch; all visitors must report to the main office when entering campus.

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 health 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

For the 2022-23 school year, the district is implementing a comprehensive Multi-Tiered System of Support (MTSS). MTSS is a framework designed to address behavioral and social-emotional learning in a fully integration system of support. The core system of support that spans all three tiers will be the opening of a Wellness Center. The mission of a Wellness center is to improve the health, well-being, and educational outcomes of high school students through the promotion of healthy lifestyles and the provision of coordinated, early intervention health, mental health, substance abuse and other support services at the school site. In addition to students having access to a licensed therapist on campus, all students will have access to a licensed therapist through a fully integrated and HIPPA certified technological platform that provides behavioral health therapy and emotional wellness support (Talkspace). Students utilizing Talkspace will have access to one live, 30-minute video session per month and unlimited messaging therapy (text/audio/video). There will also be an emphasis on improved education and outreach as it relates to Title IX, utilization of restorative practices and school wide lessons during Tutorial Advisory that will cover a range of topics from sexual harassment/assault prevention, bullying prevention, suicide prevention and equity initiatives.

Updates to safety protocols as part of our school safety plan are updated and discussed with the school faculty each fall. Our School Site Council reviewed and updated the safety plan in December 2022.



## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

## Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Los Gatos HS		LGSUHS		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	**	60.93%	**	64.79%	28.50%	29.47%

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3–8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Los Gatos HS		LGSUHS		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	86%	*	86%	*	47%
Mathematics	*	66%	*	73%	*	33%

\*\* This school and district did not test students using the CAASPP for Science.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



## CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. 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 only students who received scores.



## CAASPP Test Results by Student Group: Science (high school)

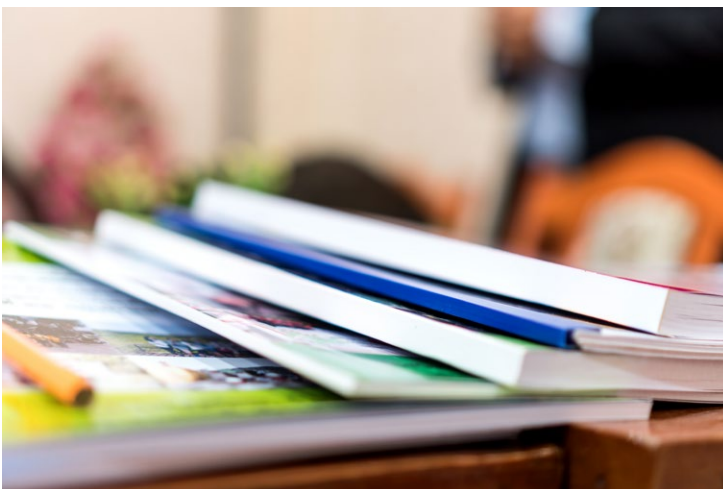
## Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

## Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	1,090	1,017	93.30%	6.70%	60.93%
Female	526	496	94.30%	5.70%	60.48%
Male	555	515	92.79%	7.21%	61.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	174	165	94.83%	5.17%	80.49%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	110	103	93.64%	6.36%	46.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	143	128	89.51%	10.49%	57.81%
White	654	612	93.58%	6.42%	58.66%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	57	52	91.23%	8.77%	42.31%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	133	108	81.20%	18.80%	31.78%

❖ 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.

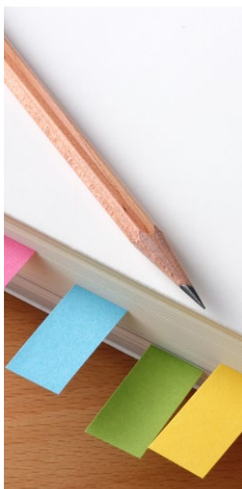




## CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	537	508	94.60%	5.40%	85.63%
Female	251	237	94.42%	5.58%	89.45%
Male	280	266	95.00%	5.00%	82.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	85	82	96.47%	3.53%	96.34%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	45	41	91.11%	8.89%	78.05%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	82	74	90.24%	9.76%	83.78%
White	320	306	95.63%	4.37%	84.31%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	32	30	93.75%	6.25%	63.33%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	54	47	87.04%	12.96%	61.70%

❖ 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.



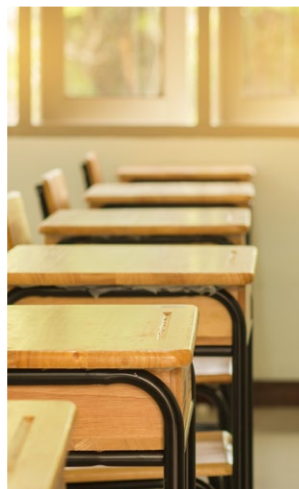




## CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	537	504	93.85%	6.15%	66.07%
Female	251	235	93.63%	6.37%	61.28%
Male	280	264	94.29%	5.71%	70.83%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	85	81	95.29%	4.71%	83.95%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	45	43	95.56%	4.44%	55.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	82	73	89.02%	10.98%	61.64%
White	320	302	94.38%	5.62%	63.91%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	32	29	90.63%	9.37%	34.48%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	54	46	85.19%	14.81%	26.09%

❖ 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.





## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	19-20	20-21	21-22	19-20	20-21	21-22
Los Gatos HS	97.30%	97.80%	97.10%	1.90%	2.00%	2.70%
LGSUHS	97.30%	96.80%	97.10%	1.60%	1.40%	1.90%
California	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%

## Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group			2021-22 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	561	545	97.10%
Female	279	272	97.50%
Male	279	270	96.80%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	90	89	98.90%
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	67	64	95.50%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	59	56	94.90%
White	337	329	97.60%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	60	58	96.70%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	84	78	92.90%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ 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.

## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2021-22 School Year	
Percentage of total enrollment enrolled in AP courses	42.80%
Number of AP courses offered at the school	81
Number of AP Courses by Subject	
Computer science	3
English	14
Fine and performing arts	1
Foreign language	4
Mathematics	13
Science	18
Social science	24

## Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	
Los Gatos HS	
2020-21 and 2021-22 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	98.64%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	82.35%



## Textbooks and Instructional Materials

The selection process for textbooks and instructional materials is determined by the LGSUHS department of Curriculum and Instruction and includes a textbook-selection committee composed of subject specialist teachers and administrators who review the most recent editions of state-approved or local governing-board-approved standards-based publications. All of our textbooks fit within the curriculum framework adopted by the State Board of Education or the district approved list of core literature.

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
English	<i>Language Network: Grammar Writing Connection</i>	2001
English	<i>The Language of Literature-9th grade</i>	2006
English	<i>The Language of Literature-American</i>	2006
English	<i>England in Literature</i>	1989
Math	<i>Algebra 1 Concepts and Skills</i>	2004
Math	<i>Algebra 1</i>	2015
Math	<i>Algebra 2: California Edition</i>	2015
Math	<i>Calculus of a Single Variable</i>	2002
Math	<i>Geometry</i>	2019
Math	<i>Precalculus with Limits</i>	2011
Math	<i>Single Variable Calculus with Vector Functions</i>	2012
Math	<i>The Practice of Statistics</i>	2006
Math	<i>The Practice of Statistics AP</i>	2006
Math	<i>Trigonometry</i>	2006
Science	<i>Active Physics</i>	2015
Science	<i>Active Chemistry</i>	2015
Science	<i>Biology in Focus</i>	2015
Science	<i>Biology</i>	2014
Science	<i>Bscs Biology: A Molecular Approach</i>	2007
Science	<i>Chemistry</i>	2008
Science	<i>Chemistry in the Community</i>	1994
Science	<i>College Physics for AP Courses</i>	2019
Science	<i>Conceptual Physics</i>	1988
Science	<i>Molecular Approach - AP Chem</i>	2017
Science	<i>Fundamentals of Physics</i>	2007
Science	<i>Holes Human Anatomy &amp; Physiology</i>	2018
Science	<i>Holt Science Spectrum</i>	2001
Science	<i>Living in the Environment</i>	2010

Continued on page 12

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2022-23 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2022-23 School Year	
Data collection date	9/13/2022

Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
Science	<i>STEM Student Research Handbook</i>	2012
Science	<i>World of Chemistry</i>	2002
Social Science	<i>Essentials of Economics</i>	2007
Social Science	<i>Government by the People: 2014 Elections &amp; Updates</i>	2006
Social Science	<i>History of Western Society</i>	2006
Social Science	<i>Intro to Business</i>	2007
Social Science	<i>Krugman's Economics for AP</i>	2008
Social Science	<i>Psychology for AP</i>	2014
Social Science	<i>The American Pageant</i>	2007
Social Science	<i>United States Government: Principles in Practice</i>	2013
Social Science	<i>United States History: The Twentieth Century</i>	2019
Social Science	<i>World History: The Modern World</i>	2019
World Language	<i>Adventures in Japanese 1-3</i>	2009
World Language	<i>Album: Cuentos Del Mundo Hispanico</i>	2007
World Language	<i>Aventuras! Level 1, 2 and 3</i>	2009
World Language	<i>Descubre 3</i>	2011
World Language	<i>T'es branché 1-4</i>	2014
World Language	<i>Tresors du temps</i>	2007
World Language	<i>Chinese Link, Level 1 and 2</i>	2011
Fine Arts	<i>Music in Theory and Practice</i>	2009

## Career Technical Education Programs

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 in 2017-18, was in its fifth 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.

Tony Palma is the primary district for CTE contact at LGHS. However, the electives department as a whole (which includes several additional teachers) reflects all of the above industry sectors and more. Our teachers routinely collaborate with parents, community members, and feeder and postsecondary schools to continually evolve and enhance the pathway.

Industries represented include:

- Engineering and Design Industry
- Arts, Media and Entertainment
- Building Trades and Construction
- Manufacturing and Product Development
- Hospitality Tourism Recreation
- Fashion and Interior Design

In addition, sophomores (16 years old), juniors and seniors who wish to specialize in a particular vocational elective may choose to attend Silicon Valley Career Technical Education (SVCTE) and take three elective choices per semester in a one-block course (15 units at SVCTE). The basic purpose of each SVCTE program is to provide students with a saleable skill that will prepare them for employment after graduation.

## School Profile Statement

Los Gatos High School is a comprehensive public high school in the southern part of Silicon Valley. The current enrollment is approximately 2,072 students. Nearly 16% of our students speak a language other than English and 14% were born outside the US. The LGHS strategic focus goals include three major areas: relevant and engaging learning experiences; student wellness, balance and belonging; and creating a culture of collaboration and innovation. LGHS reflects the traditions, values and philosophies of its community and is proud of its robust course pathways, including honors and Advanced Placement as well as project-based, STEM-related classes. Students participate in over 70 academic, athletic and community service activities that annually raise over \$100,000 for charities and non-profit organizations. Los Gatos High School has been recognized as a California Distinguished School and is accredited by the Western Association of Schools and Colleges (WASC). In 2021, the LGSUHS was identified as "the Best School District in California" by Newsweek Magazine.

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

## Career Technical Education Data

## Los Gatos HS

## 2021-22 Participation

Number of pupils participating in a CTE program	719
Percentage of pupils who completed a CTE program and earned a high school diploma	72.50%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%





## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2022-23 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Fair
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Fair
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Fair
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		12/3/2022

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Systems</b>	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
<b>Interior</b>	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
<b>Cleanliness</b>	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
<b>Electrical</b>	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
<b>Restrooms/fountains</b>	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
<b>Safety</b>	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
<b>Structural</b>	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023
<b>External</b>	(Reference OPSC Fit Inspect Tool Report Card dated 12/3/2022 for detail). Remediation of all deficient items noted.	2/28/2023

## School Facilities

The first Los Gatos High School was built in 1893 at a cost of \$5,919. The main building at the school's current location was dedicated in 1925, built using a \$250,000 bond measure that had been passed in 1923. The LGHS 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 (passed in 2014) and the district's general operating budget in new facilities, modernization of existing facilities and maintenance of the entire campus. In addition to the successful completion of the new athletics turf fields in 2016, groundbreaking for a two-building classroom and music complex on Chicago Avenue took place in early 2017, and was completed in the fall of 2018.

During the 2016-17 school year, LGHS continued renovations and modernization of facilities using Measure E, including athletic facilities, American with Disabilities Act (ADA) upgrades, and breaking ground on a new classroom wing to address growing enrollment and provide a dedicated music facility. The site continues to use Measure E funding to upgrade classrooms and facilities throughout the campus as designated in the bond project list.

There are nine custodians working during the day and night to maintain the campus. The school, in collaboration with the town and LGUSD, encouraged alternative, safe transportation by significantly expanding parking facilities for bicycles.

Items found to be not in "good repair" on the current report include stained ceiling tiles, damaged flooring tiles, broken exhaust fan, and non-functioning light fixtures. These items will be replaced as part of regular maintenance projects on site. Other items are being addressed as we move through the campus, completing Measure E modernization and routine and deferred maintenance resources. We anticipate the completion of Measure E projects will continue to result in "good repair" findings in all areas.

Planned improvements for the summer of 2023 include the renovation of the Wellness Center, retrofitting all of the windows in the main building along with expansion of our student parking lot with the removal of two portables. The district was able to purchase an adjoining residence that will be demolished to enable this expansion.



## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

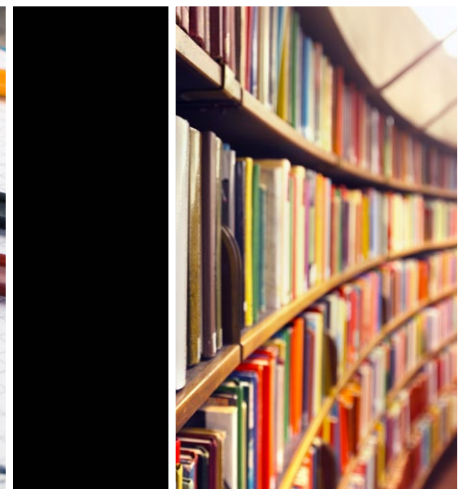
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	83.4	88.6%	140.0	87.6%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.0	2.2%	5.0	3.2%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.4	0.5%	0.4	0.3%	12,115.8	4.4%
<b>Unknown</b>	8.2	8.8%	14.3	9.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	94.2	100.0%	159.8	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	87.4	89.1%	143.8	88.9%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	9.0	9.2%	15.5	9.6%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.1	0.2%	0.9	0.6%	11,953.1	4.3%
<b>Unknown</b>	1.5	1.5%	1.5	0.9%	15,831.9	5.7%
<b>Total Teaching Positions</b>	98.1	100.0%	161.8	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment	2020-21	2021-22	
Permits and Waivers	0.0	0.0	
Misassignments	2.0	9.0	
Vacant Positions	0.0	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.0</b>	<b>9.0</b>	

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Two-Year Data	
Indicator	2020-21	2021-22	
Credentialed Teachers Authorized on a Permit or Waiver	0.3	0.0	
Local Assignment Options	0.1	0.1	
<b>Total Out-of-Field Teachers</b>	<b>0.4</b>	<b>0.1</b>	

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Two-Year Data	
Indicator	2020-21	2021-22	
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.0%	9.2%	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.8%	4.1%	

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

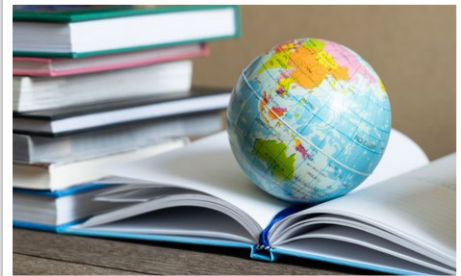
For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Professional Development

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2020-21	4
2021-22	4
2022-23	4



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Ratio of Pupils to Academic Counselors and School Support Staff Data

2021-22 School Year

	Ratio
Pupils to Academic counselors	345:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	6.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	14.0



## Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data			2020-21 Fiscal Year
	LGSUHSD	Similar Sized District	
Beginning teacher salary	\$67,755	\$50,352	
Midrange teacher salary	\$103,780	\$83,849	
Highest teacher salary	\$134,375	\$103,007	
Average high school principal salary	\$195,338	\$144,431	
Superintendent salary	\$260,000	\$193,259	
Teacher salaries: percentage of budget	31%	30%	
Administrative salaries: percentage of budget	6%	6%	

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison			2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Los Gatos HS	\$10,862	\$95,551	
LGSUHSD	\$11,019	\$94,422	
California	\$6,594	\$84,932	
School and district: percentage difference	-1.4%	+1.2%	
School and California: percentage difference	+64.7%	+12.5%	

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2020-21 Fiscal Year	
Total expenditures per pupil	\$15,877
Expenditures per pupil from restricted sources	\$5,015
Expenditures per pupil from unrestricted sources	\$10,862
Annual average teacher salary	\$95,551

## Types of Services Funded

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 II:** This federal funding source serves our staff and, ultimately, the range of our students at LGHS. Staff members 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.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2023.

## School Accountability Report Card

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