

Introduction:

LEA: Sherman Oaks Elementary School Contact (Name, Title, Email, Phone Number): Will Flores, Principal, Wflores@campbellusd.org, 408-795-1140 LCAP Year: 2016-2017

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>There were multiple opportunities for stakeholder input during the 2015-2016 School year. Three district-wide LCAP meetings were held: January 12, 2016 (AM meeting): Attendance: 14 parents representing all sites, 9 district staff members (certificated and classified), 2 community based organization partners January 12, 2016 (PM meeting): Attendance: 8 parents from 5 schools, 1 CUSD board member, 6 district staff members(certificated and classified) January 19, 2016: Attendance: 5 parents representing 4 schools, 1 CUSD board</p>	<p>Comments/Feedback from district meetings: Stakeholders were asked to comment on all four goals of the LCAP. Below is listed the themes from each goal. GOAL 1: Parents wanted more support in learning how to support their child with Common Core in English and Spanish learning in the home. As a result of this and as part of our strategic planning we created a goal of beginning a Parent University in the coming years to offer a variety of support opportunities</p>

member, 1 community based organization partner, 10 district staff members (certificated and classified)

The district held 5 Superintendent Advisory Committee meetings with at least one parent from each school site present. (9/23,11/18,2/33/30,5/18)

The district held 4 District English Language Advisory Committee meetings with at least one parent from each school site present. (10/20,12/15, 2/9 and 5/3)

A GATE Parent Advisory Committee was set up and met on February 25th.

There were 25 parents in attendance.

Common Core Parent Math Support meetings were held on 11/2,11/5,11/16, and 11/17. These meetings were a direct result from previous LCAP feedback where parents input requested support in understanding the new standards. 300 parents attended from across the district.

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.

On January 19, 2016 we held an engagement meeting hosted by the Principal that sought the input and feedback of parents and staff representing the SSC, 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. 23 and March 22 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 February 25 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, 2016.

for parents on how to support learning at home and specifically to learn more about Common Core Instruction. Staff feedback showed that teachers would like more time for assessments and professional development specific to Dual Language Instruction. As a result we have increased the professional development opportunities and offerings to support their needs and added in a staff survey to ensure that the training is meeting their needs. The district assessment calendar is being revised to cut down the amount of assessments and teachers and equity coaches will jointly create a new calendar to ensure that the purpose is clear for all assessments and that the results are used to guide instruction. Sherman Oaks also has worked with Instructional Services to make sure, our report cards and assessment reflect both English and Spanish instruction.

GOAL 2: Input from stakeholders led us to rewrite this goal. It was "Measurements of Academic Indicators will show an increase of students meeting grade level standards by 3-5% each year." There was concern over the fact that academic success would only be judged on SBAC scores. To enhance the goal it was changed to "Multiple measures will be used to assess individual student academic growth achievement for all students." We created new metrics and actions and services to support this goal as are listed in the new LCAP.

GOAL 3: Input for this goal revolved around having a variety of support services to support students social-emotional development. Parents were happy to hear about the compressive school supports we already have in place but stated that more communication about this was needed. As a result more communication will go out to stakeholders in monthly newsletters. There was also a desire from parents to have more services available for our advanced learners. As a result of this there was a Parent Advisory Gate Committee formed which will continue as a action item in the 2016-2017 LCAP.

GOAL 4: A theme that emerged was the need for greater communication to parents on ways to stay engaged and feel invited to participate in their child's education. The LEA website will reflect this by being updated regularly with current information in multiple languages as well as a continued focus on multiple ways to communicate to parents. (flyers,automated phone calls, email, website updates, text messages) There was also a request for babysitting when parent meetings are being held. Funds will be allocated for this in the 2016-17 LCAP.

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.

Comments/feedback received:

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 and update our LCAP submission for 2016-17. 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. 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 STEAM MakerSpace 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 16, 2016 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 2016-17 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 May 4, 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 March 12 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 continue Playworks and work with PTC to support fields trips for 2016-17.
- 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 espanol
- 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
- Music/Instrumental "Mariachi" program

Input from Site meetings included the following:

Staff meetings: Jan. 27, March 16, 2016: Teacher input included:

- More counseling services,
- more art and music
- social-emotional 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 espanol
- PD for staff in Spanish LA and Math aligned to CCSS in Spanish

Parent meetings including several ongoing meetings during 2016, the School Site Council (various dates), the ELAC May 12/16, and the Principal's Coffees (various dates), as well as SOAKS University (March 12):

- Adding more bilingual/Spanish books to the new 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 12, 2016

Site Council

Jan. 26

Site Council

Feb. 23

Site Council

March 22, 2016

ILT/Staff Mtgs

Jan. 27, 2016 and March 16, 2016

PTC Mtgs.

March 9, 2016

SOAKS-Parent University

March 12, 2016

General Parent Mtgs

March 17, 2016

ELAC

Feb. 25, 2016

Staff Mtg.

April 27, 2016

Classified Staff Focus

May 4, 2016

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 adoption of materials in Spanish to teach the Common Core Standards in our 90:10 beginning next year, as well as continued PD in Spanish and English centered around Dual Immersion Instruction.

Annual Update:

As a result of the LCAP review our 2016-17 LCAP is focused on four broad goals with actions and services that are more manageable for reporting on future annual updates. The previous LCAP had very specific goals and actions that were all important, but listed very small dollar amounts or "no cost" items. It was determined that this level of detail was not necessary as long as we were allocating funds to the main goals for the school site and/or district. We developed categories for the actions/services for Goals 1-4. The changes that will be noticed in the 16-17 LCAP are outlined below:
Goal 1: All Students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms. Actions/services were aligned to four areas: Curriculum Adoption, Staffing, Classroom Technology Integration and professional development.
Goal 2: Multiple Measures will be used to assess individual student academic growth achievement for all students. Actions/services were aligned to: support of data analysis, intervention, staffing and professional development
Goal 3: Student 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. Actions/services were aligned to: Student engagement activities, behavior support programs, outreach services and staffing.
Goal 4: Parent will feel encouraged and invited to participate in their child's learning experiences both at school and at home. Actions and services were aligned to: parent education, communication and community events.

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 checked="" 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 technology, materials, and facilities, and daily instruction in the Common Core standards and NGSS standards. Metrics: Williams validation, HR records, BTSA records, Rate of teacher mis-assignments, PD sign-in sheets, PLC Notes and formative assessments, curriculum pacing maps, lesson plans, report cards, and teacher and classroom observations, SARC, Bright Bytes technology survey data, Annual PD Staff survey, records of purchase for new curriculum and technology
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Goal Applies to:	Schools: LEA Wide
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of teachers will use Common Core ELA aligned materials. • 100% of grades 6-8 teachers will use Common Core aligned Math materials. • 100% of grades 6-8 teachers will use the NGSS standards when lesson planning and will update 50% of course units of study to align to NGSS. • 100% of teachers who teach English Language Arts will participate in professional development on the newly adopted curriculum. • Positive Annual Williams settlement report. • 100% of new teachers will receive coaching from district TOSAs or BTSA providers. • 100% of sites will develop Common Core aligned common formative assessments to be administered on a quarterly basis. • The Technology Skills Scope and Sequence plan will be implemented at a 50% capacity district-wide.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District Curriculum Adoption 1.1 Pilot, adopt, and purchase a Common Core Aligned Curriculum for Math in grades TK-5. 1.2 Pilot NGSS aligned curriculum and purchase units for grades 6-8. 1.3 Supplemental Common Core Instructional Materials will be purchased to support the needs of English	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)	1.1 Cost of adopted materials 0000: Unrestricted Base \$42,457 1.2 Curriculum 0000: Unrestricted Base \$10,000 1.3 Materials 4000-4999: Books And Supplies Title I \$60,000

<p>Language learners.</p>			
<p>District Staffing 2.1 Hire 5 District teachers on Special Assignment (TOSA's) for English Language Arts, Math and STEAM Support 2.2. Hire Equity coaches at each school to support Common Core implementation through coaching, modeling and professional development. 2.3 Provide Stipends for Instructional leadership teams at each school site to support PLC work. 2.4 Provide Stipends for English Language Development (ELD) Champions 2.5 Provide Stipends for Technology Integration Coaches at each school site. 2.6 Hire and provide stipends for NGSS Teacher leaders district-wide. 2.7 Instructional Services Staff will support schools with implementation of Common Core</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>2.1 TOSA Salary 1000-1999: Certificated Personnel Salaries District Funded Supplemental 41,000 2.2 Equity Coach Salary 1000-1999: Certificated Personnel Salaries District Funded Supplemental 100,000 2.3 Stipends 0000: Unrestricted District Funded Base \$6,000 2.4 Stipends 0000: Unrestricted District Funded Concentration \$500 2.5 Stipends 0000: Unrestricted District Funded Base \$1000 2.6 NGSS Teacher leaders 0000: Unrestricted District Funded Base \$1,200 2.7 Instructional Services Staff 1000-1999: Certificated Personnel Salaries Title I \$29,000 2.7 Instructional Services Staff 2000-2999: Classified Personnel Salaries Title I \$24,200</p>
<p>District Classroom Technology Integration 3.1 Purchase mobile devices and peripheral equipment to ensure and access to technology integration in library 3.2 Allocate site resources budget for each school site for STEAM materials that can be used for Maker Spaces, STEAM kits, coding instruction, engineering materials, etc.</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>3.1 Mobile Devices 0000: Unrestricted Concentration \$2000 3.2 STEAM materials 0000: Unrestricted District Funded Base \$5,000</p>
<p>District Professional Development 4.1 Develop and deliver PD based on survey input in the</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>4.1 Professional Development 0000: Unrestricted District Funded Base \$20,000</p>

<p>form of Saturday sessions, Learning Circles, lunch and learns, coaching sessions and summer workshops.</p>		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Site Actions/Services</p> <p>1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation. (Multiple funding sources)</p> <p>1.2 Hire educational consultant, Silvia Dorta-Duque Reyes to offer training for staff on CCSS en español implementation and dual language/biliteracy and linguistic transfer</p> <p>1.3 Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time.</p> <p>1.4 Hire Bilingual Educational Associates to support differentiated instruction.</p> <p>1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students (multiple funding sources)</p>	<p>Sherman Oaks</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>1.1 Instructional materials to support Common Core implementation 0001-0999: Unrestricted: Locally Defined Supplemental \$10,000</p> <p>1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation. 0001-0999: Unrestricted: Locally Defined Title I \$10,000</p> <p>1.2 Hire educational consultant 0001-0999: Unrestricted: Locally Defined Concentration \$20,000</p> <p>1.3 Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time. 0001-0999: Unrestricted: Locally Defined Supplemental \$20,000</p> <p>1.4 Hire Bilingual Educational Associates 0001-0999: Unrestricted: Locally Defined Supplemental \$60,000</p> <p>1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students. 0001-0999: Unrestricted: Locally Defined Supplemental \$1,500</p> <p>1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students. 0001-0999: Unrestricted: Locally Defined Title I \$2,500</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- 100% of teachers will use Common Core ELA aligned materials.
- 100% of grades 6-8 teachers will use Common Core aligned Math materials.
- 100% of grades 6-8 teachers will use the NGSS standards when lesson planning and will update 50% of course units of study to align to NGSS.
- 100% of teachers who teach English Language Arts will participate in professional development on the newly adopted curriculum.
- Positive Annual Williams settlement report.
- 100% of new teachers will receive coaching from district TOSAs or BTSA providers.
- 100% of sites will develop Common Core aligned common formative assessments to be administered on a quarterly basis.
- The Technology Skills Scope and Sequence plan will be implemented at a 50% capacity district-wide.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>District Curriculum Adoption</p> <p>1.1 Pilot, adopt, and purchase a Common Core Aligned Curriculum for Math in grades TK-5.</p> <p>1.2 Pilot NGSS aligned curriculum and purchase units for grades 6-8.</p> <p>1.3 Supplemental Common Core Instructional Materials will be purchased to support the needs of English Language learners.</p>	<p>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>1.1 Cost of adopted materials 0000: Unrestricted Base \$42,457</p> <p>1.2 Curriculum 0000: Unrestricted Base \$10,000</p> <p>1.3 Materials 4000-4999: Books And Supplies Title I \$60,000</p>
<p>District Staffing</p> <p>2.1 Hire 5 District teachers on Special Assignment (TOSA's) for English Language Arts, Math and STEAM Support</p> <p>2.2. Hire Equity coaches at each school to support Common Core implementation through coaching, modeling and professional development.</p> <p>2.3 Provide Stipends for Instructional leadership teams at each school site to support PLC work.</p> <p>2.4 Provide Stipends for English Language Development (ELD) Champions</p> <p>2.5 Provide Stipends for Technology Integration Coaches</p>	<p>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>2.1 TOSA Salary 1000-1999: Certificated Personnel Salaries District Funded Supplemental 41,000</p> <p>2.2 Equity Coach Salary 1000-1999: Certificated Personnel Salaries District Funded Supplemental 100,000</p> <p>2.3 Stipends 0000: Unrestricted District Funded Base \$6,000</p> <p>2.4 Stipends 0000: Unrestricted District Funded Concentration \$500</p> <p>2.5 Stipends 0000: Unrestricted District Funded Base \$1000</p> <p>2.6 NGSS Teacher leaders 0000: Unrestricted District Funded Base \$1,200</p> <p>2.7 Instructional Services Staff 1000-1999: Certificated Personnel Salaries Title I \$29,000</p> <p>2.7 Instructional Services Staff 2000-2999: Classified Personnel Salaries Title I \$24,200</p>

<p>at each school site.</p> <p>2.6 Hire and provide stipends for NGSS Teacher leaders district-wide.</p> <p>2.7 Instructional Services Staff will support schools with implementation of Common Core</p>			
<p>District Classroom Technology Integration</p> <p>3.1 Purchase mobile devices and peripheral equipment to ensure and access to technology integration in library</p> <p>3.2 Allocate site resources budget for each school site for STEAM materials that can be used for Maker Spaces, STEAM kits, coding instruction, engineering materials, etc.</p>	<p>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>3.1 Mobile Devices 0000: Unrestricted Concentration \$2000</p> <p>3.2 STEAM materials 0000: Unrestricted District Funded Base \$5,000</p>
<p>District Professional Development</p> <p>4.1 Develop and deliver PD based on survey input in the form of Saturday sessions, Learning Circles, lunch and learns, coaching sessions and summer workshops.</p>	<p>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>4.1 Professional Development 0000: Unrestricted District Funded Base \$20,000</p>
<p>Site Actions/Services</p> <p>1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation. (Multiple funding sources)</p> <p>1.2 Hire educational consultant, Silvia Dorta-Duque Reyes to offer training for staff on CCSS en español implementation and dual language/biliteracy and linguistic transfer</p> <p>1.3 Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time.</p>	<p>Sherman Oaks</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>1.1 Instructional materials to support Common Core implementation 0001-0999: Unrestricted: Locally Defined Supplemental \$10,000</p> <p>1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation. 0001-0999: Unrestricted: Locally Defined Title I \$10,000</p> <p>1.2 Hire educational consultant 0001-0999: Unrestricted: Locally Defined Concentration \$20,000</p> <p>1.3 Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time. 0001-0999: Unrestricted: Locally Defined Supplemental \$20,000</p> <p>1.4 Hire Bilingual Educational Associates 0001-0999:</p>

<p>1.4 Hire Bilingual Educational Associates to support differentiated instruction.</p> <p>1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students (multiple funding sources)</p>			<p>Unrestricted: Locally Defined Supplemental \$60,000</p> <p>1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students. 0001-0999: Unrestricted: Locally Defined Supplemental \$1,500</p> <p>1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students. 0001-0999: Unrestricted: Locally Defined Title I \$2,500</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% of teachers will use Common Core ELA aligned materials. • 100% of grades 6-8 teachers will use Common Core aligned Math materials. • 100% of grades 6-8 teachers will use the NGSS standards when lesson planning and will update 50% of course units of study to align to NGSS. • 100% of teachers who teach English Language Arts will participate in professional development on the newly adopted curriculum. • Positive Annual Williams settlement report. • 100% of new teachers will receive coaching from district TOSAs or BTSA providers. • 100% of sites will develop Common Core aligned common formative assessments to be administered on a quarterly basis. • The Technology Skills Scope and Sequence plan will be implemented at a 50% capacity district-wide.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>District Curriculum Adoption</p> <p>1.1 Pilot, adopt, and purchase a Common Core Aligned Curriculum for Math in grades TK-5.</p> <p>1.2 Pilot NGSS aligned curriculum and purchase units for grades 6-8.</p> <p>1.3 Supplemental Common Core Instructional Materials will be purchased to support the needs of English Language learners.</p>	<p>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>1.1 Cost of adopted materials 0000: Unrestricted Base \$42,457</p> <p>1.2 Curriculum 0000: Unrestricted Base \$10,000</p> <p>1.3 Materials 4000-4999: Books And Supplies Title I \$60,000</p>
<p>District Staffing</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>2.1 TOSA Salary 1000-1999: Certificated Personnel Salaries</p>

<p>2.1 Hire 5 District teachers on Special Assignment (TOSA's) for English Language Arts, Math and STEAM Support</p> <p>2.2. Hire Equity coaches at each school to support Common Core implementation through coaching, modeling and professional development.</p> <p>2.3 Provide Stipends for Instructional leadership teams at each school site to support PLC work.</p> <p>2.4 Provide Stipends for English Language Development (ELD) Champions</p> <p>2.5 Provide Stipends for Technology Integration Coaches at each school site.</p> <p>2.6 Hire and provide stipends for NGSS Teacher leaders district-wide.</p> <p>2.7 Instructional Services Staff will support schools with implementation of Common Core</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) 	<p>District Funded Supplemental 41,000</p> <p>2.2 Equity Coach Salary 1000-1999: Certificated Personnel Salaries District Funded Supplemental 100,000</p> <p>2.3 Stipends 0000: Unrestricted District Funded Base \$6,000</p> <p>2.4 Stipends 0000: Unrestricted District Funded Concentration \$500</p> <p>2.5 Stipends 0000: Unrestricted District Funded Base \$1000</p> <p>2.6 NGSS Teacher leaders 0000: Unrestricted District Funded Base \$1,200</p> <p>2.7 Instructional Services Staff 1000-1999: Certificated Personnel Salaries Title I \$29,000</p> <p>2.7 Instructional Services Staff 2000-2999: Classified Personnel Salaries Title I \$24,200</p>
<p>District Classroom Technology Integration</p> <p>3.1 Purchase mobile devices and peripheral equipment to ensure and access to technology integration in library</p> <p>3.2 Allocate site resources budget for each school site for STEAM materials that can be used for Maker Spaces, STEAM kits, coding instruction, engineering materials, etc.</p>	<p>LEA-wide</p>	<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) 	<p>3.1 Mobile Devices 0000: Unrestricted Concentration \$2000</p> <p>3.2 STEAM materials 0000: Unrestricted District Funded Base \$5,000</p>
<p>District Professional Development</p> <p>4.1 Develop and deliver PD based on survey input in the form of Saturday sessions, Learning Circles, lunch and</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	<p>4.1 Professional Development 0000: Unrestricted District Funded Base \$20,000</p>

<p>learns, coaching sessions and summer workshops.</p>		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Site Actions/Services</p> <p>1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation. (Multiple funding sources)</p> <p>1.2 Hire educational consultant, Silvia Dorta-Duque Reyes to offer training for staff on CCSS en español implementation and dual language/biliteracy and linguistic transfer</p> <p>1.3 Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time.</p> <p>1.4 Hire Bilingual Educational Associates to support differentiated instruction.</p> <p>1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students (multiple funding sources)</p>	<p>Sherman Oaks</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>1.1 Instructional materials to support Common Core implementation 0001-0999: Unrestricted: Locally Defined Supplemental \$10,000</p> <p>1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation. 0001-0999: Unrestricted: Locally Defined Title I \$10,000</p> <p>1.2 Hire educational consultant 0001-0999: Unrestricted: Locally Defined Concentration \$20,000</p> <p>1.3 Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time. 0001-0999: Unrestricted: Locally Defined Supplemental \$20,000</p> <p>1.4 Hire Bilingual Educational Associates 0001-0999: Unrestricted: Locally Defined Supplemental \$60,000</p> <p>1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students. 0001-0999: Unrestricted: Locally Defined Supplemental \$1,500</p> <p>1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students. 0001-0999: Unrestricted: Locally Defined Title I \$2,500</p>

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

GOAL 2:	Multiple measures will be used to assess individual student academic growth achievement for all students.	Related State and/or Local Priorities: 1 2 3 _ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan #1</u>
Identified Need :	Current district data demonstrates a need to strengthen Common Core standards-based teaching and learning, particularly for our socio-economically disadvantaged, English Language learners and Special Education students. SBAC results from 2014-15 indicated the following totals of students who met or exceeded ELA and Math Standards: INSERT GRAPH 1 IReady results from 2015-16 indicated the following totals of students who met or exceeded Reading and Math Standards:	



Performance by School and Grade Report

Academic year: Current (2015-2016) Show: W1 8/12-11/1 - 08/09/2015 - 11/01/2015
 Subject: Reading Compare: W3 2/29-3/11 - 02/14/2016 - 03/25/2016
 Define "On Level": Standard View

SHERMAN OAKS CMTY CHARTER SCH

W3 2/29-3/11 - 02/14/2016 - 03/25/2016 W1 8/12-11/1 - 08/09/2015 - 11/01/2015

Grade	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Number of Total Students
		Below Level (Includes Emerging)	On Level	Above Level			
Grade K	0%	100%	0%	0%	311	1	20
	0%	100%	0%	0%	304	1	20
Grade 1	15%	85%	15%	0%	370	13	89
	0%	100%	0%	0%	335	13	88
Grade 2	43%	57%	41%	2%	468	83	86
	13%	87%	13%	0%	439	83	86
Grade 3	61%	39%	54%	7%	524	72	72
	25%	75%	24%	1%	483	72	72
Grade 4	24%	76%	22%	2%	520	63	63
	19%	81%	19%	0%	506	63	63
Grade 5	22%	78%	16%	6%	548	49	49
	20%	80%	16%	4%	549	49	49
Grade 6	39%	61%	29%	10%	578	51	52
	31%	69%	24%	8%	563	51	52

Performance by School and Grade Report

Academic year: Current (2015-2016) Show: W1 8/12-11/1 - 08/09/2015 - 11/01/2015
 Subject: Math Compare: W3 2/29-3/11 - 02/14/2016 - 03/25/2016
 Define "On Level": Standard View

SHERMAN OAKS CMTY CHARTER SCH

W3 2/29-3/11 - 02/14/2016 - 03/25/2016 W1 8/12-11/1 - 08/09/2015 - 11/01/2015

Grade	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Number of Total Students
		Below Level (Includes Emerging)	On Level	Above Level			
Grade K	0%	100%	0%	0%	340	1	20
	0%	100%	0%	0%	312	1	20
Grade 1	26%	74%	26%	0%	381	76	89
	1%	99%	1%	0%	358	76	88
Grade 2	20%	80%	20%	0%	408	85	86
	6%	94%	6%	0%	388	85	86
Grade 3	28%	72%	28%	0%	433	72	72
	15%	85%	15%	0%	414	72	72
Grade 4	38%	62%	38%	0%	449	60	63
	8%	92%	8%	0%	429	60	63
Grade 5	35%	65%	33%	2%	475	49	49
	22%	78%	22%	0%	460	49	49
Grade 6	38%	62%	38%	0%	482	50	52
	20%	80%	20%	0%	465	50	52

<p>*SBAC performance indicates a need for specialized instruction towards attainment of standards for subgroup children. EL (10% proficient), ED (26% proficient) and SWD (13% proficient)</p> <p>Metrics: iReady diagnostic exams, District Performance Tasks, SBAC results, CELDT results, Fountas and Pinnell Benchmark Assessment Results</p>		
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase in the number of students hitting iReady growth targets between assessment windows 1 and 2 • Increase the amount of collaboration time dedicated to analyzing student data annually • Increase in the number of students scoring in the "At or Above standard" area on the SBAC annually • CUSD will show an increase in the number of students reaching English Language proficiency annually • Increase in the amount of EL, ED, and Foster Youth students who move up a proficiency band in SBAC and or CELDT annually • Students identified as needing extra support will receive documented intervention time • Increase the number of students scoring at proficient or higher on the district writing assessment
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>District Actions/Services</p> <p>1. Purchase iReady and Illuminate Ed. assessment and instruction program for all students.</p> <p>2. Contract with Solution Tree to implement year 2 PLC work for all site leadership teams.</p> <p>3. Hire Reading Intervention teachers to assist struggling learners.</p> <p>4. Increase the instructional time for struggling learners by offering additional after school, Saturday or summer sessions.</p> <p>5. Provide school/district intervention services and support for Special needs and EL students.</p> <p>6. Hire additional staff to eliminate the need for combination class.</p> <p>7. Supplemental Educational Services provided to</p>	LEA-wide	<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>1. Cost of iReady 0000: Unrestricted Base \$12,000</p> <p>2. Cost of Consultant fee 0000: Unrestricted Base \$3500</p> <p>3. Intervention teacher 1000-1999: Certificated Personnel Salaries Supplemental \$103,568</p> <p>4. Teacher hourly and Summer School 1000-1999: Certificated Personnel Salaries Concentration \$23,000</p> <p>5. Intervention and Special Ed Support 0000: Unrestricted Supplemental \$52,970</p> <p>6. Additional Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$206,520</p> <p>7. SES Services 2000-2999: Classified Personnel Salaries Title I \$72,000</p> <p>8. Summer School Support 1000-1999: Certificated Personnel Salaries Title I \$140,000</p>

<p>support students in reading and math</p> <p>8. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.</p>			
<p>Site Actions/Services</p> <p>9. Increase collaboration time for teachers for the purpose of PLCs. (subs, paid release time out of school time)</p> <p>10. Increase out of school time for struggling students. (hourly pay for Ed. Associates or Teachers, Saturday/Summer program, etc.)</p> <p>11. Provide additional intervention services to struggling students. (Additional staff hired to work with students, intervention curriculum, etc)</p> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) (Multiple funding sources)</p>	<p>Sherman Oaks</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>9. Collaboration time 0001-0999: Unrestricted: Locally Defined Supplemental \$10,000</p> <p>10. Educational Associates 2000-2999: Classified Personnel Salaries Concentration \$30,000</p> <p>11. Provide additional intervention services to struggling students. (Additional staff hired to work with students, intervention curriculum, etc) 0001-0999: Unrestricted: Locally Defined Supplemental \$4,000</p> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) 0001-0999: Unrestricted: Locally Defined Title I \$2,833</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase in the number of students hitting iReady growth targets between assessment windows 1 and 2 • Increase the amount of collaboration time dedicated to analyzing student data annually • Increase in the number of students scoring in the "At or Above standard" area on the SBAC annually • CUSD will show an increase in the number of students reaching English Language proficiency annually • Increase in the amount of EL, ED, and Foster Youth students who move up a proficiency band in SBAC and or CELDT annually • Students identified as needing extra support will receive documented intervention time • Increase the number of students scoring at proficient or higher on the district writing assessment
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>District Actions/Services</p> <p>1. Purchase iReady and Illuminate Ed. assessment and instruction program for all students.</p> <p>2. Contract with Solution Tree to implement year 2 PLC work for all site leadership teams.</p> <p>3. Hire Reading Intervention teachers to assist</p>	<p>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:</p>	<p>1. Cost of iReady 0000: Unrestricted Base \$12,000</p> <p>2. Cost of Consultant fee 0000: Unrestricted Base \$3500</p> <p>3. Intervention teacher 1000-1999: Certificated Personnel Salaries Supplemental \$103,568</p> <p>4. Teacher hourly and Summer School 1000-1999: Certificated Personnel Salaries Concentration \$23,000</p> <p>5. Intervention and Special Ed Support 0000: Unrestricted</p>

<p>struggling learners.</p> <p>4. Increase the instructional time for struggling learners by offering additional after school, Saturday or summer sessions.</p> <p>5. Provide school/district intervention services and support for Special needs and EL students.</p> <p>6. Hire additional staff to eliminate the need for combination class.</p> <p>7. Supplemental Educational Services provided to support students in reading and math</p> <p>8. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.</p>		<p>(Specify)</p>	<p>Supplemental \$52,970</p> <p>6. Additional Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$206,520</p> <p>7. SES Services 2000-2999: Classified Personnel Salaries Title I \$72,000</p> <p>8. Summer School Support 1000-1999: Certificated Personnel Salaries Title I \$140,000</p>
<p>Site Actions/Services</p> <p>9. Increase collaboration time for teachers for the purpose of PLCs. (subs, paid release time out of school time)</p> <p>10. Increase out of school time for struggling students. (hourly pay for Ed. Associates or Teachers, Saturday/Summer program, etc.)</p> <p>11. Provide additional intervention services to struggling students. (Additional staff hired to work with students, intervention curriculum, etc)</p> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) (Multiple funding sources)</p>	<p>Sherman Oaks</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>9. Collaboration time 0001-0999: Unrestricted: Locally Defined Supplemental \$10,000</p> <p>10. Educational Associates 2000-2999: Classified Personnel Salaries Concentration \$30,000</p> <p>11. Provide additional intervention services to struggling students. (Additional staff hired to work with students, intervention curriculum, etc) 0001-0999: Unrestricted: Locally Defined Supplemental \$4,000</p> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) 0001-0999: Unrestricted: Locally Defined Title I \$2,833</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Increase in the number of students hitting iReady growth targets between assessment windows 1 and 2
- Increase the amount of collaboration time dedicated to analyzing student data annually
- Increase in the number of students scoring in the "At or Above standard" area on the SBAC annually
- CUSD will show an increase in the number of students reaching English Language proficiency annually
- Increase in the amount of EL, ED, and Foster Youth students who move up a proficiency band in SBAC and or CELDT annually
- Students identified as needing extra support will receive documented intervention time
- Increase the number of students scoring at proficient or higher on the district writing assessment

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>District Actions/Services</p> <ol style="list-style-type: none"> 1. Purchase iReady and Illuminate Ed. assessment and instruction program for all students. 2. Contract with Solution Tree to implement year 2 PLC work for all site leadership teams. 3. Hire Reading Intervention teachers to assist struggling learners. 4. Increase the instructional time for struggling learners by offering additional after school, Saturday or summer sessions. 5. Provide school/district intervention services and support for Special needs and EL students. 6. Hire additional staff to eliminate the need for combination class. 7. Supplemental Educational Services provided to support students in reading and math 8. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<ol style="list-style-type: none"> 1. Cost of iReady 0000: Unrestricted Base \$12,000 2. Cost of Consultant fee 0000: Unrestricted Base \$3500 3. Intervention teacher 1000-1999: Certificated Personnel Salaries Supplemental \$103,568 4. Teacher hourly and Summer School 1000-1999: Certificated Personnel Salaries Concentration \$23,000 5. Intervention and Special Ed Support 0000: Unrestricted Supplemental \$52,970 6. Additional Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$206,520 7. SES Services 2000-2999: Classified Personnel Salaries Title I \$72,000 8. Summer School Support 1000-1999: Certificated Personnel Salaries Title I \$140,000
<p>Site Actions/Services</p>	<p>Sherman</p>	<p><input checked="" type="checkbox"/> All</p>	<p>9. Collaboration time 0001-0999: Unrestricted: Locally Defined</p>

<p>9. Increase collaboration time for teachers for the purpose of PLCs. (subs, paid release time out of school time)</p> <p>10. Increase out of school time for struggling students. (hourly pay for Ed. Associates or Teachers, Saturday/Summer program, etc.)</p> <p>11. Provide additional intervention services to struggling students. (Additional staff hired to work with students, intervention curriculum, etc)</p> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) (Multiple funding sources)</p>	<p>Oaks</p>	<p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Supplemental \$10,000</p> <hr/> <p>10. Educational Associates 2000-2999: Classified Personnel Salaries Concentration \$30,000</p> <hr/> <p>11. Provide additional intervention services to struggling students. (Additional staff hired to work with students, intervention curriculum, etc) 0001-0999: Unrestricted: Locally Defined Supplemental \$4,000</p> <hr/> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p> <hr/> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) 0001-0999: Unrestricted: Locally Defined Title I \$2,833</p>
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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 <input checked="" type="checkbox"/> 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 (Search survey-conditional as available), PBIS Assessments, CA Healthy Kids survey, and student/staff/parent surveys indicate 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, Project Cornerstone Surveys and Feedback forms, SET scores, Healthy Kids Survey, Law Enforcement Crime Data, SWIS data
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Goal Applies to:	Schools: LEA-wide
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Suspension/expulsion rates will drop by 10% each year, reduce chronic absenteeism by 10%, Middle school drop out rates will decrease by 1% each year, Student behavior will improve as shown by SET scores, Healthy Kids Survey and Law Enforcement Data, Office discipline referrals
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District Services: 3.1 Guidance Counselors and School Psychologists will be hired to support student needs. 3.2 School Services staff will be hired to support tiered behavior interventions, attendance, truancy and home/school support. (e-truancy, community liaisons and school service staff) 3.3 Site mental health interns and School Links Coordinator/s will provide social skills classes, EMQ/School Link Services will make home visits, offer parenting support on-site cognitive trauma and behavior support. 3.4 A district Equity Coordinator will be hired to ensure	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>	3.1 Counselors, Psychologists 1000-1999: Certificated Personnel Salaries Supplemental \$31,469 3.2 School Service Staff 0000: Unrestricted Supplemental \$60,467 3.3 Wellness Grant Support 0000: Unrestricted Grant Funded \$5,000 3.4 Equity Coordinator 1000-1999: Certificated Personnel Salaries District Funded Supplemental \$100,000

<p>that English Learners, Foster Youth and Socio-economically students are offered additional services to support their emotional and academic development</p>			
<p>Site Services:</p> <p>3.5 Staff will participate in PBIS professional development PLC to plan and continue to fully implement, and train new staff in August (summer preparation)</p> <p>3.6 Expand enrichment opportunities available for students both during school and out of school time activities Field trips: Science/Yosemite (2500) MakerSpace (2000) Music Pgm. (3000) SJMA 3rd Grade (2500)</p> <p>3.7 Cost of Los Dichos/Project Cornerstone Program support with reading, positive school climate, anti-bullying and parent engagement</p> <p>3.8 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior</p> <p>3.9 Bilingual/Spanish parent engagement classes will be offered and childcare provided</p> <p>3.10 Cost of Playworks coach who provides recess and PE activities to create a positive school climate, and before and after school opportunities for students</p> <p>3.11 Cost of Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision.</p>	<p>Sherman Oaks</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>3.5 Staff will participate in PBIS professional development PLC to plan and continue to fully implement, and train new staff in August (summer preparation) 0001-0999: Unrestricted: Locally Defined Concentration \$2,000</p> <p>3.6 Expand enrichment opportunities available for students both during school and out of school time activities 0001-0999: Unrestricted: Locally Defined Supplemental \$18,336</p> <p>3.7 Cost of Los Dichos/Project Cornerstone Program support with reading, positive school climate, anti-bullying and parent engagement 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p> <p>3.8 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior 0001-0999: Unrestricted: Locally Defined Concentration \$1,000</p> <p>3.9 Bilingual/Spanish parent engagement classes will be offered and childcare provided 0001-0999: Unrestricted: Locally Defined Concentration \$2,000</p> <p>3.10 Cost of Playworks coach who provides recess and PE activities to create a positive school climate, and before and after school opportunities for students. 0001-0999: Unrestricted: Locally Defined Title I \$17,000</p> <p>3.11 Cost of Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision 0001-0999: Unrestricted: Locally Defined Title I \$40,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Suspension/expulsion rates will drop by 10% each year, reduce chronic absenteeism by 10%, Middle school drop out rates will decrease by 1% each year, Student behavior will improve as shown by SET scores, Healthy Kids Survey and Law Enforcement Data, Office discipline referrals
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>District Services:</p> <p>3.1 Guidance Counselors and School Psychologists will be hired to support student needs.</p> <p>3.2 School Services staff will be hired to support tiered behavior interventions, attendance, truancy and home/school support. (e-truancy, community liaisons and school service staff)</p> <p>3.3 Site mental health interns and School Links Coordinator/s will provide social skills classes, EMQ/School Link Services will make home visits, offer parenting support on-site cognitive trauma and behavior support.</p> <p>3.4 A district Equity Coordinator will be hired to ensure that English Learners, Foster Youth and Socio-economically students are offered additional services to support their emotional and academic development</p>	LEA-wide	<p><u> </u> 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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>special needs</u></p>	<p>3.1 Counselors, Psychologists 1000-1999: Certificated Personnel Salaries Supplemental \$31,469</p> <p>3.2 School Service Staff 0000: Unrestricted Supplemental \$60,467</p> <p>3.3 Wellness Grant Support 0000: Unrestricted Grant Funded \$5,000</p> <p>3.4 Equity Coordinator 1000-1999: Certificated Personnel Salaries District Funded Supplemental \$100,000</p>
<p>Site Services:</p> <p>3.5 Staff will participate in PBIS professional development PLC to plan and continue to fully implement, and train new staff in August (summer preparation)</p> <p>3.6 Expand enrichment opportunities available for students both during school and out of school time activities Field trips: Science/Yosemite (2500) MakerSpace (2000) Music Pgm. (3000) SJMA 3rd Grade (2500)</p> <p>3.7 Cost of Los Dichos/Project Cornerstone Program support with reading, positive school climate, anti-</p>	Sherman Oaks	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>3.5 Staff will participate in PBIS professional development PLC to plan and continue to fully implement, and train new staff in August (summer preparation) 0001-0999: Unrestricted: Locally Defined Concentration \$2,000</p> <p>3.6 Expand enrichment opportunities available for students both during school and out of school time activities 0001-0999: Unrestricted: Locally Defined Supplemental \$18,336</p> <p>3.7 Cost of Los Dichos/Project Cornerstone Program support with reading, positive school climate, anti-bullying and parent engagement 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p> <p>3.8 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior 0001-0999: Unrestricted: Locally Defined Concentration \$1,000</p>

<p>bullying and parent engagement</p> <p>3.8 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior</p> <p>3.9 Bilingual/Spanish parent engagement classes will be offered and childcare provided</p> <p>3.10 Cost of Playworks coach who provides recess and PE activities to create a positive school climate, and before and after school opportunities for students</p> <p>3.11 Cost of Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision.</p>			<p>3.9 Bilingual/Spanish parent engagement classes will be offered and childcare provided 0001-0999: Unrestricted: Locally Defined Concentration \$2,000</p> <p>3.10 Cost of Playworks coach who provides recess and PE activities to create a positive school climate, and before and after school opportunities for students.</p> <p>0001-0999: Unrestricted: Locally Defined Title I \$17,000</p> <p>3.11 Cost of Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision 0001-0999: Unrestricted: Locally Defined Title I \$40,000</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Suspension/expulsion rates will drop by 10% each year, reduce chronic absenteeism by 10%, Middle school drop out rates will decrease by 1% each year, Student behavior will improve as shown by SET scores, Healthy Kids Survey and Law Enforcement Data, Office discipline referrals</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>District Services:</p> <p>3.1 Guidance Counselors and School Psychologists will be hired to support student needs.</p> <p>3.2 School Services staff will be hired to support tiered behavior interventions, attendance, truancy and home/school support. (e-truancy, community liaisons and school service staff)</p> <p>3.3 Site mental health interns and School Links Coordinator/s will provide social skills classes, EMQ/School Link Services will make home visits, offer parenting support on-site cognitive trauma and behavior support.</p> <p>3.4 A district Equity Coordinator will be hired to ensure that English Learners, Foster Youth and Socio-</p>	<p>LEA-wide</p>	<p><u>All</u> 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></p>	<p>3.1 Counselors, Psychologists 1000-1999: Certificated Personnel Salaries Supplemental \$31,469</p> <p>3.2 School Service Staff 0000: Unrestricted Supplemental \$60,467</p> <p>3.3 Wellness Grant Support 0000: Unrestricted Grant Funded \$5,000</p> <p>3.4 Equity Coordinator 1000-1999: Certificated Personnel Salaries District Funded Supplemental \$100,000</p>

<p>economically students are offered additional services to support their emotional and academic development</p>			
<p>Site Services:</p> <p>3.5 Staff will participate in PBIS professional development PLC to plan and continue to fully implement, and train new staff in August (summer preparation)</p> <p>3.6 Expand enrichment opportunities available for students both during school and out of school time activities Field trips: Science/Yosemite (2500) MakerSpace (2000) Music Pgm. (3000) SJMA 3rd Grade (2500)</p> <p>3.7 Cost of Los Dichos/Project Cornerstone Program support with reading, positive school climate, anti-bullying and parent engagement</p> <p>3.8 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior</p> <p>3.9 Bilingual/Spanish parent engagement classes will be offered and childcare provided</p> <p>3.10 Cost of Playworks coach who provides recess and PE activities to create a positive school climate, and before and after school opportunities for students</p> <p>3.11 Cost of Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision.</p>	<p>Sherman Oaks</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>3.5 Staff will participate in PBIS professional development PLC to plan and continue to fully implement, and train new staff in August (summer preparation) 0001-0999: Unrestricted: Locally Defined Concentration \$2,000</p> <p>3.6 Expand enrichment opportunities available for students both during school and out of school time activities 0001-0999: Unrestricted: Locally Defined Supplemental \$18,336</p> <p>3.7 Cost of Los Dichos/Project Cornerstone Program support with reading, positive school climate, anti-bullying and parent engagement 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p> <p>3.8 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior 0001-0999: Unrestricted: Locally Defined Concentration \$1,000</p> <p>3.9 Bilingual/Spanish parent engagement classes will be offered and childcare provided 0001-0999: Unrestricted: Locally Defined Concentration \$2,000</p> <p>3.10 Cost of Playworks coach who provides recess and PE activities to create a positive school climate, and before and after school opportunities for students. 0001-0999: Unrestricted: Locally Defined Title I \$17,000</p> <p>3.11 Cost of Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision 0001-0999: Unrestricted: Locally Defined Title I \$40,000</p>

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 <input checked="" type="checkbox"/> 4 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> 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 and rates, Feedback forms, Annual Parent Perception Survey, Sign-in Sheets
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners, Reclassified English Learners
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Parent participation in parent/teacher conferences will increase each year. • Parent engagement opportunities will expand annually and enrollment will be tracked to monitor engagement levels. • The number of parents completing the perception survey annually will increase. • The number of parents completing the BrightBytes technology survey will increase annually. • The number of parents of unduplicated pupils will increase on district committee and in attendance at school/district-wide events.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District Actions/Services; 4.1 Materials sent home will be translated into the home languages spoken by the majority of English Learner families and 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. 4.2 School Link Services Coordinator will connect parents to local agencies. 4.3 Community Liaisons will be hired to connect parents to school and district resources.	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>	4.1 Translation services 0000: Unrestricted Supplemental \$20,000 4.2 School Link Services Coordinator 0000: Unrestricted Supplemental \$60,000 4.3 Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$60,000 4.4 Parent University 0000: Unrestricted Supplemental \$20,000 4.5 Parent perception survey 0000: Unrestricted Supplemental \$20,000 4.6 Gate Committee Budget 0000: Unrestricted Base \$5,000

<p>4.4 A Parent University will be established and will offer classes to parents on a regular basis.</p> <p>4.5 A parent perception survey and BrightBytes technology survey will go out to all families</p> <p>4.6 A district-wide parent GATE Committee will be formed to guide planning for services that best need the needs advanced learners.</p>			
<p>Site Actions/Services</p> <p>4.1 A variety of structures will be put into place that encourage parent participation, with a special emphasis on the unduplicated pupils:(multiple funding sources)</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 <p>4.2 Sherman Oaks University (one Saturday each year)</p> <p>4.3 Bilingual 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>4.4 Quarterly 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>Sherman Oaks</p>	<p><input checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>special needs</u></p>	<p>4.1 Parent Participation events 0001-0999: Unrestricted: Locally Defined Supplemental \$500</p> <p>4.1 Parent Participation events 0001-0999: Unrestricted: Locally Defined Title I \$2,500</p> <p>4.2 Sherman Oaks University (one Saturday each year) 0001-0999: Unrestricted: Locally Defined Concentration \$20,000</p> <p>4.3 Bilingual classes for parents will be offered to parents in order to better understand dual language development and provide opportunities for cross-cultural appreciation 0001-0999: Unrestricted: Locally Defined Supplemental \$1,000</p> <p>4.4 Quarterly 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 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Parent participation in parent/teacher conferences will increase each year.
- Parent engagement opportunities will expand annually and enrollment will be tracked to monitor engagement levels.
- The number of parents completing the perception survey annually will increase.
- The number of parents completing the BrightBytes technology survey will increase annually.
- The number of parents of unduplicated pupils will increase on district committee and in attendance at school/district-wide events.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>District Actions/Services;</p> <p>4.1 Materials sent home will be translated into the home languages spoken by the majority of English Learner families and 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>4.2 School Link Services Coordinator will connect parents to local agencies.</p> <p>4.3 Community Liaisons will be hired to connect parents to school and district resources.</p> <p>4.4 A Parent University will be established and will offer classes to parents on a regular basis.</p> <p>4.5 A parent perception survey and BrightBytes technology survey will go out to all families</p> <p>4.6 A district-wide parent GATE Committee will be formed to guide planning for services that best need the needs advanced learners.</p>	<p>LEA-wide</p>	<p><u>All</u></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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>special needs</u></p>	<p>4.1 Translation services 0000: Unrestricted Supplemental \$20,000</p> <p>4.2 School Link Services Coordinator 0000: Unrestricted Supplemental \$60,000</p> <p>4.3 Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$60,000</p> <p>4.4 Parent University 0000: Unrestricted Supplemental \$20,000</p> <p>4.5 Parent perception survey 0000: Unrestricted Supplemental \$20,000</p> <p>4.6 Gate Committee Budget 0000: Unrestricted Base \$5,000</p>
<p>Site Actions/Services</p>	<p>Sherman Oaks</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	<p>4.1 Parent Participation events 0001-0999: Unrestricted: Locally Defined Supplemental \$500</p>

<p>4.1 A variety of structures will be put into place that encourage parent participation, with a special emphasis on the unduplicated pupils:(multiple funding sources)</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 <p>4.2 Sherman Oaks University (one Saturday each year)</p> <p>4.3 Biliiteracy 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>4.4 Quarterly 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>		<ul style="list-style-type: none"> <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> 	<p>4.1 Parent Participation events 0001-0999: Unrestricted: Locally Defined Title I \$2,500</p> <p>4.2 Sherman Oaks University (one Saturday each year) 0001-0999: Unrestricted: Locally Defined Concentration \$20,000</p> <p>4.3 Biliiteracy classes for parents will be offered to parents in order to better understand dual language development and provide opportunities for cross-cultural appreciation 0001-0999: Unrestricted: Locally Defined Supplemental \$1,000</p> <p>4.4 Quarterly 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 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Parent participation in parent/teacher conferences will increase each year. • Parent engagement opportunities will expand annually and enrollment will be tracked to monitor engagement levels. • The number of parents completing the perception survey annually will increase. • The number of parents completing the BrightBytes technology survey will increase annually. • The number of parents of unduplicated pupils will increase on district committee and in attendance at school/district-wide events.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>District Actions/Services;</p> <p>4.1 Materials sent home will be translated into the home languages spoken by the majority of English Learner families and 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>4.2 School Link Services Coordinator will connect parents to local agencies.</p>	<p>LEA-wide</p>	<p><u>All</u></p> <p>OR:</p> <ul style="list-style-type: none"> <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> 	<p>4.1 Translation services 0000: Unrestricted Supplemental \$20,000</p> <p>4.2 School Link Services Coordinator 0000: Unrestricted Supplemental \$60,000</p> <p>4.3 Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$60,000</p> <p>4.4 Parent University 0000: Unrestricted Supplemental \$20,000</p> <p>4.5 Parent perception survey 0000: Unrestricted Supplemental \$20,000</p>

<p>4.3 Community Liaisons will be hired to connect parents to school and district resources.</p> <p>4.4 A Parent University will be established and will offer classes to parents on a regular basis.</p> <p>4.5 A parent perception survey and BrightBytes technology survey will go out to all families</p> <p>4.6 A district-wide parent GATE Committee will be formed to guide planning for services that best need the needs advanced learners.</p>			<p>4.6 Gate Committee Budget 0000: Unrestricted Base \$5,000</p>
<p>Site Actions/Services</p> <p>4.1 A variety of structures will be put into place that encourage parent participation, with a special emphasis on the unduplicated pupils:(multiple funding sources)</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 <p>4.2 Sherman Oaks University (one Saturday each year)</p> <p>4.3 Bilingual 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>4.4 Quarterly 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>Sherman Oaks</p>	<p><input checked="" 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>special needs</u></p>	<p>4.1 Parent Participation events 0001-0999: Unrestricted: Locally Defined Supplemental \$500</p> <p>4.1 Parent Participation events 0001-0999: Unrestricted: Locally Defined Title I \$2,500</p> <p>4.2 Sherman Oaks University (one Saturday each year) 0001-0999: Unrestricted: Locally Defined Concentration \$20,000</p> <p>4.3 Bilingual classes for parents will be offered to parents in order to better understand dual language development and provide opportunities for cross-cultural appreciation 0001-0999: Unrestricted: Locally Defined Supplemental \$1,000</p> <p>4.4 Quarterly 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 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p>

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:	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 _ 4 5 _ 6 <input checked="" type="checkbox"/> 7 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan Goals</u> <u>1, 2, 5</u>	
Goal Applies to:	Schools: LEA Wide	Applicable Pupil Subgroups: ALL	
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.	Actual Annual Measurable Outcomes:	98.5% of teachers in CUSD were appropriately assigned and students were taught in well-maintained facilities. All students received a cohesive Common Core aligned curriculum in Math. Students were taught the Common Core Standards in English Language Arts, however a cohesive ELA curriculum does not yet exist in the district. ELA Pilots are happening now and materials will be adopted by June 1st. All students will receive instruction using Common Core curriculum in the 2016-2017 school year.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
1.1 98.5% of teachers were appropriately assigned and fully credentialed in their subject areas.	1.1 Cost of personnel, per teacher 0000: Unrestricted Base \$80,000	1.1 98.5% of teachers were appropriately assigned and fully credentialed in their subject areas.	1.1 98.5% of teachers were appropriately assigned and fully credentialed in their subject areas. 0000: Unrestricted Base \$80,000
1.2 100 Percent of new teachers participated in BTSA.	1.2 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	1.2 100 Percent of new teachers participated in BTSA.	1.2 100 Percent of new teachers participated in BTSA. 0000: Unrestricted Base \$4,400
1.3 Teachers spent time in meetings examining the Common Core standards in both ELA and Math. Three PD days were allocated district-wide and those days were planned by the site to offer additional Common Core aligned training depending on the needs of teachers.	1.3 Cost for trainers, per diem rates,	1.3 Teachers spent time in meetings examining the Common Core standards in both ELA and Math. Three PD days were allocated district-wide and those days were planned by the site to offer additional Common Core aligned training depending on the needs of teachers.	1.3 Teachers spent time in meetings examining the Common Core standards in both ELA and Math. Three PD days were allocated district-wide and those days were planned by the site to offer additional Common Core aligned training depending on the needs of teachers. 0000: Unrestricted Base \$2,000

<p>1.4 Two teachers and the site Equity Coach were selected to participate in five full days of leadership training on 9/17,10/15,11/19,1/21 and 5/24. Sign in sheets serve as documentation.</p> <p>1.5 The district TOSA's offered multiple trainings at the school site either before school, during lunch or after school. The coaches also met with individuals and teams to help with Common Core planning. District Math and ELA TOSA's supported SO on a regular basis. TOSA schedule</p> <p>1.6 The site Equity coach attended monthly meetings with Instructional Service team members to receive Common Core training in addition to 5 full days of training with leadership teams focused on Professional Learning Communities.</p> <p>1.7 Grade level teams were released on the following days for planning: 9/1, 9/21, 9/23, 9/24, 10/7, 10/29, 11/17, 11/18, 11/19, 12/17, 1/28, 2/3, 2/10, 2/25, 3/9, 3/11, 3/14, 3/31, 4/28, 5/31, 6/1, and 6/2 as evident by: team agendas, release form paperwork, and planning outcomes.</p> <p>1.8 All teachers participated in the 5 district PLC days on 9/17,10/15,11/19,1/21 and 5/24 as evident by: staff meeting agendas, attendance, and planning outcomes.</p>	<p>stipends for PD 0000: Unrestricted Base \$2,000</p> <p>1.4 Cost for stipends for Curriculum Leaders 0000: Unrestricted Base \$3,000</p> <p>1.5 Cost for District TOSAs 0000: Unrestricted Base \$30,000</p> <p>1.6 Cost for site Equity Coaches 0000: Unrestricted Base \$100,000</p> <p>1.7 Release Time 0000: Unrestricted Supplemental \$5,000</p> <p>1.8 PLC Teacher Collaborations No cost</p>	<p>1.4 Two teachers and the site Equity Coach were selected to participate in five full days of leadership training on 9/17,10/15,11/19,1/21 and 5/24. Sign in sheets serve as documentation.</p> <p>1.5 The district TOSA's offered multiple trainings at the school site either before school, during lunch or after school. The coaches also met with individuals and teams to help with Common Core planning. District Math and ELA TOSA's supported SO on a regular basis. TOSA schedule</p> <p>1.6 The site Equity coach attended monthly meetings with Instructional Service team members to receive Common Core training in addition to 5 full days of training with leadership teams focused on Professional Learning Communities.</p> <p>1.7 Grade level teams were released on the following days for planning: 9/1, 9/21, 9/23, 9/24, 10/7, 10/29, 11/17, 11/18, 11/19, 12/17, 1/28, 2/3, 2/10, 2/25, 3/9, 3/11, 3/14, 3/31, 4/28, 5/31, 6/1, and 6/2 as evident by: team agendas, release form paperwork, and planning outcomes.</p> <p>1.8 All teachers participated in the 5 district PLC days on 9/17,10/15,11/19,1/21 and 5/24 as evident by: staff meeting agendas, attendance, and planning outcomes.</p>	<p>1.4 Two teachers and the site Equity Coach were selected to participate in five full days of leadership training on 9/17,10/15,11/19,1/21 and 5/24. Sign in sheets serve as documentation. 0000: Unrestricted Base \$3,000</p> <p>1.5 The district TOSA's offered multiple trainings at the school site either before school, during lunch or after school. The coaches also met with individuals and teams to help with Common Core planning. District Math and ELA TOSA's supported SO on a regular basis. TOSA schedule 0000: Unrestricted Base \$30,000</p> <p>1.6 The site Equity coach attended monthly meetings with Instructional Service team members to receive Common Core training in addition to 5 full days of training with leadership teams focused on Professional Learning Communities. 0000: Unrestricted Base \$100,000</p> <p>1.7 Grade level teams were released on the following days for planning: 9/1, 9/21, 9/23, 9/24, 10/7, 10/29, 11/17, 11/18, 11/19, 12/17, 1/28, 2/3, 2/10, 2/25, 3/9, 3/11, 3/14, 3/31, 4/28, 5/31, 6/1, and 6/2 as evident by: team agendas, release form paperwork, and planning outcomes. 0000: Unrestricted Supplemental \$5,000</p> <p>1.8 All teachers participated in the 5 district PLC days on 9/17,10/15,11/19,1/21 and 5/24 as evident by: staff meeting agendas, attendance, and planning outcomes. No cost</p>
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<p>1.9 School facilities are maintained and in good repair.</p>	<p>1.9 School facilities are maintained and in good repair. 0000: Unrestricted Base \$250,000</p>	<p>1.9 School facilities are maintained and in good repair.</p>	<p>1.9 School facilities are maintained and in good repair. 0000: Unrestricted Base \$250,000</p>				
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<p>1.10 Every student has sufficient access to the Common Core ELA,ELD, Math and soon-to-be adopted NGSS standards-designed materials:</p> <p>1.11 Teachers will use Eureka Math to teach the Common Core math standards.</p> <p>1.12 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>1.10 Common Core ELA,ELD, Math and soon-to-be adopted NGSS standards-designed materials:</p> <p>0000: Unrestricted Supplemental \$20,000</p> <p>1.11 Cost of Eureka math copies and workbooks. 0000: Unrestricted Supplemental \$2,000</p> <p>1.12 Cost of Core Knowledge pilot, Expeditionary Learning novels and student materials, HM workbooks, teacher-prepared materials. 0001-0999: Unrestricted: Locally Defined</p>	<p>1.10 Goal successfully met as measured by each student having access to Common Core aligned math workbooks; evidenced by Pilot curriculum order forms based on PowerSchool enrollment.</p> <p>1.11 Goal successfully met as evidenced by teacher lesson plans showing Common Core aligned materials being used and Common Core standards being taught.</p> <p>1.12 Goal successfully met as</p>	<p>1.10 Every student has sufficient access to the Common Core ELA,ELD, Math and soon-to-be adopted NGSS standards-designed materials: 0000: Unrestricted Supplemental \$20,000</p> <p>1.11 eachers will use Eureka Math to teach the Common Core math standards. 0000: Unrestricted Supplemental \$2,000</p> <p>1.12 Teachers will use a combination of Houghton Mifflin, Expeditionary Learning, Core Knowledge and self-created units to teach the ELA Common Core standards. 0001-0999:</p>				

<p>1.13 Teachers will use Systematic ELD, GLAD units, or self-created ELD units to teach Designated ELD to EL students, grouped by proficiency levels.</p> <p>1.14 Selected teachers will participate in ELA/ELD pilot, for curriculum adoption in the 2016-17 school year.</p> <p>1.15 ELA/ELD materials will be adopted for use TK - 8.</p> <p>1.16 Students will have sufficient access to appropriate technology devices such as iPads and laptops, software, and web-based programs to prepare them for the grade-level expectations in Information Technology.</p>	<p>Supplemental \$2,000</p> <p>1.13 Systematic ELD, GLAD Units or self-created ELD 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>1.14 ELA/ELD Pilot for Curriculum Adoption 4000-4999: Books And Supplies Supplemental \$6,000</p> <p>1.15 ELA/ELD Materials 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>1.16 Technology for Students 4000-4999: Books And Supplies Supplemental \$10,000</p>	<p>evidenced by teacher lesson plans showing Common Core aligned materials being used and CCSS being taught.</p> <p>1.13 Goal successfully met as evidenced by teacher lesson plans showing ELD Standards aligned lessons using Systematic ELD, GLAD units or self created ELD units.</p> <p>1.14 Selected teachers participated in ELA/ELD pilot as evidenced in lesson plans.</p> <p>1.15 This goal has been changed to reflect that the adoption is now planned for 2016-17.</p> <p>1.16 All students in grades 2-4 have access to a Chrome Book. Students in Kindergarten and grade 1 have 50 chrome books and 50 iPads to share.</p>	<p>Unrestricted: Locally Defined Supplemental \$2,000</p> <p>1.13 Teachers will use Systematic ELD, GLAD units, or self-created ELD units to teach Designated ELD to EL students, grouped by proficiency levels. 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>1.14 Selected teachers will participate in ELA/ELD pilot, for curriculum adoption in the 2016-17 school year. 4000-4999: Books And Supplies Supplemental \$6,000</p> <p>1.15 ELA/ELD materials will be adopted for use TK - 8.</p> <p>4000-4999: Books And Supplies Supplemental \$5,000</p> <p>1.16 Students will have sufficient access to appropriate technology devices such as iPads and laptops, software, and web-based programs to prepare them for the grade-level expectations in Information Technology. 4000-4999: Books And Supplies Supplemental \$10,000</p>								
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<p>Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):</p>	<p>1.17 Cost for reading intervention teacher 0000: Unrestricted Supplemental \$100,000</p>	<p>Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):</p>	<p>1.17 Cost for reading intervention teacher 0000: Unrestricted Supplemental \$100,000</p>								

<p>1.17 1.0 FTE 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.</p> <p>1.18 Trained Educational Associates will support classroom instruction during leveled English Language Arts block of 30-50 minutes in every grade-level in order to maximize benefits of differentiation using LLI kits.</p> <p>1.19 Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.</p> <p>1.20 Identified students will receive before/after school tutoring by trained teachers and/or Ed Associates.</p> <p>1.21 SES Services to support math and ELA instruction</p> <p>1.22 Beginning of the year stipends and materials</p> <p>1.23 Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.</p>	<p>1.18 Cost for BAS assessments and LLI kits 0000: Unrestricted Supplemental \$1,000</p> <p>1.19 Cost for district summer school administrator, teachers, materials 0000: Unrestricted Other \$140,000</p> <p>1.20 Cost for 3 Ed Associates 0001-0999: Unrestricted: Locally Defined Supplemental \$60,000</p> <p>1.21 Cost for SES per student 0000: Unrestricted Title I \$886</p> <p>1.22 Early beginning to the year stipends and materials 0001: Locally Funded Title I \$2000</p> <p>1.23 Intervention materials in Spanish 0001: Locally Funded Concentration \$5,000</p>	<p>1.17 35 different students in grades 1-4 were served by our Reading Intervention Teachers as evidenced by class lists and intervention documentation.</p> <p>1.18 Daily intervention classes by the reading intervention teachers support 120 students. Trained Ed Associates push into classrooms to serve 100 struggling readers.</p> <p>1.19 District run</p> <p>1.20 Not met due to lack of teachers</p> <p>1.21 Goal not met. No staff able to teach after school.</p> <p>1.22 Teachers in Kindergarten started early in August working with parents to assess students and train parents</p> <p>1.23 Reading Intervention materials were purchased in Spanish</p>	<p>1.18 Cost for BAS assessments and LLI kits</p> <p>0000: Unrestricted Supplemental \$1,000</p> <p>1.19 Cost for district summer school administrator, teachers, materials 0000: Unrestricted Other \$140,000</p> <p>1.20 Cost for 3 Ed Associates 0001-0999: Unrestricted: Locally Defined Supplemental \$60,000</p> <p>1.21 Cost for SES per student 0000: Unrestricted Title I \$886</p> <p>1.22 Early beginning to the year stipends and materials 0001-0999: Unrestricted: Locally Defined Title I \$2,100</p> <p>1.23 Intervention materials in Spanish 0001-0999: Unrestricted: Locally Defined Title I \$5,000</p>																																
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<p>EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis.</p> <p>1.24 Results of state assessments will be used to group EL students appropriately for designated ELD instruction.</p> <p>1.25 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.</p> <p>1.26 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>1.27 EL students will be provided with materials, strategies and groupings that support their learning of the academics.</p> <p>1.28 District office personnel support EL identification, reclassification and programs.</p>	<p>1.24 Cost of CELDT testers, scoring 0000: Unrestricted Supplemental \$6,000</p> <p>1.25 Stipends for ELD Champions, per teacher 0000: Unrestricted Concentration \$1,000</p> <p>1.26 ELD Pilot Materials 0000: Unrestricted Supplemental \$2,000</p> <p>1.27 Materials for EL students 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p> <p>1.28 Salaries for District Office staff 0000: Unrestricted Supplemental \$35,000</p>	<p>EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis.</p> <p>1.24 Designated ELD classes were grouped by CELDT data into 1s and 2s, 3s, and 4s/5s groupings, and changes were made when reclassification information was provided as evidenced by master schedule and IlluminateED data.</p> <p>1.25 Students were placed in designated ELD classes by taking into account CELDT results and other data.</p> <p>1.26 One ELD Champion was selected and she attended three full days of ELD/ELA training on 10/13, 11/4 and 11/12. In addition she attended follow up meetings on 3/10 and 4/28 and completed all reclassification paperwork by the deadline.</p> <p>1.27 This goal was not met because we were in the initial phase this year of piloting all ELA curriculum. We did however look at the ELD components of all curriculum and training will be provided in the 2016-17 year to ensure this goal is met in the future.</p> <p>1.28 District office staff assisted with the testing and identification of all EL students. They monitor reclassification and provide us with lists that contain school site data.</p>	<p>1.24 Cost of CELDT testers, scoring 0000: Unrestricted Supplemental \$6,000</p> <p>1.25 Stipends for ELD Champions, per teacher 0000: Unrestricted Concentration \$1,000</p> <p>1.26 ELD Pilot Materials 0000: Unrestricted Supplemental \$2,000</p> <p>1.27 Materials for EL students 0001-0999: Unrestricted: Locally Defined Supplemental no cost</p> <p>1.28 Salaries for District Office staff 0000: Unrestricted Supplemental \$35,000</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service </p>	

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<p>1.29 Teachers will receive coaching from district STEAM TOSA in design thinking, Makers' Spaces, and integration of technology into their curriculum.</p> <p>1.30 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>1.31 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>1.32 Students will participate in science camp and field trips linked to NGSS standards.</p>	<p>1.29 Cost of district STEAM TOSA 0000: Unrestricted Other \$10,000</p> <p>1.30 Stipends for Tech Integration Coaches 0000: Unrestricted Base \$1,000</p> <p>1.31 Montalvo Arts for 2nd grade 0000: District Funded Grant Funded \$5,000</p> <p>1.32 Funds for science camp & Yosemite participation 0001: Locally Funded Concentration \$5,000</p>	<p>1.29 Teachers received support from STEAM TOSA for technology integration</p> <p>1.30 Tech integration teachers supported different classrooms and delivered PD</p> <p>1.31 The Montalvo Arts program was implemented in 2nd grade classrooms</p> <p>1.32 Students attended the Yosemite science camp on May 9-13th.</p>	<p>1.29 Cost of district STEAM TOSA 0000: Unrestricted Other \$10,000</p> <p>1.30 Stipends for Tech Integration Coaches 0000: Unrestricted Base \$1,000</p> <p>1.31 Montalvo Arts for 2nd grade 0000: Unrestricted Grant Funded \$5,000</p> <p>1.32 Funds for science camp & Yosemite participation 0001-0999: Unrestricted: Locally Defined Concentration \$4,500</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service</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 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>1.33 In addition to the PD offered to all CUSD staff, Sherman Oaks teachers/staff will participate in specific</p>	<p>1.33 Cost of trainers, PD, Stipends for teachers 0001-0999: Unrestricted: Locally Defined</p>	<p>1.33 In addition to the PD offered to all CUSD staff, Sherman Oaks teachers/staff will participate in specific</p>	<p>1.33 Cost of trainers, PD, Stipends for teachers 0001-0999: Unrestricted: Locally Defined Concentration \$28,000</p>

<p>PD, training and appropriate access to the California Common Core State Standards en Español in alignment with the National Dual Language Guiding Principles.</p>	<p>Concentration \$30,000</p> <p>1.33 Dual Lang. Conferences/travel, sub costs 0001-0999: Unrestricted: Locally Defined Supplemental \$20,000</p> <p>1.33 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>1.33 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>PD, training and appropriate access to the California Common Core State Standards en Español in alignment with the National Dual Language Guiding</p>	<p>1.33 Dual Lang. Conferences/travel, sub costs 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p> <p>1.33 CCCS en Español Materials for the Implementation of the 90:10 Dual Lang. Immersion Instruction 0001-0999: Unrestricted: Locally Defined Concentration \$20,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <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>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>1.34 Students with special needs receive specialized educational support from RSP and SDC teachers.</p>	<p>1.34 Salaries for RSP and SDC teachers 0000: District Funded Supplemental \$35,000</p>	<p>1.34 Students with special needs receive specialized educational support from RSP and SDC teachers.</p>	<p>1.34 Salaries for RSP and SDC teachers 0000: Unrestricted Supplemental \$35,000</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 type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" 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>	

Special Education			
Scope of Service		<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)	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Overall we are going to group our actions/services into larger main objectives. It was hard to have any flexibility with the plan when we added such specific items and then it was difficult to track the minor expenses associated with the actions. In our 2016-17 plan we will have actions and services that pertain to the bigger themes of the work we are doing in the district to support Goal 1. Goals and Services will pertain to the following four elements: curriculum adoption, staffing to support high quality Common Core implementation, Classroom technology integration and professional development. We will outline what support services support our goal under these larger headings. We were overly specific in our first writing of the LCAP and realized that some of the services and actions actually crossed into multiple goals. We are cleaning this up with the new plan. In addition we have more specifically outlined our Expected Annual Measurable Outcomes in the 2016-17 plan.</p> <p>To support goal 1 we will continue to fund intervention teachers, Equity Coaches and ELD Champions to offer small group or one on one support for targeted students needing intervention. The support staff such as Equity Coaches and district TOSA's also offer extensive support to our teaching staff to ensure that they are able to receive the training necessary to effectively teacher the Common Core and NGSS Standards. We will continue with our piloting procedures to fully adopt an NGSS and Math program and then work in PLC groups to effectively identify essential learning standards. (The PLC process and the funding necessary to support it is outlined in Goal 2 action and services) The collaboration that is mentioned in this goal is also something that we are moving to Goal two and will continue to support as this is a strategy for ensuring that all students make progress towards attainment of the standards.</p> <p>Additional funding will be allocated to ensure that we have 21st Century classrooms. Actions and Services pertaining to technology were added to the new LCAP goals with the overall goal of getting us to 1:1 device/child ratio for grades 1-8 by the year 2018.</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.

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Original GOAL 2 from prior year LCAP:	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 <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</u>	
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	ALL	
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.	Actual Annual Measurable Outcomes:	The full results of this goal cannot be assessed until the SBAC data comes in for this year. iReady was administered each trimester and assessment results were evaluated in grade level teams to determine how students are progressing towards ELA and Math standards. iReady assessment graphs showing grade level growth from window 1 through window 3 are added as attachments to the LCAP. These graphs demonstrate growth and align to our creation a new goal that focuses on multiple measures to assess individual student achievement.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will receive high quality, grade level, daily Common Core instruction in ELA and Math. (See Goal #1)	2.1 Substitutes for release time, after hours meetings 0001-0999: Unrestricted: Locally Defined Base \$20,000	Students received high quality, grade level, daily Common Core instruction in ELA and Math. (See Goal #1)	2.1 Substitutes for release time, after hours meetings 0001-0999: Unrestricted: Locally Defined Base \$20,000
2.1 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.	2.2 Cost of iReady diagnostic and curriculum 0000: Unrestricted Base \$12,000	2.1 PLC dates where student data was examined were offered on 9/30,10/28,11/18,1/27,2/24. Reflection sheets were completed by all teams and submitted to site Administrator.	2.2 Cost of iReady diagnostic and curriculum 0000: Unrestricted Base \$12,000
2.2 Frequent formative assessments will be given, and results will be analyzed to determine student learning and any needed interventions.	2.3 Cost of effective Spanish diagnostic and curriculum 0001: Locally Funded Concentration \$10,000	2.2 On the above listed dates teachers came up with Common Formative assessments to administer between meetings. Results were analyzed and results shared with site Administrator. A district assessment calendar was followed with formal testing windows and iReady English Language Arts and math assessments were administered by 9/4/15,11/13/15 and 3/4/16.	2.3 Cost of effective Spanish diagnostic and curriculum 0001-0999: Unrestricted: Locally Defined Concentration \$10,000
2.2 Cost of effective Spanish diagnostic and curriculum			

		2.2 Cost of effective Spanish diagnostic and curriculum		
Scope of Service	LEA-wide		Scope of Service	
<input checked="" type="checkbox"/> All			<input type="checkbox"/> All	
OR:		OR:		
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<input type="checkbox"/> Other Subgroups: (Specify)		<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 will be changing the district overall goal in this section to the following: Multiple measures will be used to assess individual student growth in all areas for all sub-groups. This change is being made because of stakeholder input that focusing on a 3-5% growth measure on the SBAC does not give a full picture of student learning and doesn't allow us to look at meeting our targets until the end of the year SBAC results are published. The planned actions/services have been changed slightly to align to the growth goals and expected outcomes. We also took time to look at our expected outcomes to ensure they are effective measurements of learning.			

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Original GOAL 3 from prior year LCAP:	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>	
Goal Applies to:	Schools:	LEA-wide	
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.	Actual Annual Measurable Outcomes:	SOAKS Suspension rate dropped by 10% last year (from _____ last year, to _____% this year as measured by SWIS. There were no expulsions again this year. Attendance rate is very stable at 98% or above over the last two years.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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	3.1 Training on Restorative Justice: trainer, teacher stipends, travel 0001-0999: Unrestricted: Locally Defined Concentration \$2,000	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	3.1 Training on Restorative Justice: trainer, teacher stipends, travel 0001-0999: Unrestricted: Locally Defined Concentration No cost
3.1 District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis.	3.2 Playworks contract 0001: Locally Funded Supplemental \$17,000	3.1 Staff participated in PBIS training and review on Aug. 19, 2015.	3.2 Playworks contract 0001-0999: Unrestricted: Locally Defined Supplemental \$17,000
3.2 Playworks will provide recess and PE trainings to create a positive school climate, and before and after school opportunities for students.	3.3 Cost of incentives, assemblies 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000	3.2 District PBIS TOSA provides implementation support to school site PBIS teams and staff on a weekly basis.	3.3 Cost of incentives, assemblies 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000
3.3 PBIS materials will be purchased that support the tiered PBIS	3.4 Cost for release time, stipends (Tier III SST) 0001-0999: Unrestricted: Locally Defined Supplemental \$5,000	3.3 The following materials have been purchased to support the tiered PBIS framework: Good Kid.com registration,	3.4 Cost for release time, stipends (Tier III SST) 0001-0999: Unrestricted: Locally Defined Supplemental \$4,500
	3.5 Cost for District PBIS TOSA salary 0000: Unrestricted Supplemental \$10,000		3.5 Cost for District PBIS TOSA salary (district) 0000: Unrestricted Supplemental \$10,000
	3.6 Cost for EMQ 0000: Unrestricted Grant Funded No cost		3.6 Cost for EMQ 0000: Unrestricted Grant Funded No cost

<p>framework.</p> <p>3.4 Tiered behavior interventions will be in place to provide increasing levels of interventions for students.</p> <p>3.5 Cost for District PBIS TOSA salary</p> <p>3.6 EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support.</p> <p>3.7 Site mental health interns provide social skills classes to support students and provide intensive support for individual students.</p> <p>3.8 Project Cornerstone provides support with reading, positive school climate, anti-bullying.</p> <p>3.9 School counselors provide additional support to students and their families.</p> <p>3.10 Administrators and teachers will attend training in the Restorative Justice Program.</p>	<p>3.7 Cost for Site Mental Health Interns 0000: Unrestricted Supplemental \$13,900</p> <p>3.8 Cost of Project Cornerstone materials 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p> <p>3.9 Salaries for school counselors 0001-0999: Unrestricted: Locally Defined Supplemental \$35,000</p> <p>3.10 Cost of trainers, materials for parent classes 0001: Locally Funded Supplemental \$5,000</p>	<p>PRIMM books, Toolkits,</p> <p>3.4 Tiered behavior interventions are in place to provide support for all students</p> <p>3.5 Site mental health interns provide individual support to 28 students. Social skills classes are offered one day per week.</p> <p>3.6 EMQ/School Link Services provided parenting support to 12 families, on-site cognitive trauma and behavior support to 12 students, and 3 home visits.</p> <p>3.7 The SLS coordinator worked with 27 families by providing outreach to families and connecting them with school, health, and other local services.</p> <p>3.8 Project Cornerstone provides support with bilingual reading, positive school climate and bicultural engagement to all grades.</p> <p>3.9 Goal not met/ We do not have a school counselor at this time.</p> <p>3.10 Based on parent feedback and input, we dedicated these funds to Sherman Oaks University, which was a huge success!</p>	<p>3.7 Cost for Site Mental Health Interns 0000: Unrestricted Supplemental \$13,900</p> <p>3.8 Cost of Project Cornerstone materials 0001-0999: Unrestricted: Locally Defined Supplemental \$1,800</p> <p>3.9 Salaries for school counselors 0001-0999: Unrestricted: Locally Defined Supplemental \$35,000</p> <p>3.10 Cost of trainers, materials for parent classes (part of SOAKS U) 0001-0999: Unrestricted: Locally Defined Supplemental \$5,000</p>												
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<p>3.11 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>3.12 Classes will be offered after school to parents in English and Spanish for positive discipline (Love & Logic)</p> <p>3.13 Information will be sent home through School Messenger and newsletters about the importance of school attendance.</p> <p>3.14 Student incentives will be established that encourage 100% attendance.</p> <p>3.15 Parent Engagement classes will be offered.</p>	<p>3.11 Materials purchase, stipend for teacher 0001-0999: Unrestricted: Locally Defined Concentration \$1,000</p> <p>3.12 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>3.13 Information will be sent home through School Messenger and newsletters about the importance of school attendance. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>3.14 Student incentives will be established that encourage 100% attendance. 0001-0999: Unrestricted: Locally Defined Supplemental \$1,000</p> <p>3.15 Parent Engagement classes will be offered. 0000: Unrestricted Supplemental \$1,000</p>	<p>3.11 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>3.12 Goal not completed due to lack of appropriate instructor</p> <p>3.13 Information will be sent home through School Messenger and newsletters about the importance of school attendance.</p> <p>3.14 Student incentives will be established that encourage 100% attendance.</p> <p>3.15 Parent Engagement classes will be offered.</p>	<p>3.11 Materials purchase, stipend for teacher 0001-0999: Unrestricted: Locally Defined Concentration \$1,000</p> <p>3.12 Positive Disciple (Love & Logic) classes for parents in Eng. and Spanish--materials, teachers stipends, childcare, food 0001-0999: Unrestricted: Locally Defined Supplemental No cost</p> <p>3.13 Information will be sent home through School Messenger and newsletters about the importance of school attendance. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>3.14 Student incentives will be established that encourage 100% attendance. 0001-0999: Unrestricted: Locally Defined Supplemental \$1,000</p> <p>3.15 Parent Engagement classes will be offered. 0001-0999: Unrestricted: Locally Defined Supplemental \$1,000</p>												
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<p>3.16 District office, School Services Department supports sites with attendance and behavioral issues.</p>	<p>3.16 Salaries for district office 0000: District Funded Supplemental \$20,000</p>	<p>3.16 District office, School Services Department supports sites with attendance and behavioral issues.</p>	<p>3.16 Salaries for district office 0000: Unrestricted Supplemental \$20,000</p>												

Scope of Service LEA-wide		Scope of Service	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In order to appropriately account for all funding in the LCAP plans we are moving to a model that shows overall what support the district provides in attaining this goal and specific actions and services that the sites provide. The actions and services that are put into the plan are provided and will change annually based on stakeholder feedback of areas where funding may need to be reallocated to better support the goal. We will focus on actions and service that provide additional enrichment for student engagement, and we will hire an additional district-wide person who will focus on equity and ensuring that unduplicated pupils are receiving additional tiered supports.		

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:	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>	
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	English Learners, Reclassified English Learners	
Expected Annual Measurable Outcomes:	Parent engagement in their children's learning will increase by 10% each year.	Actual Annual Measurable Outcomes:	SOAKS Parent Engagement in all areas of school included classroom engagement; ELAC: PTC participation; Los Dichos/Project Cornerstone; SOAKS University; Math & STEAM training; Dual Language; and Positive Discipline were at an all-time high attendance rate of 99% capacity as measured by sign-in sheets and surveys
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Materials sent home will be translated into the home languages spoken by the majority of English Learner families.	4.1 Cost for translation 0000: Unrestricted Supplemental \$10,000 4.2 School Website 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000	4.1 Materials sent home will be translated into the home languages spoken by the majority of English Learner families.	4.1 Cost for translation 0000: Unrestricted Other \$10,000 4.2 School Website 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000
4.2 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.	4.3 Parent Participation 0001-0999: Unrestricted: Locally Defined Title I \$2,000 4.4 Parent Programs 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000	4.2 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.	4.3 Parent Participation 0001-0999: Unrestricted: Locally Defined Title I \$2,000 4.4 Parent Programs 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000
4.3 Parents of unduplicated pupils will be recruited for participation and leadership roles in SSC, PTA, DELAC and ELAC.		4.3 Parents of unduplicated pupils will be recruited for participation and leadership roles in SSC, PTA, DELAC and ELAC.	

<p>4.4 Special efforts will be made to promote parental participation in programs for special needs students.</p>		<p>4.4 Special efforts will be made to promote parental participation in programs for special needs students.</p>	
<p>Scope of Service LEA-wide</p>		<p>Scope of Service </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><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>4.5 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 <p>4.6 Sherman Oaks University (one Saturday each year)</p> <p>4.7 Bilingual 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>4.8 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>4.5 Cost for child care, materials, food 0001-0999: Unrestricted: Locally Defined Supplemental \$2,000</p> <p>4.6 Sherman Oaks University for Parents--Cost for teacher stipends, food, supplies, materials in Spanish and Eng. 0001: Locally Funded Concentration \$20,000</p> <p>4.7 Bilingual Classes for Parents--teacher stipends/costs, materials, childcare, etc. 0001: Locally Funded Supplemental \$7,000</p> <p>4.8 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>	<p>4.5 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 <p>4.6 Sherman Oaks University (one Saturday each year)</p> <p>4.7 Bilingual 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>4.8 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>4.5 Cost for child care, materials, food 0001-0999: Unrestricted: Locally Defined Supplemental \$1,500</p> <p>4.6 Sherman Oaks University for Parents--Cost for teacher stipends, food, supplies, materials in Spanish and Eng. 0001-0999: Unrestricted: Locally Defined Concentration \$18,000</p> <p>4.7 Bilingual Classes for Parents--teacher stipends/costs, materials, childcare, etc. 0001-0999: Unrestricted: Locally Defined Supplemental no cost</p> <p>4.8 Dual Immersion Parent Meetings (Grade or Cross-Grade Level Specific) led by teams--Cost for childcare, food, translations, materials and teacher stipends. 0001-0999: Unrestricted: Locally Defined Supplemental \$600</p>

Scope of Service	LEA-wide	Scope of Service	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Since the LCAP is a financial plan of how we spent our money we are eliminating actions and services from the plan that do not have a cost. Those actions will still continue to support the goal but in trying to make the LCAP a more manageable document to share with stakeholders we received feedback that only items with costs associated need be in the plan. We will also be eliminating the annual measurable outcome that states that we will increase parent engagement by 10% each year and replace that with "parent engagement opportunities will expand annually and enrollment will be tracked to monitor engagement/participation levels."		

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>\$702,182</u>
<p>The Campbell Union School District is under the 55% unduplicated count districtwide. In the 2016-2017 school year, Campbell Union School District will spend its LCFF Supplemental and Concentration (S/C) funds on actions and services principally directed toward unduplicated student groups. (English Learners, low income, and foster youth). The funds will be expended in both districtwide initiative and site allocations beyond the LCFF base to support academic and social needs of the unduplicated pupils.</p>	
<p>District-wide initiatives that support the educational needs of unduplicated pupils:</p>	
<ul style="list-style-type: none"> • English Language Learner (ELD) Champions: Year 2 • ELD/ELA Framework Training for staff • Saturday tutorial program for designated English language learners • Utilize bilingual aides to support students in their home language • Provide support at each school site that will include Teachers on Special Assignment (TOSA's) in literacy, math and STEAM instruction • Provide bilingual community liaisons at schools with high concentration of unduplicated pupils • Provide additional reading intervention support by hiring a Reading Intervention teacher at each site • Hire an Equity Coach (TOSA) for each school site to provide additional coaching and professional development • Support parents and guardians through the use of bilingual Community Liaisons, offering parent classes to understand new standards, assessment and use of technology in the classrooms • Offer an academic 4-week summer program only for unduplicated pupils • Hire an Administrator on Special Assignment to monitor, plan and implement special programs for unduplicated pupils • Purchase additional intervention curriculum to support struggling learners in before or after school setting. • Plan and implement a parent education university to encourage stronger home/school connections. 	
<p>Justification for the Expenditure of these funds:</p>	
<p>The Campbell Union School District has determined that these S/C funds will be spent in this way in response to stakeholder input, an analysis of current data, and current research that support the advantages of extending learning time for academic material as well as the support of home language communication with families and the impact of coaching on professional practice.</p>	

The use of district TOSA's and Coaches to work directly with teachers in their classrooms:

- Models effective teaching practices and differentiation to better meet the needs of all learners
- Offers opportunities for coaching for teachers to improve their delivery for special groups of learners
- Professional Learning Community (PLC) Work
- Using student achievement data to support instructional decision making
- Providing effective intervention programs above and beyond for unduplicated pupils

Description of how these service are the most effect use of funds to meet district goals:

- The Campbell Union School District determined that these service would be the most effective in meeting our LCAP goals based on research supporting the use of PLC's as an effective school improvement strategy and stakeholder input.
- We considered not having the Equity Coaches full time at the sites but it was determined that their support of teachers, especially new teachers, was imperative.

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.

18.41	%
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The services in the LCAP demonstrate a 18.41 percent increase or improvement in services for unduplicated students as compared to the services provided to all pupils in the 2015-16 school year. The increase in services is reflected in this summary.

In 2015-2016, the expenditure of LCFF Supplemental/Concentration funds for additional personnel, materials or services targeted primarily to unduplicated pupils, as detailed in Section 2 provides services above and beyond those provided for all students.

The base program for each student in the district consists of 6 hours of daily instruction from a highly qualified teacher. All students receive two hours of ELA Instruction, and 60-90 minutes of math instruction. English Learners receive 30 minutes daily ELD instruction.

The LCFF S/C funds will be spent to provide increased services for our district's unduplicated pupils as outlined in the plan. Specifically mentioned are the above and beyond

funding consists of:

- Creation of a position entitled Equity Administrator on Special Assignment to ensure that the funding allocated for unduplicated pupils actually gets spent on them. This person will help spread the equity work across the district and support other Administrators to plan and deliver programs that target unduplicated pupils.
- Funding for additional School Counselors
- Funding a second Campus supervisor at CMS to support the high number of unduplicated pupils
- Outreach to parents of unduplicated pupils to help them be more connected to their child's education will be more effective with the Community Liaisons that provide additional hours at sites with high concentration of unduplicated pupils
- Creation of a Saturday intervention program
- Summer school targeting only undocumented pupils needing intervention support
- ELD Champions that provide professional development and modeling of lessons in classrooms
- Specialized training in Differentiation for educators
- Learning Circle (training) around the English Language Framework for teachers with large numbers of EL students
- Reading Interventions Specialists at all school sites
- Before and after school intervention programs
- Orton Gillingham Reading intervention training for targeted educators
- Purchase of supplemental curriculum(Souday Systems program to support dyslexic students and those struggling with learning to read), On the Record Intervention materials, Zearn, Reflex Math
- School links service coordinator: (grant funded)
- AVID program
- Cost of translations of district communications

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
0000: District Funded	Supplemental	55,000.00	0.00	0.00	0.00	0.00	0.00
0000: District Funded	Title I	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	482,400.00	482,400.00	72,957.00	72,957.00	72,957.00	218,871.00
0000: Unrestricted	Concentration	1,000.00	1,000.00	2,000.00	2,000.00	2,000.00	6,000.00
0000: Unrestricted	District Funded Base	0.00	0.00	33,200.00	33,200.00	33,200.00	99,600.00
0000: Unrestricted	District Funded Concentration	0.00	0.00	500.00	500.00	500.00	1,500.00
0000: Unrestricted	Grant Funded	0.00	5,000.00	5,000.00	5,000.00	5,000.00	15,000.00
0000: Unrestricted	Other	150,000.00	160,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	205,900.00	249,900.00	233,437.00	233,437.00	233,437.00	700,311.00
0000: Unrestricted	Title I	886.00	886.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	20,000.00	20,000.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Concentration	63,000.00	81,500.00	45,000.00	45,000.00	45,000.00	135,000.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	140,000.00	137,400.00	131,336.00	131,336.00	131,336.00	394,008.00
0001-0999: Unrestricted: Locally Defined	Title I	2,000.00	9,100.00	74,833.00	74,833.00	74,833.00	224,499.00
0001: Locally Funded	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001: Locally Funded	Concentration	40,000.00	0.00	0.00	0.00	0.00	0.00
0001: Locally Funded	Supplemental	34,000.00	0.00	0.00	0.00	0.00	0.00
0001: Locally Funded	Title I	2,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00	23,000.00	23,000.00	23,000.00	69,000.00
1000-1999: Certificated Personnel Salaries	District Funded Supplemental	0.00	0.00	241,000.00	241,000.00	241,000.00	723,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	341,557.00	341,557.00	341,557.00	1,024,671.0 0
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	169,000.00	169,000.00	169,000.00	507,000.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	30,000.00	30,000.00	30,000.00	90,000.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	60,000.00	60,000.00	60,000.00	180,000.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	96,200.00	96,200.00	96,200.00	288,600.00

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).