

Introduction:

LEA: Sherman Oaks Elementary School **Contact (Name, Title, Email, Phone Number):** Will Flores, Principal, Wflores@campbellusd.org, 408-795-1140 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Sherman Oaks Elementary has provided several opportunities for parents, and other stakeholders to give input on our school goals and priorities for the coming years. Several collaborative engagements have taken place this year. All meetings are conducted bilingually.</p> <p>On February 3, 2015 we held an engagement meeting hosted by the Principal that sought the input and feedback of parents and staff representing the SSC,</p>	<p>Comments/feedback received:</p> <p>Input from the community (staff, students, parents and community members) tended to provide input mostly on the Conditions of Learning section of the LCAP. We used the input to help shape our LCAP submission for 2015-16. Data collection results identified Priority 7 (Course Access), Priority 2 (Common Core Implementation), and Priority 1 (Basic Services) as the top priorities. There were several suggestions rendered by the stakeholders in each of these areas.</p>

ELAC, and PTC representing Sherman Oaks. At that meeting the participants were presented with essential questions about how to improve our school's academic program, our school climate and our facilities and programs. In addition, at the Feb. 10 and March 24 School Site Council Meetings the parents in attendance discussed the progress made during the current year and shared on charts how they felt the school could become stronger. The April 2 ELAC meeting was also another opportunity for parents to review the ideas of the School Site Council and to add ideas of their own. Additional formal opportunities for parent input was provided several "Principal's coffees" over several months from Jan. to May, 20015.

Each opportunity for parents to give input was prefaced with an overview of the purpose and content of the Local Control Accountability Plan (LCAP) and definition and role of the State Priority Areas. After the overview attendees were divided into smaller groups and given opportunities to ask questions. They then participated in a "Gallery Walk" where each participant contributed comments/suggestions in four broad areas, all related to the 8 State Priorities.

The school principal participated in the input process at the bi-monthly district management meetings.

The suggestions which received multiple recommendations were identified and utilized to form our primary areas of focus in the Conditions of Learning section. Below are comments from the stakeholders for each of the top priorities.

Priority 7: Course Access

- Space for a school library and integrated technology
- Music and Arts in the classroom
- Dual Immersion 90:10 implementation and full Spanish and English Common Core Standards implementation
- Additional enrichment opportunities (e.g. Gifted Ed.)
- Effective English Language Development (ELD) Designated and Integrated within our Dual Language Context
- GATE
- Project-Based Learning and Integrated Units and Bilingual Lessons of study
- Co-Teach/Co-Plan
- Flexible groups and more instruction time

Priority 2: Common Core Implementation

- * Dual Immersion 90:10 implementation and full Spanish and English Common Core Standards implementation
- * Community partnerships and internships
- * Ed. Associates for below/accelerated students
- * Gifted and Talented Education (GATE)
- * Project-Based Learning/ Integrated Units
- * New report cards
- * Mapping/Pacing
- * PLC Implementation and Vertical Horizontal Alignment and grade level articulation

On March 20, 2015 Sherman Oaks Staff participated in a process to give input on the progress towards this years goals and on the development of goals and actions for the 2015-16 school year. . After an overview of the LCAP and an opportunity to ask questions the staff broke into groups and did a gallery walk during which they gave input on the different priority areas as they relate to our Sherman Oaks and to our focus on Dual Immersion Education. On April 10 a focus group of the school classified staff met to give input on the goals and actions. They followed a similar process to what was done at the staff meeting. On April 20 two focus groups of fifth and sixth grade students met with the principal to share ideas that they have for improving Sherman Oaks. For the student group the discussion was prefaced with a more general conversation about our need to continually improve ourselves as a school, and how we care for our school climate and contribute to a diverse world.

The influence of the stakeholder input opportunities was evident as our initial priorities shifted once we disaggregated the data collected from the numerous outreach sources. The top goals and priorities, Conditions of Learning, remained the same; however, the actions and metrics shifted to reflect the input from stakeholders. We anticipate additional changes as we proceed through the ongoing process of including stakeholders in the LCAP process.

The District maintained strict adherence to the statutory requirements for stakeholder engagement pursuant to the California Education Code. Timelines for community input gathering, public hearing notices, and identification of all required subgroups are reflected in the development of the Campbell Union School District LCAP process. The District will present LCAP updates related to improved outcomes for students to the Board each trimester annually. The notices of each LCAP board presentation will be available on the district website each fall, and an annual update will be presented to the board and public each spring.

Priority 1: Basic Services

- * Integrate tech; not stand alone
- * Healthy breakfast, lunch, after school snacks
- * Parent training/ Bilingual/Biliteracy Classes for parents
- * Supervision (recess, lunch, rainy days)
- * Increase health/wellness care
- * More technology (with plan and training)
- * Centralized ordering and alignment of Spanish language materials for all students
- * Counselors
- * Bilingual Librarian and increased in Spanish language materials to match our 90:10 DLI implementation

The overwhelming theme identified, was the need to ensure each student had access to an educational experience that supported, challenged, and excited the learner during the school experience. Attention to the “whole child” is evident as the comments reflect the academic, social-emotional, and physical health of our students. The need for equitable resources for all students was also prevalent in the ideas expressed by our community. This information will be reflected in the goals, metrics, actions, and expenditures associated with the Sherman Oaks Elem. LCAP.

Additional Site Feedback:

- * Sherman Oaks has adapted the LCAP actions to integrate the community input for the state priorities.
- * Sherman Oaks teachers will facilitate collaboration between general ed, special ed and ELs to support differentiation of instruction to meet needs of all learners through PLC cycles.
- * Sherman Oaks will support music, enrichment classes (including GATE), field trips, and reading intervention.
- * Sherman Oaks will work with the district to provide on-site bilingual counseling services.

School climate

- * Sherman Oaks will support Playworks and work with PTC to support fields trips for 2015-16.
- * Sherman Oaks will continue the 90:10 Dual Immersion implementation
- * Full implementation of PBIS program at Tiers 1, 2, & 3.

- * Intensified outreach and engagement of parents at large via school and PTC
- * Project Cornerstone – Los Dichos & Bilingual Readers

Other supplements to support CCSS:

- * Adequate technology for every student
- * Effective keyboarding skills and technology programs
- * PD on implementation of new materials and CCSS en español
- * RtI2 team to address the needs of all struggling students in behavior and academics.
- * Restructuring of PBIS leadership team

Community Feedback:

Counseling services

Parent Liaison

More parenting classes

More after-school program options and summer school bilingual classes

Input from Site meetings included the following:

Staff meetings: March 10, April 1, 2015: Teacher input included:

- More counseling services,
- more art and music
- social Skills classes
- More field trips and assemblies, as well as support for Yosemite and Science Camps aligned to Science
- Playworks
- One laptop/ipad per student
- Technology for our new Library building
- Additional CCSS materials in Spanish and alignment to CCSS en español
- PD for staff in Spanish LA and Math aligned to CCSS in Spanish

Parent meetings including several ongoing meetings during 2015, the School Site Council (various dates), the ELAC 4/2/15, and the Principal's Coffees (various dates):

- Building for a new, dedicated School Library
- More counseling services,
- Home visits from the school
- Bilingual/ Biliteracy classes
- More Parent liaison time

- After-school and Summer Bilingual classes
- Larger after-school and summer program
- PBIS classes for parents
- Mandatory Parenting classes for kindergarten parents

Engaging Meeting Dates Include the following:

**All meetings conducted in English and Spanish

Student Voices

March 20, 2015

Site Council

Dec. 9

Site Council

Feb. 3

Site Council

February 10, 2015

Site Council

March 24, 2015 (PM)

ILT/Staff Mtgs

March 10, 2015 and April 1, 2015

PTC Mtgs.

March 24, 2015 (AM)

General Parent Mtgs

March 26, 2015

ELAC

April 2, 2015 (AM)

Staff Mtg.

April 1, 2015

Classified Staff Focus

April 10, 2015

Annual Update:

In addition to planning for next year, we reviewed the action steps and goals for this year and determined progress:

Feedback centered around the need for materials in Spanish to teach the Common Core Standards in our 90:10 beginning next year.

Annual Update:

These conversations are reflected in our action steps in our LCAP.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>Strategic Plan Goals</u> <u>1, 2, 5</u>
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Identified Need :	Need: Students need access to highly qualified teachers, high quality materials and facilities, and daily instruction in the Common Core standards and NGSS standards. Metrics: HR records, BTSA records, Rate of teacher mis-assignments, PD sign-in sheets, Curriculum maps, curriculum pacing maps, lesson plans, report cards, instructional materials inventories, iReady and BAS assessments, and teacher and classroom observations
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Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	By June 2016, all students will receive instruction from teachers who are appropriately assigned, using Common Core curriculum materials, in adequate, well-maintained facilities.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA. All teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development. Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work. District ELA and Math/Technology Integration Teachers	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost of personnel, per teacher 0000: Unrestricted Base \$80,000 Cost to administer the Clear Multiple Subject, Single Subject, and Ed. Specialist Induction Programs: Support Provider training, Participating Teacher PD and 1:1 mentoring related to Pedagogy, Equity, Teaching ELs, and Teaching Special Populations. Recommendation of Participating Teachers for Clear Credentials upon successful completion of the program. Per teacher 0000: Unrestricted Base \$4,400 Cost for trainers, per diem rates, stipends for PD 0000: Unrestricted Base \$2,000 Cost for stipends for Curriculum Leaders 0000: Unrestricted Base \$3,000

<p>on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.</p> <p>Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work.</p> <p>Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.</p> <p>Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.</p>			<p>Cost for District TOSAs 0000: Unrestricted Base \$30,000</p> <p>Cost for site Equity Coaches 0000: Unrestricted Base \$100,000</p>
<p>School facilities are maintained and in good repair.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost of maintenance, custodial support, facility upgrades. 0000: Unrestricted Base \$250,000</p>
<p>Every student has sufficient access to the Common Core ELA,ELD, Math and soon-to-be adopted NGSS standards-designed materials:</p> <p>Teachers will use Eureka Math to teach the Common Core math standards.</p> <p>Teachers will use a combination of Houghton Mifflin, Expeditionary Learning, Core Knowledge and self-created units to teach the ELA Common Core standards.</p> <p>Teachers will use self-created ELD units to teach Designated ELD to EL students, grouped by proficiency levels.</p> <p>Selected teachers will participate in ELA/ELD pilot, for</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost of Eureka math copies and workbooks. 0000: Unrestricted Supplemental \$40,000</p> <p>Cost of Core Knowledge pilot, Expeditionary Learning novels and student materials, HM workbooks, teacher-prepared materials. 0000: Unrestricted Supplemental \$2,000</p>

<p>curriculum adoption in the 2016-17 school year.</p> <p>ELA/ELD materials will be adopted for use TK - 8.</p> <p>All teachers will plan and implement one new teacher-designed NGSS unit, at a minimum.</p>			
<p>Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):</p> <p>A bilingual reading intervention teacher will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers. Intervention reading instruction will be provided in Spanish in the primary grades.</p> <p>Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.</p> <p>Identified students will receive school tutoring by trained teachers and/or Ed Associates, both during and after school, aligned with the 90:10 program design.</p> <p>Identified students will receive after school tutoring provided by SES providers.</p> <p>Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.</p> <p>A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost for reading intervention teacher 0000: Unrestricted Supplemental \$100,000</p> <p>Cost for BAS assessments and LLI kits 0000: Unrestricted Supplemental \$1,000</p> <p>Cost for district summer school administrator, teachers, materials 0000: Unrestricted Other \$140,000</p> <p>Cost for 3 Ed Associates 0001-0999: Unrestricted: Locally Defined Supplemental \$60,000</p> <p>Cost for SES per student 0001-0999: Unrestricted: Locally Defined Title I \$806.88</p> <p>Early beginning to the year stipends and materials 0001: Locally Funded Title I \$20,000</p> <p>Intervention materials in Spanish 0001: Locally Funded Concentration \$5,000</p>
<p>EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis.</p> <p>Results of state assessments will be used to group EL students appropriately for designated ELD instruction.</p> <p>ELD Champions will be selected at each school site to</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Cost of CELDT testers, scoring 0000: Unrestricted Supplemental \$6,000</p> <p>Stipends for ELD Champions, per teacher 0000: Unrestricted Concentration \$1,000</p> <p>Salaries for District Office staff 0000: Unrestricted Supplemental \$35,000</p>

<p>support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process.</p> <p>New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum.</p> <p>EL students will be provided with materials, strategies and groupings that support their learning of the academics.</p> <p>District office personnel support EL identification, reclassification and programs.</p>		(Specify)	
<p>Teachers will receive coaching from district STEAM TOSA in design thinking, Makers' Spaces, and integration of technology into their curriculum.</p> <p>LEA will partner with community-based organizations and business to provide students with hands-on experiences and access to professionals in STEAM related fields.</p> <p>Technology integration coaches will work with classroom teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration.</p> <p>Students will participate in science camp and field trips linked to NGSS standards.</p>	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Cost of district STEAM TOSA 0000: Unrestricted Other \$10,000</p> <p>Stipends for Tech Integration Coaches 0000: Unrestricted Base \$1,000</p> <p>Montalvo Arts for 2nd grade 0000: District Funded Grant Funded \$5,000</p> <p>Funds for science camp & Yosemite participation 0001: Locally Funded Concentration \$5,000</p>
<p>In addition to the PD offered to all CUSD staff, Sherman Oaks teachers/staff will participate in specific PD, training and appropriate access to the California Common Core State Standards en Español in alignment with the National Dual Language Guiding Principles.</p>	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Cost of trainers, PD, Stipends for teachers 0001-0999: Unrestricted: Locally Defined Concentration \$30,000</p> <p>Dual Lang. Conferences/travel, sub costs 0001-0999: Unrestricted: Locally Defined Supplemental \$20,000</p> <p>CCCS en Español Materials for the Implementation of the 90:10 Dual Lang. Immersion Instruction 0001-0999: Unrestricted: Locally Defined Concentration \$10,000</p> <p>Sub Costs for Grade Level and Cross Level Collaboration around the CCSS en Español and Eng. 0001-0999: Unrestricted: Locally Defined Concentration \$20,000</p>
<p>Students with special needs receive specialized</p>	LEA-wide	<input checked="" type="checkbox"/> All	<p>Salaries for RSP and SDC teachers 0000: District Funded</p>

educational support from RSP and SDC teachers. Bilingual special ed teachers are currently being recruited for our site.	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Supplemental \$35,000
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	By June 2017, all students will receive instruction from teachers who are appropriately assigned, using Common Core curriculum materials, in adequate, well-maintained facilities.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	By June 2018, all students will receive instruction from teachers who are appropriately assigned, using Common Core curriculum materials, in adequate, well-maintained facilities.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Measurements of Academic indicators will show an increase of students meeting grade level standards by 3-5% each year.	Related State and/or Local Priorities: 1 2 3 _ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 _ 8 COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan #1</u>
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Identified Need :	Need: Less than 40% of the students are scoring at or above grade level, on ELA and Math, based on local data. Metrics: iReady diagnostic exams, Performance Tasks, SBAC results
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Goal Applies to:	Schools: All <hr/> Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	By June 2016, the number of students scoring at or above grade level on the SBAC summative assessment will increase at least 3-5 percentage points for all significant subgroups as compared to June 2015 baseline data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students will receive high quality, grade level, daily Common Core instruction in ELA and Math. (See Goal #1)</p> <p>Teachers will engage in frequent, collaborative, analysis of student work products and assessment results to determine effectiveness of lessons, student growth in learning and next instructional steps at a minimum of 5 times throughout the school year.</p> <p>Teachers are given additional release days to plan and collaborate, due to extra teaching minutes.</p> <p>Frequent formative assessments will be given, and results will be analyzed to determine student learning and any needed interventions.</p>	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Substitutes for release time, after hours meetings 0001-0999: Unrestricted: Locally Defined Base \$20,000</p> <hr/> <p>Cost of iReady diagnostic and curriculum 0000: Unrestricted Base \$12,000</p> <hr/> <p>Cost of effective Spanish diagnostic and curriculum 0001: Locally Funded Concentration \$10,000</p>

		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	By June 2017, the number of students scoring at or above grade level on the SBAC summative assessment will increase at least 3-5 percentage points for all significant subgroups as compared to June 2015 baseline data.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	By June 2018, the number of students scoring at or above grade level on the SBAC summative assessment will increase at least 3-5 percentage points for all significant subgroups as compared to June 2016 baseline data.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan #1, 3, 4</u>
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Identified Need :	Need: Based on suspension/expulsion rates, attendance rates, Project Cornerstone surveys, PBIS Assessments, CA Healthy Kids survey, and student/staff/parent surveys there is a need to provide a positive school climate. Students need access to in class, school-wide and additional wrap-around services that support their social and emotional needs in order to learn. Metrics: Suspension/expulsion results, Attendance rates, Middle School drop out rates, Enrollment in exploratory wheel, Project Cornerstone Surveys and Feedback forms, Sign-in forms, SET scores, Healthy Kids Survey, Law Enforcement Crime Data
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Goal Applies to:	Schools: : LEA-wide
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Suspension/expulsion rates will drop by 10% each year, Attendance rates will increase by 1% each year, Middle school drop out rates will decrease by 1% each year, All middle school students will be enrolled in an exploratory wheel that reflects a full course of learning, Student behavior will improve as shown by SEET scores, Healthy Kids Survey and Law Enforcement Data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will participate in PBIS training and planning. Sherman Oaks will restructure its PBIS Tier I team to a "PBIS Leadership Team" to include grade level representatives and link to RTI2 District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>special needs</u>	Training on Restorative Justice: trainer, teacher stipends, travel 0001-0999: Unrestricted: Locally Defined Concentration \$2,000 Playworks contract 0001: Locally Funded Supplemental \$17,000 Cost of incentives, assemblies 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000 Cost for release time, stipends 0001-0999: Unrestricted: Locally Defined Supplemental \$5,000 Cost for District PBIS TOSA salary 0000: Unrestricted Supplemental \$10,000

<p>increasing levels of interventions for students.</p> <p>Site mental health interns provide social skills classes to support students and provide intensive support for individual students.</p> <p>EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support.</p> <p>School liaisons provide outreach to families, connecting them with school, health and other local services.</p> <p>Project Cornerstone provides support with reading, positive school climate, anti-bullying.</p> <p>Administrators and teachers will attend training in the Restorative Justice Program.</p> <p>Information will be sent home through School Messenger and newsletters about the importance of school attendance.</p> <p>Student incentives will be established that encourage 100% attendance.</p> <p>School counselors provide additional support to students and their families.</p> <p>Parent Engagement classes will be offered.</p> <p>Playworks will provide recess and PE trainings to create a positive school climate, and before and after school opportunities for students.</p>			<p>Cost for EMQ 0000: Unrestricted Grant Funded no cost</p> <p>Cost for Site Mental Health Interns 0000: Unrestricted Supplemental \$13,900</p> <p>Cost of Project Cornerstone materials 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p> <p>Salaries for school counselors 0000: District Funded Supplemental \$35,000</p> <p>Cost of trainers, materials for parent classes 0001: Locally Funded Supplemental \$5,000</p>
<p>After school classes will be offered in Spanish that support the development of literacy in the primary language of the families, and the development of the appreciation and knowledge of their cultural heritage.</p> <p>Classes will be offered after school to parents in English and Spanish for positive discipline (Love & Logic)</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials purchase, stipend for teacher 0001-0999: Unrestricted: Locally Defined Concentration \$1,000</p> <p>Positive Disciple (Love & Logic) classes for parents in Eng. and Spanish--materials, teachers stipends, childcare, food 0001-0999: Unrestricted: Locally Defined Supplemental \$5,000</p>

<p>District office, School Services Department supports sites with attendance and behavioral issues.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries for district office 0000: District Funded Supplemental \$20,000</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Suspension/Expulsion rates will drop by 10% each year. Attendance rates will increase by 1% each year. Middle school drop out rates will decrease by 1% each year. All middle school students will be enrolled in an exploratory wheel that reflects a full course of learning. Student behavior will improve as shown by SET scores Healthy Kids Survey Law Enforcement Data</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Same as year 1</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Suspension/Expulsion rates will drop by 10% each year.
 Attendance rates will increase by 1% each year.
 Middle school drop out rates will decrease by 1% each year.
 All middle school students will be enrolled in an exploratory wheel that reflects a full course of learning.
 Student behavior will improve as shown by SET scores
 Healthy Kids Survey
 Law Enforcement Data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Parents will feel encouraged and invited to participate in their child's learning experiences both at school and at home.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan # 4</u>
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Identified Need :	Need: Students need to have their parents engaged in their learning. Metrics: Attendance forms, Feedback forms, Annual Parent Perception Survey, Sign-in Sheets
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Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: English Learners, Reclassified English Learners
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Parent engagement in their children's learning will increase by 10% each year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Materials sent home will be translated into the home languages spoken by the majority of English Learner families.</p> <p>The LEA website will be updated to include information about classes, schedules, events, and other pertinent information for parent participation and engagement. The website will have the functionality of translation into several languages.</p> <p>Parents of unduplicated pupils will be recruited for participation and leadership roles in SSC, PTA, DELAC and ELAC.</p> <p>Special efforts will be made to promote parental participation in programs for special needs students.</p>	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost for translation 0000: Unrestricted Other \$10,000

<p>A variety of structures will be put into place that encourage parent participation, with a special emphasis on the unduplicated pupils:</p> <ul style="list-style-type: none"> • Parent Nights (e.g. Family Math Night) • Back to School Night • Conferences • Community Celebrations of Learning • Coffee with the Principal • Father/Daughter dances • School plays • Sherman Oaks University (one Saturday each year) <p>Biliteracy classes for parents will be offered to parents in order to better understand dual language development and provide opportunities for cross-cultural appreciation</p> <p>Monthly Dual-Immersion Parent Meetings will be held to help parents better understand the progression of language development and the structure of the dual immersion program model</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost for child care, materials, food 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p> <hr/> <p>Sherman Oaks University for Parents--Cost for teacher stipends, food, supplies, materials in Spanish and Eng. 0001: Locally Funded Concentration \$20,000</p> <hr/> <p>Biliteracy Classes for Parents--teacher stipends/costs, materials, childcare, etc. 0001: Locally Funded Supplemental \$7,000</p> <hr/> <p>Dual Immersion Parent Meetings (Grade or Cross-Grade Level Specific) led by teams--Cost for childcare, food, translations, materials and teacher stipends 0001: Locally Funded Supplemental \$5,000</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Parent Engagement in their children's learning will increase by 10% each year.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Same as year 1</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Parent Engagement in their children's learning will increase by 10% each year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	1. Sherman Oaks school teachers will fully implement the CCSS ELA standards in their daily instruction so that all students will learn the ELA Common Core State Standards		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: LEA-wide	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	100% of all lessons will be taught using ELA Common Core State Standards materials, strategies, and assessments. Successful implementation will be determined by an analysis of walk-through data, lesson plans and the baseline percentage of students scoring adequate or above on the SBAC summative assessment.	Actual Annual Measurable Outcomes:	iReady data shows 55% growth at or above grade level among all students. 100% of students received lessons in CCCS ELA and Spanish LA.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
Purchase additional materials for teachers to implement ELA CCSS units	CCSS aligned texts, materials and assessments 0000: Unrestricted Other \$6,000	Common Core Materials were purchased for ELA implementation	Common Core Materials 0000: Unrestricted Base \$6,000 More materials were needed in Spanish 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000	
Scope of Service: LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide professional development for staff in use of instructional materials,	PD for teachers: After school, over the summer	90% of teachers attended training over the summer and over the school year	Stipends for teachers 0000: District Funded Base \$6,500	

<p>standards based lessons, instructional shifts and assessments</p>	<p>0000: Unrestricted Other \$6,500 PD in Spanish/Bilingual standards-based instruction--Team of SOAKS teachers and principal attended CABE Conference 0001: Locally Funded Supplemental \$10,000 Common Core en Espanol PD for all staff--June and Aug. (Trainer salary and teacher stipends) 0001: Locally Funded Supplemental \$7,500 Stipends for teachers PD 0001: Locally Funded Supplemental \$6,500 Materials for Spanish CCCS--Palabras 0001: Locally Funded Supplemental \$1,500 Biliteracy books for staff PD 0001: Locally Funded Supplemental \$800</p>	<p>Teachers attended the CABE conference to determine materials for next year's 90:10 implementation Erminda Garcia came to Sherman Oaks to work with teachers in bilaterally and Palabras a Su Paso</p>	<p>Subs, conference attendance 0001: Locally Funded Supplemental \$10,000 Traner fees for Erminda Garcia 0001-0999: Unrestricted: Locally Defined Supplemental \$7,500 Stipends for teachers PD 0000: District Funded Supplemental \$5,500 Materials for Spanish CCSS--Palabras 0001: Locally Funded Supplemental \$1,500 Biliteracy books for staff PD 0001: Locally Funded Supplemental \$800</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide instructional coaching to administrator and staff members (Common Core Coach)</p>	<p>Coach cost (salary and benefits): 0000: Unrestricted Other \$80,000</p>	<p>Patricia Curiel provided instructional coaching for staff and focused on the inquiry cycle with two grade levels. She supported teachers in ELA, Math and ELD implementation and strategies.</p>	<p>Salary of Coach 0000: District Funded Base \$100,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Provide release time for collaboration, calibration and planning, led by grade level leaders and to participate in Instructional Rounds</p>	<p>Sub costs + stipends for each grade level leaders: 0000: Unrestricted Other \$25,000</p> <p>Sub costs for in-house Collaboration for each grade level 0001: Locally Funded Concentration \$20,000</p> <p>CCSS en español materials and handbooks 0001: Locally Funded Concentration \$500</p>	<p>Provided release time of 3 days for each grade level for collaboration and planning, and for attendance at Grade Level Leader Meetings</p>	<p>Subs and stipends for GLLs 0000: District Funded Base \$25,000</p> <p>Subs for release days for collaboration 0001: Locally Funded Base \$15,000</p> <p>CCSS en español materials and handbooks 0001: Locally Funded Concentration \$500</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>Provide extended learning opportunities for students (before/after school, daily intervention period, summer school)</p>	<p>Salary for reading intervention teacher, Stipends for teachers, salary for Ed Associates to teach before/after school classes, use of iReady diagnostic and blended learning opportunities 0000: Unrestricted Other \$80,000</p> <p>teacher stipends: 0001-0999: Unrestricted: Locally Defined Other \$20,000</p> <p>iReady: 0000: Unrestricted Other \$15,000</p> <p>Estrellitas Curriculum 0001: Locally Funded Supplemental \$3,000</p>	<p>Intervention Teacher provided specialized reading instruction to 100 kids during the school year.</p> <p>iReady was administered to every child during the school year and follow-up tutorials were administered in each classroom.</p>	<p>Salary of Reading Intervention Teacher 0000: District Funded Supplemental \$100,000</p> <p>iReady diagnostic and curriculum tools 0000: District Funded Base \$12,000</p> <p>Estrellitas Curriculum 0001-0999: Unrestricted: Locally Defined Supplemental \$2,800</p>				

Scope of Service LEA-wide		Scope of Service LEA-wide	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Encourage and elicit parent engagement in their children's learning both inside and outside of the school day	Translations, childcare, parent training materials, Transportation to District Family ELA Night 7000-7439: Other Outgo Other \$2,500 Parent University--Sherman Oaks University for Parents--Costs and teacher stipends for teaching Sat. Spanish and English classes for parents 0001: Locally Funded Base \$10,000	Translations and transportation was provided to district events and for parent training materials Parent University--Sherman Oaks University for Parents--Costs and teacher stipends for teaching Sat. Spanish and English classes for parents	Materials and transportation 0000: District Funded Supplemental \$2,500 Parent university stipends to teachers 0001: Locally Funded Base \$10,000
Scope of Service ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have determined that due to the replication of action steps, that we will consolidate our goals in next year's LCAP. We plan to continue with the materials purchase, trainings, coaching and intervention support as given this year.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	2. Sherman Oaks school teachers will fully implement the CCSS Math standards in their daily instruction so that all students will learn the Math Common Core State Standards	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	100% of all lessons will be taught using Mathematics Common Core State Standards materials, strategies, and assessments. Successful implementation will be measured an analysis of walk-through data, lesson plans by the baseline percentage of students scoring adequate or above on the SBAC summative assessment.	Actual Annual Measurable Outcomes: 100% of students received lessons in Common Core Math in Spanish. Current iReady data shows 43% of all students are making progress towards learning their grade level standards.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase additional materials for teachers to implement Math CCSS units		Materials were purchased for CCSS math implementation	
Materials purchase 7000-7439: Other Outgo Other \$5,000		Workbooks and manipulatives 0000: District Funded Base \$33,000	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide professional development for staff in use of instructional materials, standards based lessons, instructional shifts and assessments		Sherman Oaks teachers attended Math PD over the summer	
PD for teachers: After school, over the summer 7000-7439: Other Outgo Other \$7,000		Stipends for teachers 0000: District Funded Base \$2,100 Sub for released days for teacher in-house Collab 0001: Locally Funded	

	Provided release time of 3 days for each grade level for collaboration and planning, and for attendance at Grade Level Leader Meetings 0001: Locally Funded Concentration \$1,500		Concentration \$1,500
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide instructional coaching to administrator and staff members (Common Core Coach)	Coach cost (salary and benefits): 7000-7439: Other Outgo Other \$80,000	Coach support listed in Goal 1	
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide release time for collaboration, calibration and planning, led by grade level leaders and to participate in Instructional Rounds	Sub costs + stipends for each grade level leaders: 7000-7439: Other Outgo Other \$18,500	Teachers from each grade level participated as Grade Level Leaders in Math.	Stipends and sub costs 0000: District Funded Base \$5,500
Scope of Service LEA-wide		Scope of Service LEA-wide	

<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide extended learning opportunities for students (before/after school, interventions, summer school)</p>	<p>Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities 7000-7439: Other Outgo Other \$40,000</p>	<p>Students attended after school programs taught by TutorWorks</p>	<p>TutorWorks contract 0000: District Funded Title I \$40,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Encourage and elicit parent engagement in their children's learning both inside and outside of the school day</p>	<p>Translations, childcare, parent training materials, Transportation to Family Math Night 7000-7439: Other Outgo Other \$2,000</p>	<p>See Goal 1</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)			
Scope of Service	LEA- wide		Scope of Service LEA-wide
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)
Encourage and elicit parent engagement in their children’s learning both inside and outside of the school day	Translations, childcare, parent training materials, Transportation to Family ELA Night, Family Math Night 7000-7439: Other Outgo Other \$5,000	See Goal 1	
Scope of Service		Scope of Service	
_ All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			_ All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have determined that due to the replication of action steps, that we will consolidate our goals in next year's LCAP. We plan to continue with the materials purchase, trainings, coaching and intervention support as given this year.		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	3. Sherman Oaks school teachers will fully implement the NGSS Science standards in their daily instruction		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-wide	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	The overall percentage of 5th grade students scoring at the advanced or proficient level on the CST will increase by 10 percentage points to 79%.	Actual Annual Measurable Outcomes:	CST scores TBD (administered in May, 2015). We will study the science CST results in the fall.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Adopt NGSS 2014-15		Adopt NGSS	Did not adopt the NGSS standards.	
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Purchase science materials and attend science-related hands-on activities outside of the classroom			5th and 6th grade students attended science camp and Yosemite field trip. These trips are paid for by fund raisers.	
Scope of Service	LEA-wide		Scope of Service	LEA-wide
			Cost of trips 0001-0999: Unrestricted: Locally Defined Other \$40,000	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide professional development for staff in use of instructional materials, standards based lessons, instructional shifts and assessments</p>		<p>Not provided.</p>	
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide release time for collaboration, calibration and planning</p>		<p>Release time provided and noted in Goal 1.</p>	
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide instructional coaching to administrator and staff members (STEAM TOSA)</p>	<p>Coach cost (salary and benefits): 7000-7439: Other Outgo Other \$10,000</p>	<p>See Goal 5</p>	

<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district chose to postpone the NGSS roll out due to the focus on ELA and Math, and the current lack of state-adopted NGSS texts and materials.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	4. Sherman Oaks school teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-wide	Applicable Pupil Subgroups: English Learners, Reclassified English Learners		
Expected Annual Measurable Outcomes:	100% of all lessons for ELLs and R-FEPs will be taught using ELD Common Core State Standards materials, strategies, and assessments. Successful implementation will be measured by the percentage of students scoring adequate or above on the SBAC summative assessment. CELDT scores will improve as follows (AMAO1 from 67.0% to 69.0%, AMAO 2 from 28.5% to 30.5%, Long Term ELS from 53.2% to 55.2%).		Actual Annual Measurable Outcomes:	Recent CELDT data shows that there was a 4 percentage point gain in students making one year's growth on the CELDT. As of April 2015, 12 3rd - 5th grade students qualified as being Reclassified Fluent English Proficient (RFEP) this year.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Systematic ELD Training for Dedicated ELD		Trainers, subs, materials 7000-7439: Other Outgo Other \$6,000	New staff was provided subs for training	Sub costs 0000: District Funded Base \$1,000
Scope of Service	LEA-wide		Scope of Service	LEA-wide
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide instructional coaching to administrators and staff members on		Common Core Coach cost*	Coach cost listed in Goal 1	

<p>best ways to support Redesignated English Proficient Students CCSS (Integrated ELD)</p>			
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide professional development for staff in use of instructional materials, standards based lessons, and effective instructional strategies (Dedicated & Integrated ELD)</p>	<p>Trainers, subs, stipends for teachers attending Learning Circles 7000-7439: Other Outgo Other \$5,000</p>	<p>Learning Circles did not take place</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide extended learning opportunities for students (before/after school, ExCel interventions) - These interventions are for all learners, including ELs, and if ELs meet the criteria, they receive the services (Integrated ELD)</p>	<p>Salary for reading intervention teacher, additional intervention teachers, Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities 7000-7439: Other Outgo Other \$80,000 stipends 7000-7439: Other Outgo Other \$20,000</p>	<p>TutorWorks was provided see goal #3</p>	<p>See Goal 3 0000: District Funded Title I</p>
<p>Scope of Service</p>		<p>Scope of Service</p>	
<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service LEA-wide <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	

<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Follow-up on academic progress (language and content areas) for the first two years after students are Designated Fluent English Proficient	Data collection on students, progress monitoring, Student Study Team meetings release time 7000-7439: Other Outgo Other \$2,000	Data collection on students, progress monitoring, Student Study Team meetings	No cost
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	With the focus on ELA and Math implementation this year, we did not offer a lot of PD that focused on differentiation for EL students. This will be a focus for our district and staff next year.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	5. Students at each grade level will have access to a STEAM unit of study and opportunities to partner with outside agencies to engage in extended enrichment activities such as art, engineering and computer coding		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-wide	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	100% of all students will participate in a STEAM unit of study. Successful implementation of the STEAM units will be measured by an analysis of walk-through observations, lesson plans, end-of-unit grades, observations, and a student survey.	Actual Annual Measurable Outcomes:	100% of all students participated in a STEAM unit of study.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Teachers will partner with community-based organizations to provide students with hands-on experiences and access to professionals in STEAM related fields.		Collaboration with at least two STEAM partners	2nd grade worked with Montalvo Arts. 6th grade worked with Microsoft.	Contract with Montalvo 7000-7439: Other Outgo Grant Funded \$10,000 Transportation to Microsoft
Scope of Service	LEA-wide			
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)				
Professional Development will be provided for all teachers on a STEAM unit of study appropriate for their grade	PD for teachers 7000-7439: Other Outgo Other \$3000 Release time for teachers 7000-	We will implement this next year		

level.	7439: Other Outgo Other \$500						
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>X All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>X All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Provide instructional coaching to administrator and staff members (STEAM TOSA)	Coach cost (salary and benefits): 7000-7439: Other Outgo Other \$10,000	STEAM TOSA worked with our staff, especially grades 1 and 4	Coach cost 0000: District Funded Other \$10,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>X All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>X All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Instructional materials will be purchased for the successful implementation of a STEAM unit of study. Additional opportunities will be provided for students to participate in musical productions, special elective classes, STEAM showcase participation.	Technology supplies/materials, special elective classes and productions: ipads, applications - 7000-7439: Other Outgo Other \$10,000	Chrome carts were purchased	Technology hardware and software purchases 0000: District Funded Other \$10,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
X All		X All					

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Technology integration coach will work with classroom teachers to model lessons and deliver professional development in the area of instructional technology</p>	<p>Sherman Oaks' Tech Integration Coach will provide staff development and demonstrations during staff meetings and model lessons in the classrooms (release time) 0000: District Funded Other \$500</p>	<p>Sherman Oaks' Tech Integration Coach provided staff development and demonstrations during staff meetings and model lessons in the classrooms (release time)</p>	<p>Teacher stipend and release time 0000: District Funded Other \$1,500</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We plan to integrate STEAM activities more fully with our content instruction, so as to not see STEAM as something separate from what we do in all of our instruction.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	6. All students will have access to a positive school climate.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-wide		
	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Suspension rate will decrease 25%, from 17 to 13, Expulsion rate will be maintained at 0%, and carefully monitored, PBIS: SET score will be maintained at 69%, The Attendance Rates will improve by 1% from 97.84% to 98.84%	Actual Annual Measurable Outcomes: Sherman Oaks: Suspension rate:0; Attendance:97.02%; and PBIS/SET= 86%	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff will participate in PBIS training and planning, release time, and PD	PD and release time for staff 7000-7439: Other Outgo Other \$600 Kelso Intervention/Problem Solving Pgm materials 0001: Locally Funded Concentration \$1,600	PBIS members attended training	Sub cost 0000: District Funded Other \$600 Kelso Intervention/Problem Solving Pgm materials 0001: Locally Funded Concentration \$1,600
Scope of Service	LEA-wide	Scope of Service	LEA-wide
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Coaching will be provided for teachers	Portion of PBIS Coach's salary and	District PBIS coach supported PBIS	Portion of PBIS Coach salary, etc.

<p>on materials and data analysis for the successful implementation of the PBIS framework</p>	<p>benefits 7000-7439: Other Outgo Other \$10,000</p>	<p>teams in behavioral supports</p>	<p>7000-7439: Other Outgo Other \$10,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Instructional materials will be purchased for the successful implementation of the PBIS framework</p>	<p>PBIS and Project Cornerstone materials and assessments: 7000-7439: Other Outgo Other \$2,000</p>		<p>Project Cornerstone materials and SWIS subscription 0001: Locally Funded Base \$2,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA_wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For low income pupils: Students and their families will have access to support from Mental Health interns</p>	<p>Site interns provide social skills classes to support students in Tk-6th grades. Also included are wrap-around services for the families.</p> <p>7000-7439: Other Outgo Other \$14,000</p>	<p>Mental Health Interns worked with students and families</p>	<p>Cost of interns 0000: District Funded Grant Funded \$13,900</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue with our PBIS work, but have been investigating a number of additional behavioral and emotional supports for our unduplicated pupils.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	7. Students and families will feel connected to our school and successful in their learning. Parents will participate in school functions and governance opportunities.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-wide	Applicable Pupil Subgroups: EL, FY, Low Income		
Expected Annual Measurable Outcomes:	There will be a 25% increase in parent participation at: Back-to-School Night: from 74% to 99% as measured by Event Sign-In Sheet Parent Teacher Conferences: from 98% to 100% as measured by Event Sign-In Sheet Writers Faire: from 33% to 58% as measured by Event Sign-In Sheet ELAC: from 10% to 35% as measured by Event Sign-In Sheet PTA: from 33% to 58% as measured by Event Sign-In Sheet District ELA Common Core Night: from 5% to 30% as measured by Event Sign-In Sheet District Math Common Core Night: from 5% to 30% as measured by Event Sign-In Sheet District Science Night: from 5% to 30% as measured by Event Sign-In Sheet Annual Parent Perception Survey results will improve as follows: Overall School Satisfaction: from a score of 4.1 to 4.2		Actual Annual Measurable Outcomes:	There was a 25% increase in parent participation at: Back-to-School Night: from 74% to 99% as measured by Event Sign-In Sheet Parent Teacher Conferences: from 98% to 100% as measured by Event Sign-In Sheet Writers Faire: from TBD as measured by Event Sign-In Sheet ELAC: from 10% to 45% as measured by Event Sign-In Sheet PTA: from 33% to 40% as measured by Event Sign-In Sheet District ELA Common Core Night: from 5% to 30% as measured by Event Sign-In Sheet District Math Common Core Night: from 5% to 30% as measured by Event Sign-In Sheet District Science Night: from TBD as measured by Event Sign-In Sheet Annual Parent Perception Survey results will improve as follows: Overall School Satisfaction: from a score of 4.1 to 4.5
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Professional Development will be provided for all teachers on how to provide parent engagement opportunities	PD for teachers: 7000-7439: Other Outgo Other \$2,000	A group of teachers attended CABA Conference and training	Sub cost and travel 0001: Locally Funded Concentration \$7,000	
Scope of Service	LEA-wide	Scope of Service	LEA-wide	

<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Parents will be recruited for participation and leadership roles into SSC, DELAC and PTA groups</p>	<p>Recruitment of parent to SSC, DELAC, and HSC through newsletter, public meetings, and phone calls. 7000-7439: Other Outgo Other \$500</p> <p>Parent involvement will include transportation and translations for attendance at SSC and HSC meetings, district representation for S-PAC, DELAC meetings.</p> <p>Playworks and Junior Coaches will continue as part of support of building a positive school climate \$16,000</p>	<p>Parents were engaged in meaningful opportunities by:</p> <p>Attending school and district events;</p> <p>Providing input and advocacy regarding school governance in PTC, SSC, ELAC, and directly with Principal at Principal Coffees, Focus Groups;</p> <p>Engaging in two-way communication with teachers and support staff (including the use of school newsletter);</p> <p>Participating in parent education; Sherman Oaks University; Dual Immersion 90:10 Program Implementation</p> <p>Utilizing educational and support services, such as counselor and EMQ services</p> <p>Playworks was fully established</p>	<p>Recruitment of parent to SSC, DELAC, and HSC through newsletter, public meetings, and phone calls. 0001: Locally Funded Base \$500</p> <p>Materials, food, refreshments 0001: Locally Funded Supplemental \$500</p> <p>Play works cost 0001: Locally Funded Concentration \$16,000</p> <p>Sherman Oaks University for Parents--Cost, teacher stipends, food, materials 0001: Locally Funded Concentration \$20,000</p> <p>Implementation of 90:10 Program Parent Engagement meetings and Focus Groups with Principal and staff-- Materials and food cost 0001: Locally Funded Concentration \$500</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>For low income pupils: Parents will be recruited for participation and leadership roles into SSC, DELAC and PTA groups</p>	<p>School Principal meets with parents several times throughout the year to inform them of special events, recruit for district and site committees, and to share info about school and additional resources for families. \$500</p> <p>Sherman Oaks school's health clerk and community liaison (1 day a week) are the primary connection to the Spanish speaking community. Materials are translated and distributed to the community. \$15,000</p>	<p>School Principal met with parents several times throughout the year to inform them of special events, recruit for district and site committees, and to share info about school and additional resources for families.</p> <p>Community liaison provided outreach to families to link them up with services.</p>	<p>Cost of food and materials 0001: Locally Funded Supplemental \$500</p> <p>Cost for Community Liaison extra support 0001: Locally Funded Base \$3,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For foster youth: Students will have access to support from Mental Health interns and Community Liaison</p>	<p>Site intern provides counseling and social skills classes to support students 0000: District Funded Other \$14,000</p>	<p>Site intern provided counseling and social skills classes to support students</p>	<p>Site intern provides counseling and social skills classes to support students 0000: District Funded Other \$14,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)			
Students will have access to support from School Link Services	Provide counseling and social skills classes to support students in TK-6Th grades, including wrap-around counseling for families Medi-cal funded	EMQ Services were provided to students in need	EMQ service cost 0000: Unrestricted Grant Funded no cost
Scope of Service LEA-wide		Scope of Service LEA-wide	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
For redesignated fluent English proficient (RFEP) pupils: Encourage and elicit parent engagement both inside and outside of the school day to meet the needs of Redesignated English Proficient Students	Translations, childcare, parent training materials, Transportation to Family CCSS Nights 0000: District Funded Other \$5,000	ELAC and Family Math	Cost for materials 0001-0999: Unrestricted: Locally Defined Supplemental \$500
Scope of Service		Scope of Service	
_ All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		_ All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

We want to provide more parent outreach next year, and will be writing additional action steps, involving our Community Liaison, and district-provided services to develop plans for increased involvement and participation.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$572,617</u>
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B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

15.8 3	%	<p>The Charter’s unduplicated count is 75.01%, resulting in \$882,544 for target supplemental/concentrating grant funding. The Charter’s EIA expenditure in 2012-13 was \$0. Based on the Charter’s target supplemental and concentration funding and prior year expenditures attributable for the target population, the Charter calculated its estimated supplemental and concentration grant funding to be \$572,617 and its MPP to be 15.83% of its base grant. The actions and expenditures the Charter is providing to fulfill its MPP requirements are included in this report.</p>
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Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	665,500.00	552,800.00	1,220,106.88	0.00	0.00	1,220,106.88
	15,000.00	0.00	0.00	0.00	0.00	0.00
Base	10,000.00	221,600.00	502,400.00	0.00	0.00	502,400.00
Concentration	23,600.00	47,100.00	104,000.00	0.00	0.00	104,000.00
Grant Funded	0.00	23,900.00	5,000.00	0.00	0.00	5,000.00
Other	587,600.00	86,100.00	160,000.00	0.00	0.00	160,000.00
Supplemental	29,300.00	134,100.00	427,900.00	0.00	0.00	427,900.00
Title I	0.00	40,000.00	20,806.88	0.00	0.00	20,806.88

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	665,500.00	552,800.00	1,220,106.88	0.00	0.00	1,220,106.88
	15,000.00	0.00	0.00	0.00	0.00	0.00
0000: District Funded	19,500.00	383,100.00	95,000.00	0.00	0.00	95,000.00
0000: Unrestricted	212,500.00	6,000.00	851,300.00	0.00	0.00	851,300.00
0001-0999: Unrestricted: Locally Defined	20,000.00	52,800.00	179,806.88	0.00	0.00	179,806.88
0001: Locally Funded	62,900.00	90,900.00	94,000.00	0.00	0.00	94,000.00
7000-7439: Other Outgo	335,600.00	20,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	665,500.00	552,800.00	1,220,106.88	0.00	0.00	1,220,106.88
		15,000.00	0.00	0.00	0.00	0.00	0.00
0000: District Funded	Base	0.00	185,100.00	0.00	0.00	0.00	0.00
0000: District Funded	Grant Funded	0.00	13,900.00	5,000.00	0.00	0.00	5,000.00
0000: District Funded	Other	19,500.00	36,100.00	0.00	0.00	0.00	0.00
0000: District Funded	Supplemental	0.00	108,000.00	90,000.00	0.00	0.00	90,000.00
0000: District Funded	Title I	0.00	40,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	6,000.00	482,400.00	0.00	0.00	482,400.00
0000: Unrestricted	Concentration	0.00	0.00	1,000.00	0.00	0.00	1,000.00
0000: Unrestricted	Other	212,500.00	0.00	160,000.00	0.00	0.00	160,000.00
0000: Unrestricted	Supplemental	0.00	0.00	207,900.00	0.00	0.00	207,900.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	20,000.00	0.00	0.00	20,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
0001-0999: Unrestricted: Locally Defined	Concentration	0.00	0.00	63,000.00	0.00	0.00	63,000.00
0001-0999: Unrestricted: Locally Defined	Other	20,000.00	40,000.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	12,800.00	96,000.00	0.00	0.00	96,000.00
0001-0999: Unrestricted: Locally Defined	Title I	0.00	0.00	806.88	0.00	0.00	806.88
0001: Locally Funded	Base	10,000.00	30,500.00	0.00	0.00	0.00	0.00
0001: Locally Funded	Concentration	23,600.00	47,100.00	40,000.00	0.00	0.00	40,000.00
0001: Locally Funded	Supplemental	29,300.00	13,300.00	34,000.00	0.00	0.00	34,000.00
0001: Locally Funded	Title I	0.00	0.00	20,000.00	0.00	0.00	20,000.00
7000-7439: Other Outgo	Grant Funded	0.00	10,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Other	335,600.00	10,000.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

LCAP Expenditures By Funding Source

Sherman Oaks Elementary School

Funding Source: Base

Proposed Expenditure	Object Code	Amount	Action
Cost of personnel, per teacher	0000: Unrestricted	\$80,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA. All teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development. Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work. District ELA and Math/Technology Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons. Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work. Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring. Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.
Cost to administer the Clear Multiple Subject, Single Subject, and Ed. Specialist Induction Programs: Support Provider training, Participating Teacher PD and 1:1 mentoring related to Pedagogy, Equity, Teaching ELs, and Teaching Special Populations. Recommendation of Participating Teachers for Clear Credentials upon successful completion of the program. Per teacher	0000: Unrestricted	\$4,400.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA. All teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development. Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work. District ELA and Math/Technology Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons. Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work. Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring. Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.

Sherman Oaks Elementary School

Cost for trainers, per diem rates, stipends for PD	0000: Unrestricted	\$2,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA. All teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development. Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work. District ELA and Math/Technology Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons. Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work. Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring. Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.
Cost for stipends for Curriculum Leaders	0000: Unrestricted	\$3,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA. All teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development. Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work. District ELA and Math/Technology Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons. Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work. Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring. Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.
Cost for District TOSAs	0000: Unrestricted	\$30,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA. All teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development. Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work. District ELA and Math/Technology Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons. Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work. Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring. Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.

Sherman Oaks Elementary School

Cost for site Equity Coaches	0000: Unrestricted	\$100,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTS.A.All teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development.Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work.District ELA and Math/Technology Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work.Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.
Cost of maintenance, custodial support, facility upgrades.	0000: Unrestricted	\$250,000.00	School facilities are maintained and in good repair.
Substitutes for release time, after hours meetings	0001-0999: Unrestricted: Locally Defined	\$20,000.00	Students will receive high quality, grade level, daily Common Core instruction in ELA and Math. (See Goal #1)Teachers will engage in frequent, collaborative, analysis of student work products and assessment results to determine effectiveness of lessons, student growth in learning and next instructional steps at a minimum of 5 times throughout the school year.Teachers are given additional release days to plan and collaborate, due to extra teaching minutes.Frequent formative assessments will be given, and results will be analyzed to determine student learning and any needed interventions.
Cost of iReady diagnostic and curriculum	0000: Unrestricted	\$12,000.00	Students will receive high quality, grade level, daily Common Core instruction in ELA and Math. (See Goal #1)Teachers will engage in frequent, collaborative, analysis of student work products and assessment results to determine effectiveness of lessons, student growth in learning and next instructional steps at a minimum of 5 times throughout the school year.Teachers are given additional release days to plan and collaborate, due to extra teaching minutes.Frequent formative assessments will be given, and results will be analyzed to determine student learning and any needed interventions.
Stipends for Tech Integration Coaches	0000: Unrestricted	\$1,000.00	Teachers will receive coaching from district STEAM TOSA in design thinking, Makers' Spaces, and integration of technology into their curriculum.LEA will partner with community-based organizations and business to provide students with hands-on experiences and access to professionals in STEAM related fields.Technology integration coaches will work with classroom teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration.Students will participate in science camp and field trips linked to NGSS standards.

Sherman Oaks Elementary School

Base Total Expenditures: \$502,400.00

Funding Source: Concentration

Proposed Expenditure	Object Code	Amount	Action
Funds for science camp & Yosemite participation	0001: Locally Funded	\$5,000.00	Teachers will receive coaching from district STEAM TOSA in design thinking, Makers' Spaces, and integration of technology into their curriculum. LEA will partner with community-based organizations and business to provide students with hands-on experiences and access to professionals in STEAM related fields. Technology integration coaches will work with classroom teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration. Students will participate in science camp and field trips linked to NGSS standards.
Cost of trainers, PD, Stipends for teachers	0001-0999: Unrestricted: Locally Defined	\$30,000.00	In addition to the PD offered to all CUSD staff, Sherman Oaks teachers/staff will participate in specific PD, training and appropriate access to the California Common Core State Standards en Español in alignment with the National Dual Language Guiding Principles.
CCCS en Español Materials for the Implementation of the 90:10 Dual Lang. Immersion Instruction	0001-0999: Unrestricted: Locally Defined	\$10,000.00	In addition to the PD offered to all CUSD staff, Sherman Oaks teachers/staff will participate in specific PD, training and appropriate access to the California Common Core State Standards en Español in alignment with the National Dual Language Guiding Principles.
Sub Costs for Grade Level and Cross Level Collaboration around the CCSS en Español and Eng.	0001-0999: Unrestricted: Locally Defined	\$20,000.00	In addition to the PD offered to all CUSD staff, Sherman Oaks teachers/staff will participate in specific PD, training and appropriate access to the California Common Core State Standards en Español in alignment with the National Dual Language Guiding Principles.
Materials purchase, stipend for teacher	0001-0999: Unrestricted: Locally Defined	\$1,000.00	After school classes will be offered in Spanish that support the development of literacy in the primary language of the families, and the development of the appreciation and knowledge of their cultural heritage. Classes will be offered after school to parents in English and Spanish for positive discipline (Love & Logic)
Cost of effective Spanish diagnostic and curriculum	0001: Locally Funded	\$10,000.00	Students will receive high quality, grade level, daily Common Core instruction in ELA and Math. (See Goal #1) Teachers will engage in frequent, collaborative, analysis of student work products and assessment results to determine effectiveness of lessons, student growth in learning and next instructional steps at a minimum of 5 times throughout the school year. Teachers are given additional release days to plan and collaborate, due to extra teaching minutes. Frequent formative assessments will be given, and results will be analyzed to determine student learning and any needed interventions.

Sherman Oaks Elementary School

Training on Restorative Justice: trainer, teacher stipends, travel	0001-0999: Unrestricted: Locally Defined	\$2,000.00	Staff will participate in PBIS training and planning. Sherman Oaks will restructure its PBIS Tier I team to a "PBIS Leadership Team" to include grade level representatives and link to RT12 District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns provide social skills classes to support students and provide intensive support for individual students. EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support. School liaisons provide outreach to families, connecting them with school, health and other local services. Project Cornerstone provides support with reading, positive school climate, anti-bullying. Administrators and teachers will attend training in the Restorative Justice Program. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student incentives will be established that encourage 100% attendance. School counselors provide additional support to students and their families. Parent Engagement classes will be offered. Playworks will provide recess and PE trainings to create a positive school climate, and before and after school opportunities for students.
Intervention materials in Spanish	0001: Locally Funded	\$5,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level): A bilingual reading intervention teacher will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers. Intervention reading instruction will be provided in Spanish in the primary grades. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement. Identified students will receive school tutoring by trained teachers and/or Ed Associates, both during and after school, aligned with the 90:10 program design. Identified students will receive after school tutoring provided by SES providers. Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum. A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students.
Stipends for ELD Champions, per teacher	0000: Unrestricted	\$1,000.00	EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis. Results of state assessments will be used to group EL students appropriately for designated ELD instruction. ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process. New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum. EL students will be provided with materials, strategies and groupings that support their learning of the academics. District office personnel support EL identification, reclassification and programs.

Sherman Oaks Elementary School

Sherman Oaks University for Parents--Cost for teacher stipends, food, supplies, materials in Spanish and Eng.	0001: Locally Funded	\$20,000.00	A variety of structures will be put into place that encourage parent participation, with a special emphasis on the unduplicated pupils:- Parent Nights (e.g. Family Math Night)- Back to School Night- Conferences- Community Celebrations of Learning- Coffee with the Principal- Father/Daughter dances- School plays- Sherman Oaks University (one Saturday each year)Biliteracy classes for parents will be offered to parents in order to better understand dual language development and provide opportunities for cross-cultural appreciationMonthly Dual-Immersion Parent Meetings will be held to help parents better understand the progression of language development and the structure of the dual immersion program model
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Concentration Total Expenditures: \$104,000.00

Funding Source: Grant Funded

Proposed Expenditure	Object Code	Amount	Action
Montalvo Arts for 2nd grade	0000: District Funded	\$5,000.00	Teachers will receive coaching from district STEAM TOSA in design thinking, Makers' Spaces, and integration of technology into their curriculum.LEA will partner with community-based organizations and business to provide students with hands-on experiences and access to professionals in STEAM related fields.Technology integration coaches will work with classroom teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration.Students will participate in science camp and field trips linked to NGSS standards.

Grant Funded Total Expenditures: \$5,000.00

Funding Source: Other

Proposed Expenditure	Object Code	Amount	Action
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Sherman Oaks Elementary School

Cost for district summer school administrator, teachers, materials	0000: Unrestricted	\$140,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):A bilingual reading intervention teacher will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers. Intervention reading instruction will be provided in Spanish in the primary grades. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement. Identified students will receive school tutoring by trained teachers and/or Ed Associates, both during and after school, aligned with the 90:10 program design. Identified students will receive after school tutoring provided by SES providers. Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum. A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students.
Cost for translation	0000: Unrestricted	\$10,000.00	Materials sent home will be translated into the home languages spoken by the majority of English Learner families. The LEA website will be updated to include information about classes, schedules, events, and other pertinent information for parent participation and engagement. The website will have the functionality of translation into several languages. Parents of unduplicated pupils will be recruited for participation and leadership roles in SSC, PTA, DELAC and ELAC. Special efforts will be made to promote parental participation in programs for special needs students.
Cost of district STEAM TOSA	0000: Unrestricted	\$10,000.00	Teachers will receive coaching from district STEAM TOSA in design thinking, Makers' Spaces, and integration of technology into their curriculum. LEA will partner with community-based organizations and business to provide students with hands-on experiences and access to professionals in STEAM related fields. Technology integration coaches will work with classroom teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration. Students will participate in science camp and field trips linked to NGSS standards.

Other Total Expenditures: \$160,000.00

Funding Source: Supplemental

Proposed Expenditure	Object Code	Amount	Action
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Sherman Oaks Elementary School

Cost for child care, materials, food	0001-0999: Unrestricted: Locally Defined	\$2,000.00	A variety of structures will be put into place that encourage parent participation, with a special emphasis on the unduplicated pupils:- Parent Nights (e.g. Family Math Night)- Back to School Night- Conferences- Community Celebrations of Learning- Coffee with the Principal- Father/Daughter dances- School plays- Sherman Oaks University (one Saturday each year)Biliteracy classes for parents will be offered to parents in order to better understand dual language development and provide opportunities for cross-cultural appreciationMonthly Dual-Immersion Parent Meetings will be held to help parents better understand the progression of language development and the structure of the dual immersion program model
Biliteracy Classes for Parents--teacher stipends/costs, materials, childcare, etc.	0001: Locally Funded	\$7,000.00	A variety of structures will be put into place that encourage parent participation, with a special emphasis on the unduplicated pupils:- Parent Nights (e.g. Family Math Night)- Back to School Night- Conferences- Community Celebrations of Learning- Coffee with the Principal- Father/Daughter dances- School plays- Sherman Oaks University (one Saturday each year)Biliteracy classes for parents will be offered to parents in order to better understand dual language development and provide opportunities for cross-cultural appreciationMonthly Dual-Immersion Parent Meetings will be held to help parents better understand the progression of language development and the structure of the dual immersion program model
Dual Immersion Parent Meetings (Grade or Cross-Grade Level Specific) led by teams-- Cost for childcare, food, translations, materials and teacher stipends	0001: Locally Funded	\$5,000.00	A variety of structures will be put into place that encourage parent participation, with a special emphasis on the unduplicated pupils:- Parent Nights (e.g. Family Math Night)- Back to School Night- Conferences- Community Celebrations of Learning- Coffee with the Principal- Father/Daughter dances- School plays- Sherman Oaks University (one Saturday each year)Biliteracy classes for parents will be offered to parents in order to better understand dual language development and provide opportunities for cross-cultural appreciationMonthly Dual-Immersion Parent Meetings will be held to help parents better understand the progression of language development and the structure of the dual immersion program model
Cost for 3 Ed Associates	0001-0999: Unrestricted: Locally Defined	\$60,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):A bilingual reading intervention teacher will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers. Intervention reading instruction will be provided in Spanish in the primary grades.Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.Identified students will receive school tutoring by trained teachers and/or Ed Associates, both during and after school, aligned with the 90:10 program design.Identified students will receive after school tutoring provided by SES providers.Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students.

Sherman Oaks Elementary School

Cost of CELDT testers, scoring	0000: Unrestricted	\$6,000.00	EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis. Results of state assessments will be used to group EL students appropriately for designated ELD instruction. ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process. New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum. EL students will be provided with materials, strategies and groupings that support their learning of the academics. District office personnel support EL identification, reclassification and programs.
Cost of Eureka math copies and workbooks.	0000: Unrestricted	\$40,000.00	Every student has sufficient access to the Common Core ELA, ELD, Math and soon-to-be adopted NGSS standards-designed materials: Teachers will use Eureka Math to teach the Common Core math standards. Teachers will use a combination of Houghton Mifflin, Expeditionary Learning, Core Knowledge and self-created units to teach the ELA Common Core standards. Teachers will use self-created ELD units to teach Designated ELD to EL students, grouped by proficiency levels. Selected teachers will participate in ELA/ELD pilot, for curriculum adoption in the 2016-17 school year. ELA/ELD materials will be adopted for use TK - 8. All teachers will plan and implement one new teacher-designed NGSS unit, at a minimum.
Cost of Core Knowledge pilot, Expeditionary Learning novels and student materials, HM workbooks, teacher-prepared materials.	0000: Unrestricted	\$2,000.00	Every student has sufficient access to the Common Core ELA, ELD, Math and soon-to-be adopted NGSS standards-designed materials: Teachers will use Eureka Math to teach the Common Core math standards. Teachers will use a combination of Houghton Mifflin, Expeditionary Learning, Core Knowledge and self-created units to teach the ELA Common Core standards. Teachers will use self-created ELD units to teach Designated ELD to EL students, grouped by proficiency levels. Selected teachers will participate in ELA/ELD pilot, for curriculum adoption in the 2016-17 school year. ELA/ELD materials will be adopted for use TK - 8. All teachers will plan and implement one new teacher-designed NGSS unit, at a minimum.
Cost for reading intervention teacher	0000: Unrestricted	\$100,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level): A bilingual reading intervention teacher will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers. Intervention reading instruction will be provided in Spanish in the primary grades. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement. Identified students will receive school tutoring by trained teachers and/or Ed Associates, both during and after school, aligned with the 90:10 program design. Identified students will receive after school tutoring provided by SES providers. Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum. A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students.

Sherman Oaks Elementary School

Cost for BAS assessments and LLI kits	0000: Unrestricted	\$1,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):A bilingual reading intervention teacher will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers. Intervention reading instruction will be provided in Spanish in the primary grades. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement. Identified students will receive school tutoring by trained teachers and/or Ed Associates, both during and after school, aligned with the 90:10 program design. Identified students will receive after school tutoring provided by SES providers. Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum. A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students.
Salaries for district office	0000: District Funded	\$20,000.00	District office, School Services Department supports sites with attendance and behavioral issues.
Salaries for RSP and SDC teachers	0000: District Funded	\$35,000.00	Students with special needs receive specialized educational support from RSP and SDC teachers. Bilingual special ed teachers are currently being recruited for our site.
Playworks contract	0001: Locally Funded	\$17,000.00	Staff will participate in PBIS training and planning. Sherman Oaks will restructure its PBIS Tier I team to a "PBIS Leadership Team" to include grade level representatives and link to RTI2 District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns provide social skills classes to support students and provide intensive support for individual students. EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support. School liaisons provide outreach to families, connecting them with school, health and other local services. Project Cornerstone provides support with reading, positive school climate, anti-bullying. Administrators and teachers will attend training in the Restorative Justice Program. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student incentives will be established that encourage 100% attendance. School counselors provide additional support to students and their families. Parent Engagement classes will be offered. Playworks will provide recess and PE trainings to create a positive school climate, and before and after school opportunities for students.

Sherman Oaks Elementary School

Cost of incentives, assemblies	0001-0999: Unrestricted: Locally Defined	\$2,000.00	Staff will participate in PBIS training and planning. Sherman Oaks will restructure its PBIS Tier I team to a "PBIS Leadership Team" to include grade level representatives and link to RT12 District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns provide social skills classes to support students and provide intensive support for individual students. EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support. School liaisons provide outreach to families, connecting them with school, health and other local services. Project Cornerstone provides support with reading, positive school climate, anti-bullying. Administrators and teachers will attend training in the Restorative Justice Program. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student incentives will be established that encourage 100% attendance. School counselors provide additional support to students and their families. Parent Engagement classes will be offered. Playworks will provide recess and PE trainings to create a positive school climate, and before and after school opportunities for students.
Cost for release time, stipends	0001-0999: Unrestricted: Locally Defined	\$5,000.00	Staff will participate in PBIS training and planning. Sherman Oaks will restructure its PBIS Tier I team to a "PBIS Leadership Team" to include grade level representatives and link to RT12 District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns provide social skills classes to support students and provide intensive support for individual students. EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support. School liaisons provide outreach to families, connecting them with school, health and other local services. Project Cornerstone provides support with reading, positive school climate, anti-bullying. Administrators and teachers will attend training in the Restorative Justice Program. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student incentives will be established that encourage 100% attendance. School counselors provide additional support to students and their families. Parent Engagement classes will be offered. Playworks will provide recess and PE trainings to create a positive school climate, and before and after school opportunities for students.

Sherman Oaks Elementary School

Cost for District PBIS TOSA salary	0000: Unrestricted	\$10,000.00	Staff will participate in PBIS training and planning. Sherman Oaks will restructure its PBIS Tier I team to a "PBIS Leadership Team" to include grade level representatives and link to RT12 District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns provide social skills classes to support students and provide intensive support for individual students. EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support. School liaisons provide outreach to families, connecting them with school, health and other local services. Project Cornerstone provides support with reading, positive school climate, anti-bullying. Administrators and teachers will attend training in the Restorative Justice Program. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student incentives will be established that encourage 100% attendance. School counselors provide additional support to students and their families. Parent Engagement classes will be offered. Playworks will provide recess and PE trainings to create a positive school climate, and before and after school opportunities for students.
Cost of Project Cornerstone materials	0001-0999: Unrestricted: Locally Defined	\$2,000.00	Staff will participate in PBIS training and planning. Sherman Oaks will restructure its PBIS Tier I team to a "PBIS Leadership Team" to include grade level representatives and link to RT12 District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns provide social skills classes to support students and provide intensive support for individual students. EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support. School liaisons provide outreach to families, connecting them with school, health and other local services. Project Cornerstone provides support with reading, positive school climate, anti-bullying. Administrators and teachers will attend training in the Restorative Justice Program. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student incentives will be established that encourage 100% attendance. School counselors provide additional support to students and their families. Parent Engagement classes will be offered. Playworks will provide recess and PE trainings to create a positive school climate, and before and after school opportunities for students.

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Salaries for school counselors	0000: District Funded	\$35,000.00	Staff will participate in PBIS training and planning. Sherman Oaks will restructure its PBIS Tier I team to a "PBIS Leadership Team" to include grade level representatives and link to RT12 District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns provide social skills classes to support students and provide intensive support for individual students. EMQ/School Link Services provide home visits, parenting support on -site cognitive trauma and behavior support. School liaisons provide outreach to families, connecting them with school, health and other local services. Project Cornerstone provides support with reading, positive school climate, anti-bullying. Administrators and teachers will attend training in the Restorative Justice Program. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student incentives will be established that encourage 100% attendance. School counselors provide additional support to students and their families. Parent Engagement classes will be offered. Playworks will provide recess and PE trainings to create a positive school climate, and before and after school opportunities for students.
Cost of trainers, materials for parent classes	0001: Locally Funded	\$5,000.00	Staff will participate in PBIS training and planning. Sherman Oaks will restructure its PBIS Tier I team to a "PBIS Leadership Team" to include grade level representatives and link to RT12 District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns provide social skills classes to support students and provide intensive support for individual students. EMQ/School Link Services provide home visits, parenting support on -site cognitive trauma and behavior support. School liaisons provide outreach to families, connecting them with school, health and other local services. Project Cornerstone provides support with reading, positive school climate, anti-bullying. Administrators and teachers will attend training in the Restorative Justice Program. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student incentives will be established that encourage 100% attendance. School counselors provide additional support to students and their families. Parent Engagement classes will be offered. Playworks will provide recess and PE trainings to create a positive school climate, and before and after school opportunities for students.

Supplemental Total Expenditures: \$354,000.00

Sherman Oaks Elementary School

Funding Source: Supplemental

Proposed Expenditure	Object Code	Amount	Action
Salaries for District Office staff	0000: Unrestricted	\$35,000.00	EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis. Results of state assessments will be used to group EL students appropriately for designated ELD instruction. ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process. New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum. EL students will be provided with materials, strategies and groupings that support their learning of the academics. District office personnel support EL identification, reclassification and programs.
Dual Lang. Conferences/travel, sub costs	0001-0999: Unrestricted: Locally Defined	\$20,000.00	In addition to the PD offered to all CUSD staff, Sherman Oaks teachers/staff will participate in specific PD, training and appropriate access to the California Common Core State Standards en Español in alignment with the National Dual Language Guiding Principles.
Positive Disciple (Love & Logic) classes for parents in Eng. and Spanish--materials, teachers stipends, childcare, food	0001-0999: Unrestricted: Locally Defined	\$5,000.00	After school classes will be offered in Spanish that support the development of literacy in the primary language of the families, and the development of the appreciation and knowledge of their cultural heritage. Classes will be offered after school to parents in English and Spanish for positive discipline (Love & Logic)
Cost for Site Mental Health Interns	0000: Unrestricted	\$13,900.00	Staff will participate in PBIS training and planning. Sherman Oaks will restructure its PBIS Tier I team to a "PBIS Leadership Team" to include grade level representatives and link to RTI2 District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns provide social skills classes to support students and provide intensive support for individual students. EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support. School liaisons provide outreach to families, connecting them with school, health and other local services. Project Cornerstone provides support with reading, positive school climate, anti-bullying. Administrators and teachers will attend training in the Restorative Justice Program. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student incentives will be established that encourage 100% attendance. School counselors provide additional support to students and their families. Parent Engagement classes will be offered. Playworks will provide recess and PE trainings to create a positive school climate, and before and after school opportunities for students.

Sherman Oaks Elementary School

Supplemental Total Expenditures: \$73,900.00

Funding Source: Title I

Proposed Expenditure	Object Code	Amount	Action
Cost for SES per student	0001-0999: Unrestricted: Locally Defined	\$806.88	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):A bilingual reading intervention teacher will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers. Intervention reading instruction will be provided in Spanish in the primary grades.Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.Identified students will receive school tutoring by trained teachers and/or Ed Associates, both during and after school, aligned with the 90:10 program design.Identified students will receive after school tutoring provided by SES providers.Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students.
Early beginning to the year stipends and materials	0001: Locally Funded	\$20,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):A bilingual reading intervention teacher will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers. Intervention reading instruction will be provided in Spanish in the primary grades.Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.Identified students will receive school tutoring by trained teachers and/or Ed Associates, both during and after school, aligned with the 90:10 program design.Identified students will receive after school tutoring provided by SES providers.Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students.

Title I Total Expenditures: \$20,806.88

Sherman Oaks Elementary School Total Expenditures: \$1,220,106.88